

General Guidelines for the Presentation of a Course Handout

1. Compliance of the course handout

Every educational handout must correspond to the axes and chapters of a subject, in accordance with the current curriculum within a department's training program.

2. Submission requirements

a. The material may be developed by several authors: ☐ Who have taught the same subject. ☐ With a view to combining lectures, tutorials, practicals, etc.

b. Expertise is open to:

- To teachers who have taught a subject (lectures, tutorials, practicals, etc.) in accordance with the official syllabus, either at the same institution or at another institution. In this case, the final version of the material may only be submitted after the completion of the course in question.

- To teachers who do not teach the subject. In this case, the material cannot be distributed through the institution's distance learning platform. **The author has two options:**

- Commit to distributing the material via the Dspace platform of the affiliated institution (Appendix 3)

- Opt for **publication through the Office des Publications Universitaires (OPU)**, with the support of CATI (Appendix 3)

In this case, the teacher may distribute their material via the distance learning platform once the subject has been assigned to them.

3. Handout Structure *(Adhere to the order of the handout components)* [\[Link\]](#)

4. Layout Standards and Typographical Presentation

- ✓ **Page Orientation** : Portrait *(except for exceptional pages requiring landscape orientation)*;
- ✓ **Footer** : On every page *(Indicate the name of the institution, the title of the specialty, and the academic year)*;
- ✓ **Margins** : 2.54 cm to be applied to the entire template;
- ✓ **Line Spacing** : 1.5 for French and English languages, and 1.15 for Arabic language;
- ✓ **Indentation (Tab)** : 1.27 cm for each paragraph;
- ✓ **Pagination** : Bottom center of the page;
- ✓ **Recommended Fonts** : *(Use the same font throughout the entire document, including headings, body text, and bibliography).*

*** For the national language version**

Simplified Arabic :	<ul style="list-style-type: none">- Main headings: 18- Subheadings: 16- Body text: 14
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*** For the French and English versions**

Times New Roman :	<ul style="list-style-type: none">- Main headings: 16- Subheadings: 14- Body text: 12
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- ✓ **Justified text** throughout the entire document, adhering to the following.
- ✓ Well-structured, bold, and numbered **headings**;
- ✓ Numbered and referenced **tables** presented separately with a title above;
- ✓ Numbered **figures** and **images** presented separately with a title below and a reference;
- ✓ Follow the APA Style / 7th edition *(for both in-text citations and the reference list)*;
- ✓ **Handout volume** (length):
 - **Annual course:** Minimum of **60** pages and maximum of **120** pages *(excluding appendices)*.
 - **Semester course:** Minimum of **45** pages and maximum of **90** pages *(excluding appendices)*.

5. Similarity rate

- The accepted similarity index is 30%, provided it does not originate entirely from the same source.
- AI may be used for generating images, video clips, as well as for improving the writing style, etc.
- The overall accepted similarity rate must not exceed 50%.

6. Order of the Handout Components

1. **Cover page**
2. **Preamble / (Foreword)** *(maximum of one page)*
3. **Table of Contents**
4. **Lists of Figures, Tables, and Abbreviations** *(if necessary)*
5. **Subject syllabus**
6. **Content**

Cas de : Cours	Cas de : TD, TP, Ateliers, Stages pratiques
<p>The content, structured and organized into chapters or any other format that complies with the degree program, must include:</p> <ul style="list-style-type: none"> - General introduction including the skills targeted, prerequisites and the course's place in the programme. - Content structured and organised into chapters or any other format in line with the training programme. - Teaching sequences with a presentation of intermediate objectives → Teaching sequences must be interspersed with clearly presented examples and learning activities, with operational objectives and explicit instructions. - At the end of each chapter, summary activities must be clearly presented. - Illustrations, tables, diagrams, examples and referenced quotations are strongly recommended to support theoretical concepts. - Partial conclusions that summarise key ideas and lead into the following content. - The general conclusion → The list of bibliographical references, edited using bibliographical reference management software (Zotero, Endnote, etc.) 	<p>Le support pédagogique doit :</p> <ul style="list-style-type: none"> - Être centré sur la manipulation et l'expérimentation, il doit suivre une logique procédurale. → Mettre en clair les objectifs opérationnels. → Présenter des rappels théoriques liés à la tâche à réaliser → Présenter les outils nécessaires et les conditions de réalisation. - Décrire la démarche expérimentale en détail, présentée étape par étape et accompagnée de schémas, captures d'écran, capsules vidéo ou toute autre ressource. → Prévoir des exercices rédactionnels sous forme d'observations et d'interprétation des résultats → Contenir des activités de synthèse ou d'autoévaluation. → Informer l'étudiant des modalités d'évaluation et des compétences acquises. → Englober le canevas d'élaboration de rapport → Respecter les normes de citations bibliographiques → Présenter une liste des références bibliographiques, éditée par un logiciel de gestion de références bibliographiques (Zotero, Endnote, etc)

- **General Introduction**
- **Chapters** *(each chapter must be structured as follows)*

Chapter 1: [Title]

- Specific objectives of the chapter
- Fundamental concepts
 - **Section 1.1:** [Subheading]
 - **Section 1.2:** [Subheading]
- Intermediate objectives
- Exercises and activities / Discussion questions *(specify the targeted objective for each activity or exercise)*
- Chapter Summary / Conclusion

Chapter 2: [Title]

- Specific objectives of the chapter
- Fundamental concepts
 - Section 2.1:** [Subheading]

-Section 2.2: [Subheading]

-Exercises / Practical applications

-Chapter Summary / Conclusion

- **General Conclusion**
- **Bibliography** *(10 to 15 sources, combining historical and recent references)*
- **Appendices / Index / Glossary** *(if necessary)*

Table 4: Expert assessment phases

Phases	Actor	Registration authority	Processing body	Main actions	Procedure deadlines	Deliverables
Submission	Author(s)	Departmental teaching service	Teaching committee	<p>a. In the case of an original version, or an updated version where the original version was developed and reviewed before 1 September 2026:</p> <p>Verification:</p> <ul style="list-style-type: none"> ✓ Of the application file ✓ Compliance of the content with that taught (§ P9, c.f.b.1) ✓ The similarity rate ✓ The "Zero AI" rate ✓ Of the linguistic revision carried out by a specialist in the language of publication, or failing that, by a digital tool. ✓ Compliance with the template, to be ensured by the local quality assurance unit 	One week after the CP meeting	<p>a. Eligibility cases:</p> <p>A file to be submitted to the registration authority, which must in turn submit it to the candidate, containing:</p> <ol style="list-style-type: none"> 1- Admissibility report (Appendix 6) 2-Certificates of similarity and Zero AI (Appendix 7) 3- Linguistic review report (Appendix 8). 4- Charter posted on the distance learning platform (Appendix 9) 5- Certificate of compliance issued by the quality assurance manager (Appendix 10)
				<p>b. In the case of an updated version where the original version was developed and reviewed after 1 September 2026:</p> <ul style="list-style-type: none"> ✓ Compare the revised version with the original version to determine whether it requires review. 		<p>b. In the case of inadmissibility or an updated version where the original version was developed and reviewed after 1 September 2026:</p> <p>A file to be submitted to the registration authority, which must in turn forward it to the applicant, containing the report of reservations or the non-necessity of assessment (Appendix 11)</p>
Designation	Departmental teaching service	Postgraduate department	Departmental scientific committee	<ul style="list-style-type: none"> ✓ Appointment of two experts, one of whom must be external, in accordance with the appointment criteria. ✓ Ensure double anonymisation 	Two weeks after the regular or extraordinary session meeting, for candidates concerned by promotion to the rank of	Minutes of the CSD, to be submitted to the registration authority

Expertise	Postgraduate department	Postgraduate department	Experts	<ul style="list-style-type: none"> ✓ Evaluation of teaching materials according to the assessment grid provided by the registration authority ✓ Verification of the lifting of reservations 	six weeks	Duly completed and signed assessment grids (Appendix 11), accompanied by a request for corrections where applicable, to be submitted to the registration authority.
Result	Postgraduate department	Postgraduate department	Departmental scientific committee	Announcement of results: <ul style="list-style-type: none"> ✓ Accepted ✓ Rejected ✓ To be revised (return to the assessment phase) ✓ Appointment of a third expert (return to the assessment phase) 	One week after the regular or extraordinary session meeting, for candidates concerned by promotion to grade	Minutes announcing the results, to be submitted to the registration authority
Validation	Postgraduate department	Postgraduate department of the faculty, institute or institution, in the case of schools.	Scientific council of the faculty, institute or establishment, in the case of schools	Announcement of the final result <ul style="list-style-type: none"> ✓ Accepted ✓ Rejected 	One week after the regular or special session meeting, candidates eligible for promotion to grade	PV mentioning the final result, to be submitted to the registration authority
Assessment	Postgraduate department of the faculty, institute or establishment, in the case of schools.	Postgraduate department of the faculty, institute or institution, in the case of schools.	Postgraduate department of the faculty, institute or establishment, in the case of schools.	<ul style="list-style-type: none"> ✓ Preparation of documents 	One week after receipt of the minutes	A file to be sent to the department's post-graduation service, including: <ol style="list-style-type: none"> 1-The minutes of the final results announcement (Appendix 13) 2-A copy of the minutes of the CSF, CSI or CSE 3- Certificate of expertise for the experts (Appendix 14) 4- Certificate for the specialist responsible for linguistic revision (Appendix 15) 3-If accepted: <ul style="list-style-type: none"> ✓ Certificate of production of teaching materials (Appendix 16) ✓ A copy of the similarity and zero AI certificate (Appendix 7) ✓ Authorisation for dissemination via Dspace (Appendix 16) (§ P9, c.f.b.2) ✓ Authorisation to apply for OPU publication (Appendix 17) (§ P9, c.f.b.2)

Registration	Postgraduate department of the faculty, institute or institution, in the case of schools.	Postgraduate department	Postgraduate department	<ul style="list-style-type: none"> ✓ Registration of the file received ✓ Transmission of certificates to stakeholders 	48 hours after receipt of the file	1-Delivery of certificates to experts (Appendix 14) 2-Delivery of the certificate to the specialist who performed the linguistic review (Appendix 15) 3- Delivery of documents relating to the candidate to the department's teaching service
Issuance	Postgraduate Department	Departmental teaching department	Departmental teaching department	<ul style="list-style-type: none"> ✓ Submission of certificates to the candidate 	48 hours after receipt	To be given to the candidate: 1- The final results announcement report (Appendix 13) 2- If accepted: <ul style="list-style-type: none"> ✓ The certificate of production of teaching materials (Appendix 16) ✓ Authorisation for dissemination via Dspace (Appendix 17) (§ P9, c.f.b.2) ✓ Authorisation to apply for OPU publication (Appendix 18) (§ P9, c.f.b.2)

Appendix 12: Expertise grid for teaching materials intended for face-to-face teaching

Table 1: Likert scale			
Value	Assessment	Mark	Interpretation
6	Excellent	100%	Criterion fully mastered and valued
5	Very satisfactory	80	Good quality achievement, in line with expectations
4	Satisfactory	60	Criterion correctly met
3	Not very satisfactory	40	The work does not sufficiently meet expectations.
2	Insufficient	20	Does not meet the expected level, quantity or quality.
1	Absent	0	Failure to follow instructions

Table 2: Assessment grid for face-to-face teaching materials
Accompanied, where applicable, by a document signed by the expert containing the necessary corrections

Areas of focus	Section	Criteria	Likert scale (6-1)	Validation of the section	Axis validation
Cross-cutting	Compliance with the template	1-The material complies with the structure of the official framework 2- The syllabus complies with the official template	☐ ☐ ☐ ☐	100%	80%
	Presentation	1- The content covers the training programme 2- Structuring and prioritising teaching content with a view to continuity	☐ ☐ ☐ ☐	80%	
	Readability and editorial consistency	1- The content is written in a comprehensible and consistent style. 2- Quality of linguistic correction (syntax, typography, etc.)	☐ ☐ ☐ ☐	70%	
	Compliance with citation and referencing standards	1- Quality of diagrams, images, tables with presentation of bibliographic sources 2- Compliance with bibliographic citation standards	☐ ☐ ☐ ☐	70%	
Educational	Content	1 –The knowledge conveyed (notions, theories, concepts, etc.) in an educational discourse that is comprehensible to the student , and which is: <ul style="list-style-type: none"> • Lectures: accurate and consistent with the subject concerned. • Tutorials or practicals, etc.: closely linked to the application of knowledge 2 – The bibliographical and documentary sources used include recent references and are relevant to the content. 3 – Targeted and focused content , rich in examples with summaries to facilitate retention, etc. 4- Clarification of general or operational objectives in the case of tutorials, practicals, workshops, internships, etc. to enable students to focus on these learning outcomes	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	80%	80%
	Educational structure	1- Lessons <ul style="list-style-type: none"> ✓ Clear structure, pedagogical sequencing and logical progression promoting the articulation of ideas. ✓ Articulation between theory and examples. 2- Tutorials, practicals, workshops, internships, etc. <ul style="list-style-type: none"> ✓ Explicit link between theory and activities ✓ Gradual complexity to suit the level 	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	80%	

Assessment	Teaching methods	<p>1- Lectures:</p> <ul style="list-style-type: none"> ✓ The use of active teaching methods that encourage critical thinking and the resolution of complex and authentic situations: simulations, field situations or experimental protocols, clinical immersion, etc. ✓ Diversification of teaching channels: scripts, illustrations, video/audio links, diagrams, concept maps, summaries, etc. ✓ Alignment of teaching objectives and methods: The teaching method is consistent with the defined learning objectives in order to support progress. <p>2- Tutorials: Diversification of types of activities in context, practical application of theoretical elements and clarity of instructions.</p> <p>3- Practical work: Clear instructions, precise protocols, a results analysis phase and assessment criteria, observable indicators of success</p> <p>4- Workshops: Development of the stages of discovery, exploration, production and presentation, assessment criteria, observable indicators of success</p> <p>5-Educational outing: Clarity of objectives, instructions, information gathering tools and methods for monitoring work to give meaning to the experience, assessment criteria, observable indicators of success</p> <p>6- Clinical immersion: Clarity of targeted skills, assessment criteria, observable indicators of success, and levels of acquisition (not acquired, in progress, acquired, etc.)</p>	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	80%	
	Educational interactivity	<p>1- The material encourages active student participation through engaging activities (guiding questions, case studies, discussions, etc.).</p> <p>2- Instructions for exercises, assignments or assessments are clear, precise and consistent with the learning objectives</p>	☐ ☐ ☐ ☐	70%	70%
	Learning activities for formative assessment	<p>1- Teaching sequences are interspersed with learning activities that measure the assimilation of concepts.</p> <p>2- Diversification of activity types</p>	☐ ☐ ☐ ☐	70%	
	Learning activities for continuous assessment	<p>1. Each chapter ends with learning activities aimed at memory consolidation</p> <p>2- Diversification of activity types</p>	☐ ☐ ☐ ☐	70%	