Ministry of Education and Science of Ukraine
Dnipro University of Technology

GEOLOGICAL PROSPECTING FACULTY

DEPARTMENT OF TECHNIC PROSPECTING OF DEPOSITS

"APPROVED"
Head of Department
Davydenko O.M. _____
"____" _____ 2019

WORK PROGRAM OF THE ACADEMIC DISCIPLINE

"Drilling of the wells"

Field of study…….……....	18 Production and Technology
Specialty.....	185 Oil and Gas Engineering and Technology
Academic degree.....	Bachelor
Academic program.....	Oil and Gas Engineering and Technology
Type of discipline.....	normative
Total workload……..	3 ECTS credits (90 hours)
Type of final assessment.....	Dif. test
Periodof study.....	3d semester
Language of study.....	English

Lecturer: docent KuzinJu.

Prolonged: for 20 __ / 20__ academic year _____ (_____) "__" ___ 20__.
(Signature, name, date)

for20 __ / 20__ academic year _____ (_____) "__" ___ 20__.
(Signature, name, date)

Dnipro
NTU "DP"
2019

Work program of the academic discipline“Drilling of the wells”for bachelor’s specialty 185“Oil and Gas Engineering and Technology”/ assistant professor Kuzin Ju/ NTU“Dnipro Polytechnic”Department Of Technic Prospecting of Deposits. - DA: NTU «DP» 2019 - 13 p.

Authors:

Kuzin Ju, assistant professor of Technic Prospecting of Deposits

The work program regulates:

–key goals and objectives;
–the disciplinary learning outcomes generated through the transformation of the intendedlearning outcomes of the degree program;
–the content of the discipline formed according to the criterion “disciplinary learning outcomes”;
– the discipline program (thematic plan by different types of classes);
–distribution of the discipline workload by different types of classes;
– an algorithm for assessing the level of achievement of disciplinary learning outcomes (scales, tools, procedures and evaluation criteria);
–criteria and procedures for evaluating the academic achievements of applicants by discipline;
–the contents of the educational and methodological support of the discipline;

The work program is designed to implement a competency approach in planning an education process, delivery of the academic discipline, preparing students for control activities, controlling the implementation of educational activities, internal and external quality assurance in higher education, accreditation of degree programs within the specialty.

Approved by the decision of the Methodical Commission of specialty 185 “Oil and Gas Engineering and Technology”(protocol № 6 from 07.06.2019).

Recommended for publication by the editorial board of NTUDP (protocol № # from ##.##.20##).

CONTENTS

1 DISCIPLINE OBJECTIVES

In the educational and professional programs of the Dnipro University of Technology specialty 185 “Oil and gas engineering and technology”,the distribution of program learning outcomes (NRN) for the organizational forms of the educational process is done. In particular, the following learning outcomes are attributed to the discipline F2 "Drilling of the wells ":

CL1	To create elements of technological schemes and technical devices of oil and gas production, transportation and storage systems.
CL2	To create drilling technologies for oil and gas wells
SR2	To build oil and gas wells

The objective of discipline - formation of theoretical knowledge and practical skills to determine the technology of well drilling.

The implementation of the objective requires transforming program learning outcomes into the disciplinary ones as well as an adequate selection of the contents of the discipline according to this criterion.

2 INTENDED DISCIPLINARY LEARNING OUTCOMES

Code NRN	**Disciplinary learning outcomes (DRN)**	
	DRN code	**content**
CL1	CL1-F2	calculation and analysis of the main technical and economic indicators of well drilling
CL2	CL2-F2	method of designing well construction according to the conditions of geological section
SR2	SR2-F2	requirements of drilling technology using basic methods
SR9	SR9-F2-1	to determine the optimal design of the drill string
	SR9-F2-2	to determine effective types of rock destroying tool taking into account mechanical properties of rocks

3 BASIC DISCIPLINES

Subjects	**The acquired learning outcomes**
Introduction to F1	maintain and increase moral, cultural, scientific achievements and values of society by understanding the history and patterns of development oil and Gas. Its place in the overall system knowledge about nature and society and the development of society, technology and technology
	communicate with other professional groups at different levels (with experts from other disciplines / economic activities)
	know the overall structure, relationships and functionality of individual elements of the system of Ukraine hydrocarbons

4 WORKLOAD DISTRIBUTION BY THE FORM OF EDUCATIONAL PROCESS ORGANIZATION AND TYPES OF CLASSES

Type of classes	**Total load, hours**	**Distribution by forms of education**,*hours*		
		Full-time	**Part-time**	**Distance**

		Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)	Classes (C)	Individual work (IW)
lecture	60	34	26	-	-	4	56
practical	30	17	13	-	-	2	28
laboratory	-	-	-	-	-	-	-
workshops	-	-	-	-	-	-	-
TOGETHER	90	51	39	-	-	6	84

5 DISCIPLINE PROGRAM BY TYPES OF CLASSES

Ciphers DRN	**Types and topics of training sessions**	**The volume of components,** *hours*
	LECTURES	**60**
CL1-F2 CL2-F2	1 Composition of the drilling process and basic technical and ec	5
CL1-F2 CL2-F2	2 The composition of the drill and the design of its elements	20
	Well design and method of its design	
	well technology	
	Technological modes of core drilling	
	Technology of the basic methods of drilling. (Hard-alloy, diamond).	
SR2-F2 SR9-F2-1	3 Non-traditional drilling technology: with core transport, with purge, with removable cores and keyless	30
	Well Drilling Tests	
	Quality and representation of core samples	
	Factors affecting core conservation	
	Technical means of sampling	
	Features of technology of drilling on minerals	
	Wells elimination	
CL1-F2 SR9-F2-1 SR9-F2-2	4 Drilling machines and installations	5
	PRACTICAL TRAINING	**30**
SR2-F2 SR9-F2-1 SR9-F2-2 SR9-F2-3	Calculation and analysis of technical and economic indicators of well drilling.	5
	2 Studying the design of components of a drilling projectile	5
	Well design	5
	Design of technological modes of carbide-diamond drilling	5
	Designs of core and sludge sampling facilities	5
	Drawing up of the project of liquidation buffering of the well	5
	TOGETHER	**90**

6 KNOWLEDGE PROGRESS TESTING

Certification of student achievement is accomplished through transparent procedures based on objective criteria in accordance with the University Regulations “On Evaluation of Higher Education Applicants' Learning Outcomes”.

The level of competencies achieved in relation to the expectations, identified during the control activities, reflects the real result of the student's study of the

discipline.

6.1 GRADING SCALES

Assessment of academic achievement of students of the Dnipro University of Technology is carried out based on a rating (100-point) and institutional grading scales. The latter is necessary (in the official absence of a national scale) to convert (transfer) grades for mobile students.

The scales of assessment of learning outcomes of the NTUDP students

Rating	Institutional
90 ... 100	Excellent
74 ... 89	Good
60 ... 73	Satisfactory
0 ... 59	Failed

Discipline credits are scored if the student has a final grade of at least 60 points. A lower grade is considered to be an academic debt that is subject to liquidation in accordance with the Regulations on the Organization of the Educational Process of NTUDP.

6.2 DIAGNOSTIC TOOLS AND EVALUATION PROCEDURES

The content of diagnostic tools is aimed at controlling the level of knowledge, skills, communication, autonomy, and responsibility of the student according to the requirements of the National Qualifications Framework (NQF) up to the 7th qualification level during the demonstration of the learning outcomes regulated by the work program.

During the control activities, the student should perform tasks focused solely on the demonstration of disciplinary learning outcomes (Section 2).

Diagnostic tools provided to students at the control activities in the form of tasks for the intermediate and final knowledge progress testing are formed by specifying the initial data and a way of demonstrating disciplinary learning outcomes.

Diagnostic tools (control tasks) forthe intermediate and final knowledge progress testing are approved by the appropriate department.

Type of diagnostic tools and procedures for evaluating the intermediate and final knowledge progress testing are given below.

Diagnostic and assessment procedures

INTERMEDIATE CONTROL			**FINAL ASSESSMENT**	
training sessions	**diagnostic tools**	**procedures**	**diagnostic tools**	**procedures**
lectures	control tasks for each topic	task during lectures	comprehensive reference work (CCW)	determining the average results of intermediate controls;
practical	control tasks for each topic	tasks during practical classes		

	or individual task	tasks during independent work		CCW performance during the examination at the request of the student

During the intermediate control, the lectures are evaluated by determining the quality of the performance of the control specific tasks. Practical classes are assessed by the quality of the control or individual task.

If the content of a particular type of teaching activity is subordinated to several descriptors, then the integral value of the assessment may be determined by the weighting coefficients set by the lecturer.

Provided that the level of results of the intermediate controls of all types of training at least 60 points, the final control can be carried out without the student's immediate participation by determining the weighted average value of the obtained grades.

Regardless of the results of the intermediate control, every student during the final knowledge progress testing has the right to perform the CDF, which contains tasks covering key disciplinary learning outcomes.

The number of specific tasks of the CDF should be consistent with the allotted time for completion. The number of CDF options should ensure that the task is individualized.

The value of the mark for the implementation of the CDF is determined by the average evaluation of the components (specific tasks) and is final.

The integral value of the CDF performance assessment can be determined by taking into account the weighting factors established by the department for each NLC descriptor.

6.3 EVALUATION CRITERIA

The actual student learning outcomes are identified and measured against what is expected during the control activities using criteria that describe the student's actions to demonstrate the achievement of the learning outcomes.

To evaluate the performance of the control tasks during the intermediate control of lectures and practicals the assimilation factor is used as a criterion, which automatically adapts the indicator to the rating scale:

$$O_i = 100\ a / m,$$

where a - number of correct answers or significant operationsperformed according to the solution standard; m - the total number of questions or substantial operationsof the standard.

Individual tasks and complex control works are expertly evaluated using criteria that characterize the ratio of competency requirements and evaluation indicators to a rating scale.

The content of the criteria is based on the competencies identified by the NLC for the Bachelor's level of higher education (given below).

General criteria for achieving learning outcomes 7th qualification for LDCs (BA)

Integral competenceis the ability to solve complex problems and specialized practical problems in a particular areaof professional activities or in a learning process that involves the use of certain theories and methods of the relevant scientific areas and characterized by complexity and conditions uncertainty.

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
Knowledge		
♦ Conceptual knowledge acquired during the training and professional activities, including some knowledge of modern achievements; ♦ critical understanding of the main theories, principles, methods, and concepts in education and careers	- A great - proper, reasonable, sensible. Measures the presence of: - conceptual knowledge; - a high degree of state ownership issues; - critical understanding of the main theories, principles, methods and concepts in education and careers	95-100
	A non-gross contains mistakes or errors	90-94
	The answer is correct but has some inaccuracies	85-89
	A correct some inaccuracies but has also proved insufficient	80-84
	The answer is correct but has some inaccuracies, not reasonable and meaningful	74-79
	A fragmentary	70-73
	A student shows a fuzzy idea of the object of study	65-69
	Knowledge minimally satisfactory	60-64
	Knowledge unsatisfactory	<60
Ability		
♦ solving complex problems and unforeseen problems in specialized areas of professional and/or training, which involves the collection and interpretation of information (data), choice of methods and tools, the use of innovative approaches	- The answer describes the ability to: - identify the problem; - formulate hypotheses; - solve problems; - choose adequate methods and tools; - collect and interpret logical and understandable information; - use innovative approaches to solving the problem	95-100
	The answer describes the ability to apply knowledge in practice with no blunders	90-94
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of a requirement	85-89
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the two requirements	80-84
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the three requirements	74-79
	The answer describes the ability to apply knowledge in practice but has some errors in the implementation of the four requirements	70-73
	The answer describes the ability to apply knowledge in practice while performing tasks on the model	65-69
	A characterizes the ability to apply knowledge in	60-64

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
	performing tasks on the model, but with uncertainties	
	The level of skillsis poor	<60
Communication		
♦ report to specialists and non-specialists of information, ideas, problems, solutions and their experience in the field of professional activity; ♦ the ability to form an effective communication strategy	- Fluent problematic area. Clarity response (report). Language - correct; - - net; - - clear; - - accurate; - - logic; - - expressive; - - concise. Communication strategy: coherent and consistent development of thought; availability of own logical reasoning; relevant arguments and its compliance with the provisions defended; the correct structure of the response (report); correct answers to questions; appropriate equipment to answer questions; the ability to draw conclusions and formulate proposals	95-100
	Adequate ownership industry issues with minor faults. Sufficient clarity response (report) with minor faults. Appropriate communication strategy with minor faults	90-94
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total three requirements are not implemented)	85-89
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (a total of four requirements is not implemented)	80-84
	Good knowledge of the problems of the industry. Good clarity response (report) and relevant communication strategy (total not implemented the five requirements)	74-79
	Satisfactory ownership issues of the industry. Satisfactory clarity response (report) and relevant communication strategy (a total of seven requirements not implemented)	70-73
	Partial ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented nine requirements)	65-69
	The fragmented ownership issues of the industry. Satisfactory clarity response (report) and communication strategy of faults (total not implemented 10 requirements)	60-64
	The level of poor communication	<60
Autonomy and responsibility		
♦ management actions or complex projects, responsible for decision-making in unpredictable conditions;	- Excellent individual ownership management competencies focused on: 1) management of complex projects, providing: - exploratory learning activities marked the ability to independently evaluate various life situations, events, facts, detect and defend a personal position;	95-100

descriptors NLC	Requirements for knowledge, communication, autonomy and responsibility	Indicator evaluation
♦ responsible for the professional development of individuals and/or groups ♦ the ability to continue study with a high degree of autonomy	- the ability to work in a team; - control of their own actions; 2) responsibility for decision-making in unpredictable conditions, including: - justify their decisions the provisions of the regulatory framework of sectoral and national levels; - independence while performing tasks; - lead in discussing problems; - responsibility for the relationship; 3) responsible for the professional development of individuals and/or groups that includes: - use of vocational-oriented skills; - the use of evidence from independent and correct reasoning; - possession of all kinds of learning activities; 4) the ability to further study with a high degree of autonomy, which provides: - degree possession of fundamental knowledge; - independent evaluation judgments; - high level of formation of general educational skills; - search and analysis of information resources	
	Confident personality possession competency management (not implemented two requirements)	90-94
	Good knowledge management competencies personality (not implemented three requirements)	85-89
	Good knowledge management competencies personality (not implemented the four requirements)	80-84
	Good knowledge management competencies personality (not implemented six requirements)	74-79
	Satisfactory ownership of individual competence management (not implemented seven requirements)	70-73
	Satisfactory ownership of individual competence management (not implemented eight claims)	65-69
	The level of autonomy and responsibility fragmented	60-64
	The level of autonomy and responsibility poor	<60

7 TOOLS, EQUIPMENT, AND SOFTWARE

Technical training tools via multimedia software.
Distance learning platform Moodle.

8 RECOMMENDED BIBLIOGRAPHY

1. Geological prospecting and safety: teach. study guide Vyrvinkyi P.P. Khomrenro V.- National Mining University? 2010. – 368 p.

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