SUMY NATIONAL AGRARIAN UNIVERSITY

REGULATION
ON THE EDUCATIONAL PROCESS
ORGANISATION
AT SUMY NATIONAL AGRARIAN
UNIVERSITY

Sumy – 2021

ORDER

Dated 27.04. 2021   *Sumy*   *No. 169-K*

On Enactment of the Regulation
on Educational Process Organisation
at Sumy National Agrarian University

Grounded on the Decision of the Academic Council of Sumy National Agrarian University (Minutes No. 10, 04/26/2021):

IT IS HEREBY ORDERED

To approve the new edition of the Regulation on the Educational Process Organisation at Sumy National Agrarian University, to enact on May 1, 2021.

1. N.V. Kolodnenko, the Head of the Academic Department, shall inform the Heads of the Departments of this Regulation.

2. To consider the Regulation on the Educational Process Organisation at Sumy National Agrarian University approved by the Academic Council dated 30.03.2015 and commenced by the Order of the Rector No. 112-K dated 08.04.2015 to be invalid.

3. V.M. Zhmailov, the Vice-Rector for Academic Activity, shall observe the fulfilment of this order.

Rector,
Academician NAAS of Ukraine   **Volodymyr Ladyka**

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1. GENERAL PROVISIONS

1.1.   The Regulation on the Educational Process Organisation at Sumy National Agrarian University (hereinafter – the Regulation) shall determine the main features and principles of education, educational programs, their implementation, scientific and methodological support, learning outcomes assessment and qualification awarding, quality assurance of educational process, rights and duties of the educational process members.

1.2.   The Regulation is developed according to the Laws of Ukraine "On Higher Education", "On Education", other laws of Ukraine, Decrees of the President of Ukraine, acts of the Cabinet of Ministers of Ukraine, the Statute of the University (hereinafter – the University), other legislative acts in higher education, Resolutions of the Cabinet Ministers of Ukraine dated 29, April 2015 No 266 "On Approval of the Field of Knowledge and Specialities List for Higher Education Students", the Order of the Ministry of Education and Science of Ukraine dated 06.11.2015 No 1151 "On Some Features of the Field of Knowledge and Specialities List Implementation for Higher Education Students" approved by the Resolution of the Cabinet of Ministers of Ukraine No 266 dated April 29 2015.

1.3.   The Regulation and its amendments shall be approved by the Academic Council of the University and grounded on the decision and proposal of the Methodical Committee of the University.

1.4.   The Regulation defines the terms as follows:

ACADEMIC RECOGNITION is the approval of courses, qualifications, or diplomas from one (domestic or foreign) higher education institution by another for the purpose of student admission to further studies. Academic recognition can also be sought for an academic career at another institution and, in some cases, for access to other employment activities on the labour market (academic recognition for professional purposes).

ACADEMIC HOUR is the minimum unit of time taken in an academic setting to define, plan and evaluate the contact hours. The academic hour duration is 45

minutes. When the lesson is delivered without a break for two academic hours, the duration of the academic hour decreases to 75 min.

ACADEMIC INTEGRITY is a set of ethical principles and rules determined by law, which should be followed by the academic community while teaching, studying, and doing the research and creative activity to get the acknowledgement of their learning outcomes and/or research / creative achievements.

ACADEMIC FAILURE is a lack of progress in education. It can be defined if:

1) at the beginning of the current term control, which the educational establishment defines for a definite syllabus (subject, training, term paper), the student has scored less than the limit of unsatisfactory education described in the syllabus;

2) while term assessment in any syllabus (subject, training, term paper), the student has not reached the minimum score stated in the syllabus.

ACADEMIC MOBILITY refers to a process that gives higher education students and teachers the opportunity of moving to another institution in Ukraine or outside their own country to study, teach, train, and do research.

ACADEMIC PLAGIARISM is presenting (partially or completely) someone else's work, the results of the research, creative results as your own, with or without their consent, by incorporating it into work without full acknowledgement and a precise reference to the original source in work presented as the author's own research.

ACADEMIC TEXT is the author's academic text of scientific, scientific-technical and educational nature in the form of a dissertation, graduation thesis, scientific publication, article, scientific and technical report, deposited scientific work, textbook or other teaching and methodological resources.

CERTIFICATION (of students/seekers for higher education) is consistency between the gained level of education, skills and competencies and requirements of relevant educational standards.

TRAINING AGREEMENT / DEED is an agreement signed by the parties that take part in training (including those who are engaged in programs of academic mobility): a student and institutions of higher education (institutions/organisations),

institutions/persons who provide financial support in training (if a legal or physical person carries it out). The Agreement is signed ahead of training. After being signed, if required, the Agreement may be amended by agreement of all parties.

SPECIALTY SUPPORT GROUP is the group of the University academicians or researchers for whom the University is the principal place of employment and who are responsible for educational program fulfilment at different levels of graduate and postgraduate education; they personally participate in the process of training and meet the approved qualification requirements.

GENERAL COMPETENCIES are general competencies that do not depend on the subject area but are essential for the student's further successful professional and social activities in different areas of his personal development.

SEEKERS FOR EDUCATION/STUDENTS are undergraduate, graduate, and postgraduate students and other people getting the education in different types and forms of tuition.

INDIVIDUAL EDUCATIONAL TRAJECTORY is a personal way of implementing a seeker's individual potential, which is formed by taking into account his/her abilities, interests, needs, motivation, opportunities and experience, based on the seeker's choice of types, forms and pace of education acquisition, subjects of educational activities and educational programs, training disciplines and their complexity level, methods and means of teaching offered by them. An individual educational trajectory in an educational establishment may be implemented through an individual educational plan.

INDIVIDUAL CURRICULUM is a document that determines the sequence, form and tempo of the student's acquisition of educational components of the educational program to implement his/her individual educational trajectory and is created by the educational institution in cooperation with the seeker for education with necessary for this resources. An individual educational plan includes mandatory components (disciplines, practices, term papers etc.) of the educational programs and disciplines (types of work) selected by the seeker in order to exercise their right to choose 25% of the training program.

INCLUSIVE LEARNING is a system of educational services guaranteed by the state, based on the principle of non-discrimination, consideration of human diversity, effective involvement and inclusion in the educational process of all its participants.

QUALIFICATION is a standardized set of competencies acquired by a person (learning outcomes) recognized by an authorized entity and certified by a relevant document. Qualifications by volume are divided into full and partial, by content into educational and professional. The qualification is considered complete if the person acquires a complete list of competencies of the relevant level of the National Qualifications Framework, defined by the appropriate standard. The qualification is considered partial if a person acquires part of the competencies of the relevant level of the National Qualifications Framework, represented by the appropriate standard.

COMPETENCE is a dynamic combination of knowledge, skills, abilities, ways of activities, views, values, and other personal qualities that determines a person's ability to conduct professional and/or further educational activities successfully.

ECTS CREDIT is a measurement unit of the learning load of a seeker for higher education that is necessary to achieve defined (expected) learning outcomes. The volume of one ECTS credit is 30 hours.

STUDENT LOAD is the time necessary to achieve defined (expected) learning outcomes, including all types of educational work: lectures, seminars, practicals, laboratory classes, independent work, control measures, training and production practices, etc.

TRAINING SESSIONS (CLASSES) are a lecture; laboratory, practical, seminar, individual lessons; an individual task; consultation. The duration of the training is calculated in academic hours.

EDUCATIONAL AND METHODICAL COMPLEX (**EMC**) is a document describing a holistic learning process in a particular discipline, containing a set of didactic and methodical materials that focus on its study and acquisition with taking into account features of training discipline. EMC is a methodical edition (methodical publication) and intellectual property of the teacher (team of teachers). Responsibility for its quality and preservation is entrusted to the teacher (Head of the author's team),

for whom the discipline is assigned. Every element of discipline EMC must contain:

• didactic purposes - clearly marked guidelines, planned learning outcomes to be achieved by the seeker for higher education, in particular, the knowledge that he must acquire; practical skills to be mastered in the process of studying a specific discipline; the tools he/she must use to achieve the goal;

• learning material structured into learning elements according to its acquisition;

• information on ways of mastering learning material, methods of control and self-control, and an explanation of the system (forms and organisation) of learning outcomes assessments.

CURRICULUM FAILURE occurs if the student within the specified curriculum (individual curriculum) does not enrol a certain number of ECTS credits for the execution of the minimum required level of mandatory and/or optional components of educational (educational and professional, educational and scientific) programs of training. The dates of recording the student's execution/non-execution of the curriculum are determined by the session schedules, defence of internships, term papers, qualification works, and work of the examination commission.

NON-OBJECTIVE ASSESSMENT is deliberate overestimation or underestimation of the learning outcomes of seekers for education.

INFORMAL LEARNING is additional institutionally organised training that does not end with the provision of qualification of a certain level (stage, cycle) of formal education.

NORMATIVE TERM OF STUDY is the standard number of learning / academic years during which a seeker for higher education has to perform an educational (educational and professional, educational and scientific) program. The workload of one full-time year of higher education programs is usually 60 ECTS credits.

EDUCATIONAL PROCESS is a system of scientific, methodological and pedagogical activities aimed at acquiring, increasing and using knowledge, skills and other competencies in students, as well as, as well as the formation of harmoniously developed personalities.

EDUCATION ACTIVITY is an activity of educational activity subject aimed at

organising, providing and implementing the educational process in formal and/or non-formal education.

EDUCATIONAL QUALIFICATION is recognized by the educational institution or other authorized subjects of educational activity and certified by appropriate document on education set of established educational standards and personal learning outcomes (competencies).

EDUCATIONAL SERVICE is a set of actions defined by law, educational program and/or agreement of the subject of educational activity, which have a defined value and aim at achieving the seeker's expected learning outcomes.

EDUCATION (**EDUCATIONAL AND PROFESSIONAL, EDUCATIONAL AND SCIENTIFIC**) **PROGRAM** is a unified complex of educational components (educational disciplines, individual tasks, control measures etc.) that are planned and organised to achieve particular learning outcomes. At the levels of higher education educational program determines requirements for the education level of persons who can start teaching by this program, a list of training disciplines and the logical sequence of their study, and the number of ECTS credits required for the implementation of this program and expected learning outcomes (competencies), which the seeker must master for the appropriate degree of higher education.

PERSON WITH SPECIAL EDUCATIONAL NEEDS is a person who needs additional permanent or temporary support in the educational process to ensure his/her right to education.

GRADE is any quantitatively or qualitatively measure based on defined criteria used to determine the level of mastered learning outcomes of a particular discipline or educational/training program as a whole.

STUDENT ASSESSMENT is a formalized process of determining the level of mastery by the student of the planned (expected) learning outcomes, which is necessary to improve the learning process, increase teaching efficiency, and student development.

PEDAGOGICAL ACTIVITY is an intellectual, creative activity of pedagogical (scientific and pedagogical) employee or self-employed person in the field of formal

and/or non-formal education aimed at teaching, educating and developing personality, general cultural, civil and/or professional competencies.

CREDIT TRANSFER is a process of recognizing credits awarded in another higher education institution to obtain qualifications. Credits awarded to participants under one educational program of a particular educational institution may be transferred for accumulation in another program offered by the same or another educational institution, as the learning outcomes meet some or all of the requirements of a particular program, its part or qualification.

POSTGRADUATE EDUCATION is a specialized improvement of education and professional training of persons by deepening, expanding and renewing his/her professional knowledge, skills and abilities or obtaining another profession, speciality based on previously acquired educational level and practical experience.

POLICY OF QUALITY ASSURANCE IN EDUCATIONAL ACTIVITY AND HIGHER EDUCATION AT THE UNIVERSITY is a set of standards, recommendations and decisions adopted in accordance with the quality assurance principles of educational activities and higher education at the University and the process of their implementation.

CREDIT ASSIGNMENT is the process of formally determining in ECTS credits the student's workload, which is necessary for mastering a specific educational program or its components.

CREDITS AWARDING is an act of enrolling a student in a certain number of ECTS credits. The award of the ECTS credit confirms that the student's learning results are assessed and he/she has fulfilled the educational component or qualification requirements.

AWARD OF DEGREE / EDUCATIONAL QUALIFICATION is an act of providing a student with a certain degree of higher education (educational qualification) based on the results of successful implementation of the relevant educational program.

PROGRAM COMPETENCES are the most critical competencies that determine the program's specifics and are included in the Program Profile. The program

competencies of the same programs at different universities are expected to be similar or comparable.

PROGRAM LEARNING OUTCOMES is an agreed set of 15-20 (as a rule) statements what the student must know, understand and be able to perform after successfully completing of education program.

PROJECT GROUP OF SPECIALTY is a group of scientific and pedagogical and/or scientific employees determined by the Rector's order, who are responsible for initiating educational activities in the speciality at a certain level of higher education and meet the approved qualification requirements.

PROFESSIONAL QUALIFICATION is a standardized set of acquired competencies (learning outcomes) recognized by the qualifying centre, subject of educational activities, or other authorized subject and certified by the appropriate document that allows a person to perform a certain type of work or carry out a certain professional activity.

PROGRAM PROFILE is an integral part of the program description created to present the basic information about the educational program in the established form. It allows to position the educational program among others accurately and combines it with research topics, facilitating its understanding by all major stakeholders: students, employers, researchers, teachers, education quality assurance agencies and more. Defines the subject area to which the educational program belongs, its educational level and specific features that distinguish it from other similar programs.

PROCESS OF QUALITY ASSURANCE OF EDUCATIONAL ACTIVITY AND HIGHER EDUCATION AT THE UNIVERSITY is a set of procedures aimed at implementing the principles of quality assurance of educational activities and higher education in accordance with the legislation of Ukraine and the Regulations on the system of internal quality assurance of educational activities and higher education at the University.

LEARNING OUTCOMES are knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities acquired in the process of learning, education and development that can be identified, planned, evaluated and measured

and which a person is able to demonstrate after completing the educational programs or particular educational components.

LEVEL OF EDUCATION is a completed stage of education, characterized by the level of complexity of an educational program and a set of competencies, usually defined by the standard of education and corresponding to a certain level of the National Frame of Qualifications.

SELF-PLAGIARISM is the publication (partially or entirely) of one's own earlier published scientific results as new scientific results.

INTERNAL QUALITY ASSURANCE SYSTEM is a system of ensuring the University's quality of educational activities and the quality of higher education, which involves the implementation of the following procedures and measures:

1) definition of principles and procedures for quality assurance of higher education;

2) monitoring and periodic review of educational programs;

3) annual evaluation of seekers for higher education, scientific and pedagogical and pedagogical staff of the University and regular publication of evaluation results on the official website of the University, information stands and in any other way;

4) providing advanced training to pedagogical, scientific and scientific-pedagogical employees;

5) ensuring the availability of necessary resources for the organisation of the educational process, including independent work of students, for each educational program;

6) ensuring the availability of information systems for effective management of the educational process;

7) ensuring publicity of information about educational programs, degrees of higher education and qualification;

8) ensuring an effective system for preventing and detecting academic plagiarism in the scientific works of employees and seekers for higher education;

9) other procedures and measures.

SPECIALIZATION is a component of the speciality defined by the University. It provides a profile specialized educational-professional or educational-scientific

training program for higher education. Several related specializations can be introduced within one higher education program. Specialization can be aimed at acquiring competencies defined by the relevant professional standard.

ADVANCED TRAINING (INTERNSHIP) is a period of gaining experience outside the institution of higher education (e.g., at a potential workplace) planned as part of the educational program in order to develop specific skills, knowledge, and abilities of seekers for education (students).

STRUCTURAL AND LOGICAL SCHEME OF TRAINING is a scientific and methodical substantiation of the realization of an educational-professional (educational-scientific) training program and the basis for creating an educational plan and curriculum.

STUDENT is a person enrolled in a higher education institution to obtain a higher education of Bachelor's or Master's degree.

STUDENT-CENTERED APPROACH involves the development of educational programs that focus on learning outcomes, take into account the specifics of the learner's priorities, and are based on realism planned training load, consistent with the duration of the educational program. At the same time the student is given more opportunities to choose content, place, method and place of study.

DEGREE PROGRAM is a complex of educational components after the successful completion of all requirements of which the seeker is awarded the appropriate degree.

DEGREE is a higher education qualification that is usually given after successfully completing an educational program on a specific level of higher education.

PROFESSIONAL (SPECIAL, SUBJECT-SPECIFIC) COMPETENCES are the competencies that depend on the subject and are essential for the successful professional activity in a particular speciality.

FORMAL EDUCATION is education that is institutionalized, purposeful, planned with the participation of state and recognized private organisations, results in the awarding the nationally recognized qualifications within a certain educational level (stage, cycle) and carried out in the higher educational institutions.

QUALITY OF EDUCATION is the relevance of education results to requirements established by law, specific educational and professional standards and/or agreement for giving educational services.

QUALITY OF EDUCATIONAL ACTIVITY is the level of organisation and implementation of the educational process which ensures people the acquisition of quality education and meets the requirements established by law and/or agreement for the provision of educational services.

1.5. The main direction of educational activity of the University is training on all levels of higher education (Bachelor, Master, scientific) highly qualified and competitive in the national and international labour markets specialists for scientific and educational institutions, state bodies, enterprises, establishments and organisations of all forms of ownership, affirmation of national, cultural and universal values. Additional directions of educational activity of the University are:

- professional development and advanced training of persons with higher education at all levels;

- provision of services in getting qualifications in professional education;

- provision of services for preparation for admission to higher education programs for citizens of Ukraine and other countries.

1.6. The organisation of the educational process in the University is based on the following principles:

1) autonomy of the University in taking the independent decisions for the organisation of an educational process defining forms of an educational process and forms and methods of education;

2) effective usage of human potential, material, financial and other resources;

3) providing quality education in all educational programs;

4) academic mobility of seekers for higher education and research and teaching staff;

5) operation of the system of ensuring the quality of educational activities and the quality of education;

6) forming a trust in the University among consumers of educational services, employers, higher education institutions of Ukraine and foreign countries.

1.7. The organisation of educational activity of the University involves:

- integration of education, scientific research and production;

- ensuring competitiveness due to high guaranteed quality;

- building the educational programs on a competency basis according to the level of the National Qualifications Framework;

- providing a unified approach to the development of educational programs at all levels with the obligatory including educational and professional standards defining criteria for assessing learning outcomes (knowledge, skills, competencies, etc.), terms and confirmation procedure qualifications obtained by the person;

- independent and objective assessment of obtained qualification

- development of academic policy based on the analysis of labour market needs and perspectives of the development of relevant industries;

- promoting the students' acquisition of professional qualifications;

- recognition of quality practical training of students as a necessary condition for obtaining qualifications of all levels;

- guaranteeing equality and access to educational programs of the University to those groups of people who, due to educational deficiencies caused by personal, social, cultural or economic circumstances, need special support to realize their educational potential;

- independence of educational activity from political parties and religious organisations' influence;

- participation of all University employees (administration, scientific and pedagogical, pedagogical, teaching and support, administrative and economic, service staff) in providing the educational activity of the University;

- involvement of all categories of the University staff, seekers for education, graduators and employers in measures to ensure the quality of educational programs.

1.8. The educational process at the levels of higher education is carried out taking into account the mechanisms and procedures recognized in the European Higher Education Area (hereinafter – EHEA) and recommended by the European Credit Transfer System (hereinafter – ECTS) in compliance with the standards and recommendations for quality assurance in EHEA.

1.9. The education content is determined by the educational (educational-professional or educational-scientific) program, structural and logical scheme of training, curricula, working curricula, individual student's curricula, academic disciplines programs (syllabuses), normative documents of the state administration bodies of higher education, and the University and reflected in relevant educational and educational and methodical documents.

1.10. The language of the educational process (the language of teaching and assessment) at the University is a state (Ukrainian) language. Foreign languages in the educational process at the University are used in accordance with the law. Teaching in foreign languages provides in groups by the resolution of the Academic Council.

2. STANDARDS OF EDUCATIONAL ACTIVITY AND HIGHER EDUCATION.

Standard of educational activity is the complex of minimal requirements to the personnel, educational and methodical, material and technical and information support of the educational process of the University. Standards of educational activity are developed for each level of higher education within each speciality, taking into account the need to create conditions for people with special educational needs that are obligatory to fulfil.

Standard of the higher education determines such requirements for the educational program:

- the amount of ECTS credits necessary to get a relevant degree of higher education;

- list of competencies of a graduator;

- normative content of training of higher education seeker formed in terms of learning outcomes;

- forms of certification of higher education seeker;

- requirements for the availability of a system of internal higher education quality assurance of higher education;

- requirements of professional standards (if any).

The procedure of developing, reviewing, and approving the educational program at the University is made according to the Methodical recommendations for developing, designing, reviewing and approving educational (educational-professional) programs. The University on the basis of relevant educational programs for each speciality develops a curriculum that determines the list and amount of educational disciplines in ECTS credits, order of learning the disciplines, forms of conducting classes and their amount, schedule of the educational process, forms of current and final control. The University within the licensed speciality may introduce specializations, the list of which is determined by the University.

3. STRUCTURAL AND LOGICAL SCHEME OF TRAINING.

Scientific and methodological substantiation of the process of implementation of the educational-professional and educational-scientific program (sequence of learning academic disciplines, forms and periodicity of fulfilling individual tasks, providing control, etc.) is determined by the structural and logical scheme of training.

A structural and logical scheme of training is a sequence of learning academic disciplines by their cycles during the term of training the specialist of appropriate educational level. Structural and logical scheme of teaching must provide the standard of education quality; system approach to teaching discipline's interconnection; the logic of the structure of discipline teaching; transparency and accessibility of information support of learning technology; including the sequence of accumulation of knowledge and information during the training of specialists;

adaptive capabilities of the profession in relation to changes in the external environment, in particular in the labour market.

Algorithm of development of the structural and logical scheme of learning academic disciplines:

1) learning the needs of organisations and enterprises for the quality of specialists;

2) determination of the necessary list of disciplines;

3) establishing causal links between academic disciplines;

4) construction of the achievement matrix;

5) establishing a hierarchical structure for the learning of academic disciplines;

6) semester-based distribution of academic disciplines according to hierarchical structures.

4.   CURRICULUM.

The Curricula are regulatory documents of the University that determine the content of training and regulate the organisation of the learning process by specialities, drawn up in the established form based on educational and professional programs and structural and logical scheme.

The University, based on competency requirements of the higher education standard for every speciality, develops a curriculum that shall contain information about speciality and specialization (if available), educational or educational-scientific level, qualification, normative term of training, scheme of the educational process, a section of theoretical, practical training, a block of compulsory academic disciplines (educational courses, practical pieces of training with pointed ECTS credits and training hours), and a block of elective academic disciplines, information about the amount and forms of semester control, certification in examination committee, the total scope of educational time during the whole normative period of training and its division into classroom learning and individual learning, as well as the division of the classroom study time budget according to specific forms of classes in each discipline

and for the entire period of study in general. Curricula are developed separately for each level and form of learning.

Curricula for the correspondence form are developed on the basis of the full-time education curricula. The curricula are considered and approved by the University Academic Council and approved by the Rector no later than four months before the academic year starts in agreement with the Vice-Rector for Academic Activity and the Head of the Academic Department.

Curricula are made by the Deans together with the guarantors of educational programs, including the representatives of other Departments who provide the relevant specialists' training. The Dean of the faculty supervises the fulfilment of the requirements of the curriculums.

The following norms shall be followed during the formation of curricula:

- the number of classroom hours is approximately up to 1/3 of the ECTS credit, and the number of hours for individual work is up to 2/3 of the ECTS credit for full-time study;

- the number of hours of classroom workload in the curricula of correspondence learning is approximately from 10% to 25% of the ECTS credit;

- the maximum weekly classroom load of higher education seekers during the 1st-4th years of learning for the "Bachelor" educational level should not exceed 26 hours and for the "Master" educational level 22 hours;

- a list of compulsory disciplines (75% of the total ECTS credits);

- the list of elective disciplines must be at least 25% of the total ECTS credits;

- disciplines and practices are usually planned in the amount of five or more ECTS credits, and their number per academic year does not exceed sixteen ones;

- the optimal scope of one compulsory discipline per semester should be 5 credits;

- each discipline of the curriculum must end with a final semester control;

- the amount of one ECTS credit is 30 hours.

5. INDIVIDUAL CURRICULUM OF A HIGHER EDUCATION SEEKER.

To ensure an individual approach to the organisation of the educational process and the realization of the opportunities of higher education seekers to build an individual trajectory of study at the University, each higher education seeker studies according to an individual curriculum.

The individual curriculum of the higher educational seeker is based on the curriculum. It includes all compulsory and elective subjects which the seeker chose with the obligatory keeping norms of established terms of preparing the specialist of certain educational level and including structural-logical sequence of learning academic disciplines that determine the education content for the particular speciality.

The procedure of choice by the seeker disciplines within the relevant educational program and curriculum provides him/her with not less than 25 per cent of the total number of ECTS credits provided for this level of higher education.

The formation of the individual plan of a seeker of the first year of learning, educational level "Bachelor" and "Master" occurs as follows:

- Deans of the faculties at the beginning of the academic year (1st September) inform the seekers of the 1st course of the first (Bachelor) level and 1st course of the second (Master) level about the list of selective disciplines for the educational semesters and annotations of these disciplines which are contained in the information packages for each speciality;

- the higher education seekers reading the list of selective disciplines till the 3d of September put the elected disciplines to the selective part of the individual curriculum for the current academic year;

- Dean offices generalize the information about the choice of seekers for the academic disciplines, make lists of groups for learning those or other elective disciplines until the 5th of September.

This information is the basis for implementing these disciplines to the educational load of the Departments for the academic year.

The elective component of the individual curricula for higher education seekers of the 2d, 3d, 4th years of learning of the first (Bachelor) level, Masters of the 2d year of learning is formed for every academic year in March (for the next academic year).

The seeker can change the elective component of the individual curriculum upon application to the Dean of the faculty only if he/she doesn't start to learn the discipline. The changes made to the individual curriculum are approved by the Dean's signature.

6. EDUCATIONAL PROCESS ORGANISATION

The schedule of the educational process is the basis for making a timetable.

The timetable is an important document of the University that regulates the academic work of seekers and teachers. The timetable must fulfil the curriculum in a total amount of educational classes.

The timetable is the document of the higher educational establishment that provides the fulfilment of the curriculum in a total amount of academic classes.

The timetable is developed by the Curriculum and Instruction Department and approved by the Vice-Rector for Academic Activity. The practice and examination sessions are important in the professional training system for seekers.

The terms of fulfilling the tasks of different kinds of practice and the amount of time for this work are determined by the curriculum of a particular speciality.

The whole activity of teachers and seekers fulfilling tasks in practice is provided according to the Regulation on Practical Training of Seekers and Regulation on Internships and Internships for Seekers Abroad.

The content of each type of practice (training, industrial, etc.) is developed by the relevant Departments and approved by the Faculty Academic Council.

The organisation and conduct of examination sessions are carried out following the Regulations on the Organisation and Conduct of Tests and Examinations in Sumy NAU.

Vocations are set twice a year with a total duration of at least eight weeks. Their specific terms are determined by the schedule of the educational process for each academic year.

The normative term for Bachelor's degree training is four years.

The program of training the specialist of Master's educational level is one year and four months.

During work-based learning the standard term for a Bachelor's degree is five years, and the term of training for a Master's degree is one year and four months.

The standard term of training for a PhD (doctor of philosophy) in a post-graduate study shall be four years.

The duration of examination sessions for correspondence form of learning is up to 30 days per year for seekers of a Bachelor's degree during the 1st-2d years of learning and up to 40 days per year for seekers of a Master's degree during the 1st-2d years of learning.

The academic year lasts 12 months (52 weeks) and begins, as a rule, on the 1st of September.

The academic year for full-time education divides into two semesters (autumn and spring) according to the curriculum. Forty weeks of theoretical training (6 weeks of which are the examination sessions) are planned during the academic year.

Vocations are established twice a year, and their specific terms are determined by the schedule of the educational process for each academic year. The students' holiday period (except for the graduation course) is at least eight weeks during the academic year. The beginning and the finish of student learning on a particular course are formed by the Rector's orders.

The academic year includes days of theoretical learning, current (module) control of students' knowledge, semester (final) control (examination session), state certification, all types of practices, days off and vocations.

The scope of the educational and professional Bachelor's training program is 180-240 ECTS credits. The scope of the educational and professional program for obtaining a Bachelor's degree on the basis of a Junior Bachelor's degree (Junior

Specialist) is determined by taking into account the completed volumes under the previous program and is 120-180 ECTS credits. A person has the right to obtain a Bachelor's degree on the condition that he/she has a complete general secondary education.

The scope of the educational and professional program for a Master's degree is 90 ECTS credits, and the scope of the educational and scientific program is 120 ECTS credits. The Master's educational and scientific program must include research (scientific) component of at least 30 per cent.

A person has the right to obtain a Master's degree by the conditions of getting the Bachelor (specialist) level.

The degree of Master of Veterinary Medicine is obtained on the basis of complete general secondary education. It is awarded as a result of successful fulfilment by the higher education seeker of the relevant educational program, the size of which is 300-360 ECTS credits.

The duration of a student's study day is not more than nine academic hours. The duration of a study week is five academic days. The duration of a study semester is determined by the curriculum. The list of academic disciplines and educational practices should be consistent with the requirements of educational and qualification characteristics of the relevant speciality. Herewith, the practices, as the cycle of training, are included in the number of academic disciplines.

Assessment of students

1. Assessment is a planned and elaborated in advance, interactive process of obtaining and analysing information on students' academic achievements to improve their learning based on the use of a wide range of methods (oral, written, laboratory assignments, exams, presentations, projects (qualification works), etc.

2. The objectives of the assessment are:

2.1. supporting the student in providing him/her with the opportunity to achieve the desired learning outcomes;

2.2. measuring (quantitative) the extent of student achievement of expected learning outcomes;

2.3.   development of students' self-assessment skills is a condition for their effective further study.

3.   In accordance with the requirements of the European Credit Transfer and Accumulation System and Standards and Guidelines for Quality Assurance in the European Higher Education Area, assessment is the most crucial element of the educational process, as students have the opportunity to learn and improve their results both through assignments performance, implementation of assessment activities, and through their interaction with the teacher on the obtained results.

4.   Depending on the main objective realised through assessment, the University implements:

4.1.   Summative assessment is an evaluation of the seeker's extent of achievement of the expected learning outcomes within the educational component (module) or the educational program as a whole. Summative assessment is carried out under the criteria. It allows forming judgments about the extent to which students have achieved the expected learning outcomes and is the basis for grading, rating students and awarding ECTS credits or qualifications (educational or professional) after graduation.

Assessment criteria are a description of what and at what level a learner is expected to perform as a demonstration of learning outcomes.

4.2.   Formative assessment aims to enable the learner to track his/her learning progress and identify directions for further improvement. Formative assessment involves providing descriptive feedback to students indicating what they are doing well, what needs improvement, and advice (instructions) on how to improve their results.

4.3.   Diagnostic assessment aims to establish a student's readiness for the educational component or study program. Diagnostic assessment allows identifying for the student and the teacher the strengths and gaps in knowledge, understanding and skills that the student is expected to have at the beginning of the discipline or other possible problems that need to be considered during student learning.

4.4.   Self-assessment

4.5.   Mutual assessment

5.   The assessment process shall include formative and summative assessments. If necessary, it may consist of diagnostic assessment and mutual assessment and be focused on the development of self-assessment.

6. Principles on which assessment is based at the University:

6.1.   equality;

6.2.   openness;

6.3.   clarity;

6.4.   sequence.

7.   The language of assessment is usually the language of teaching. Exceptions are possible only if the academic standards of assessment set by the University are observed, the teacher has a good command of the appropriate language and such an exception does not violate the principle of equality. The assessed work shall not be translated before the assessment.

8.   Assessment shall be designed so as that provides:

8.1.   equal treatment of students;

8.2.   an opportunity for students to demonstrate that they have achieved learning outcomes;

8.3.   comparison of student performance.

9.   In the process of forming assessment procedures at the faculty/Department for the study program, teachers shall take into account the following aspects:

9.1. the way students are assessed affects their learning significantly.

9.2. students must know about the purpose of different assessment tasks and their "contribution" to the final assessment;

9.3. different learning outcomes require the use of different evaluation approaches and practices.

10.   The assessment rules implemented in the educational program shall be reflected in the profile of the study program. They shall cover all assessment

components, whether implemented by students at University or in other settings (e.g., distance learning, workplace).

11. Assessment within the qualification attestation (competency assessment) of seekers is regulated by specific regulations and based on the general principles set out in this Regulation. Liability for proper assessment within the qualification certification is imposed on the guarantor and graduating Departments.

12. Faculties and Departments are responsible for developing their own assessment procedures to achieve the objectives and learning outcomes of the relevant study program/educational component following these principles, and the assessment policy applied in the study program shall be consistent with the University's assessment policy.

13. Departments are responsible for ensuring that assessment requirements, criteria and procedures are available to the entire contingent of students and examiners. Heads of Departments shall ensure that new Department staff are aware of the policies and assessment procedures applied at the University.

14. Assessment methods shall be chosen according to the nature of learning outcomes (multiple-choice tests, essays, presentations (group or individual), laboratory reports, practical demonstrations, including in the workplace, open-book exams, closed-book exams, academic text reviews, etc.).

15. Departments shall regularly review assessment procedures taking into account the comments received during the procedures of internal and external quality assurance of education.

16. Monitoring of assessment procedures under the principles defined by this Regulation, shall be carried out by the Department of Education Quality, Licensing and Accreditation and the Curriculum and Instruction Department.

17. Teachers who assess students shall act following the requirements of academic integrity. Potential conflicts of interest must be reported to the Dean of the Faculty as soon as possible, who ensures that the assessment procedure complies with the principles of academic ethics set at the University.

18. Mitigating circumstances

18.1. Students with disabilities, including diagnoses that may require additional exam time, are allowed to provide extra time, but not more than 25% of the allotted time.

18.2. A student with a diagnosis that can sometimes prevent the student's ability to plan the time to perform assessment assignments may have a recommendation to extend the time to complete assessment assignments. To do this, the student must apply to the Dean.

18.3. When applying mitigating run time requirements, the following principles shall be followed:

- students should be encouraged to meet the time limit if possible;

- it is impossible to offer a "general continuation" for all the works envisaged by the program;

- the application shall state the reason relating to the student's illness.

19. Organisation of summative assessment

19.1. Summative assessment is carried out on a 100-point scale, of which 30 points are given for the exam, and the remaining 70 points are given to assess the student's work during the semester so that they provide an opportunity to evaluate the extent of the student's achievement.

19.2. When planning the assessment, it is necessary:

19.2.1. to ensure the compliance of assessment assignments with learning outcomes of various study programs, educational components, and levels of NQF;

19.2.2. to take into account the available resources needed for assessments (laboratory base, practice bases, etc.);

19.2.3. to use a wide range of assessment tasks for the development of both professional competencies and social skills (soft skills);

19.2.4. to prevent "excessive" assessment – the significant number of tasks that are formed too fragmentarily and provide an opportunity to assess the student's ability to combine knowledge and skills;

19.2.5. to set clear deadlines for assessment;

19.2.6.   to provide students with clear information about the support that they can get for assessment;

19.2.7.   to ensure the balance of the workload of teachers and students;

19.3. Assessment that is not based on written work shall not make more than 15% in the overall evaluation of the student on the respective educational component. This requirement does not apply to programs that contain elements of practice.

19.4.   Modular course work is a type of tasks focused on encouraging self-study and assessing students' ability to combine knowledge and skills within a particular educational component/component.

19.5. When planning an assignment for modular course work, it is necessary to provide that the student has the opportunity to:

- learn to identify the problem and set specific goals aimed at solving it, and apply different approaches, including creative ones;

- search for the necessary information using several sources and evaluate the reliability of sources;

- analyse and systematise the identified facts while collecting data and selecting materials for work;

- formulate his/her own point of view on various issues;

- explain and defend it based on convincing arguments;

- present information using tables, diagrams, illustrations, infographics, etc.;

- develop skills of planning and self-discipline.

19.6. Course work is graded within 15 points.

19.7. Faculties have the right to establish their own recommendations on summative assessment, complying with the requirements of these Regulations. Such requirements must be substantiated and approved by the decision of the Faculty Academic Council.

20.   Organisation of formative assessment:

20.1. Formative assessment is planned in the work program of the discipline (syllabus), related to the expected learning outcomes and specific assessment criteria and provided in a manner to ensure its usefulness, adequacy, fairness and timeliness.

20.2. Points received by students during the performance of formative assessment assignments are not taken into account in their final grade and shall be supplemented by the teacher's feedback.

20.3. For feedback to be effective as a part of an ongoing learning dialogue between a student and a teacher, the following basic principles shall be followed: adequacy, timeliness, usefulness, and academic integrity.

20.3.1. *Adequacy:* Adequate feedback means more than announcing an assessment (number of points), providing some form of feedback – recommendations, instructions for improvement on both formative and summative tasks, and providing opportunities for further guidance.

20.3.2. *Timeliness:* feedback that is provided quickly enough for students to understand it in the context of learning activities gives students enough time to improve their performance before the next summative assessment. Feedback shall be provided quickly to help improve student outcomes, but no more than ten days after the assessment.

20.3.3. *Usefulness:* The recommendations provided by the teacher shall be useful to the student (promote learning progress), legible, meet the learning objectives related to the assessment criteria and provide clear information about the state of the student's current achievements.

20.3.4. *Academic Integrity:* Feedback shall be fair, impartial and objective, include recommendations for the student's future learning, regardless of his/her level of achievement, and be relevant to the subject.

20.4. During the study of the educational component at least one formative assessment activity must be conducted on the 7th-8th weeks of each semester. If the educational component is implemented in less than a semester, such an event of formative assessment shall be provided guided by the principle of timeliness.

20.5. Formative assessment provides feedback, which is an essential part of the learning process and an important element of student support by the teacher and improves the results of summative assessment.

20.6. Under the principles of student-centred learning, teaching and assessment, students shall be aware that they, as members of the academic community, must develop their ability to initiate and manage their own learning and have certain *responsibilities* for learning and feedback, including:

- to be a full participant in the educational dialogue between a teacher and a student;

- to plan their own learning, consciously thinking about their needs as learners and actively seeking the help they need to improve results;

- to be aware that it is their responsibility to fully use all the learning and feedback opportunities available to them.

20.7. Teacher responsibilities related to learning and feedback include:

20.8. providing an active learning environment that encourages students to be conscious participants;

20.9. planning assessment and teaching so that it is clear what is expected of students and what assistance is provided to students to meet their needs and support their learning;

20.10. providing students with quality, timely feedback on their learning.

7. THE PROCEDURE FOR STUDENTS' CHOICE OF ACADEMIC DISCIPLINES

Elective disciplines are a tool for shaping students' individual educational trajectories. Their amount must be at least 25 per cent of the total number of ECTS credits envisaged in the educational program and the curriculum for training higher education seekers at a particular higher education level.

The model of teaching disciplines of free choice is formed to provide students with the broadest possible subject variety and the development of their general and professional competencies.

Seekers for a particular higher education level have the right to choose the disciplines offered for other higher education levels.

The student chooses academic disciplines in the process of forming an individual curriculum within limits provided by the relevant educational program and working curriculum, following the sequence of studying in accordance with the structural and logical scheme of training in the educational program. Once elective discipline is included in an individual student's curriculum, it is mandatory for such a student to study.

The procedure for students' choice of academic disciplines is regulated by the Regulation on the Organisation of Study of Academic Disciplines of Students' Free Choice, approved by the Academic Council of Sumy NAU Minutes No. 2, dated 18.09.2020 and enacted by the Order of the Rector of Sumy NAU No. 367-k dated 21.09. 2020.

8. FORMS OF OBTAINING EDUCATION AT SUMY NAU

8.1. Forms of obtaining education at Sumy National Agrarian University are full-time, correspondence (part-time/extramural), distance, and dual.

8.2. A full-time form of higher education organises the education of higher education seekers, which involves conducting training sessions (classes) and practical training for at least 30 weeks during the academic year.

8.3. Correspondence form of higher education is a way of organising the education of seekers for higher education by combining training sessions and control activities during short sessions and self-mastery of the educational program in the period between them. The period between classes and control activities may not be less than one month.

8.4. Distance form of education is an individualised process of education which occurs mainly through the indirect interaction of distant participants of the

educational process in a specialised environment that operates on the basis of modern psychological, pedagogical and information and communication technologies.

8.5. The dual form of higher education is a way of obtaining an education by full-time students, which involves on-the-job (workplace) training at enterprises, institutions and organisations to acquire a particular qualification in the amount of 25% to 60% of the total educational program according to an agreement. On-the-job training involves the performance of official duties following the employment contract. It is regulated by a separate regulation.

Dual education is carried out on the ground of an agreement between the institution of higher education and the employer (enterprise, institution, organisation, etc.), which provides for:

- the procedure for employment of the seeker for higher education and payment for his/her work;

- the amount and expected learning outcomes of the higher education seeker in the workplace;

- obligations of the higher education institution and the employer in terms of the implementation of the individual curriculum by the seeker in the workplace;

- the procedure for assessing learning outcomes obtained in the workplace.

8.6. Part-time study.

Different forms of study may be combined.

9. FORMS OF EDUCATIONAL PROCESS ORGANISATION

Forms of educational process organisation in Sumy NAU are:

1) training sessions (classes);

2) independent work and individual tasks;

3) practical training;

4) control measures.

The main types of classes at Sumy NAU are:

1) lectures;

2) laboratory classes, practical classes, seminars;

3) individual classes;

4) consultations.

9.1. Lecture is the main type of training in higher education, designed to master the theoretical material. The subject of lectures is determined by the discipline's working program (syllabus). Lectures are given by lecturers – professors and associate professors of the University, as well as leading scientists or specialists invited to give lectures. As an exception, with the Rector's permission, it is allowed to give lectures by assistants (teachers) without a degree who have experience in scientific, pedagogical and practical work. Lectures for master's students are conducted exclusively by professors and associate professors. A lecturer applying for lectures for the first time is obliged to submit lecture notes to the educational Department and conduct an open trial lecture. The lecturer is obliged to adhere to the discipline's working program (syllabus) on the topics of lectures and their content but has the right not to be limited in the interpretation of educational material, forms and means of bringing it to students.

9.2. Laboratory class is a type of study in which the student under the teacher's management personally conducts field or simulation experiments or experiments in order to confirm practically certain theoretical provisions of the discipline and acquires skills to work with laboratory equipment, hardware, computers, measuring equipment, methods of experimental research in a particular subject area. Laboratory classes are conducted in specially equipped training laboratories using equipment adapted to the conditions of the educational process (laboratory models, installations, etc.). Laboratory classes are usually held with students when the number of them does not exceed half of the academic group but not more than $12 \div 14$ persons. The normative number of students of one academic group of the first (Bachelor's) level of higher education is, as a rule, 25 people.

The list of topics for laboratory classes is determined by the working program of the discipline. Replacement of laboratory classes with other types of classes is

usually not allowed. The following conditions must be observed for the organisation and conduct of laboratory classes:

- availability of specially equipped premises and equipment;

- educational and methodological support of laboratory classes by the teacher, taking into account the specifics of classes and the use of new technologies;

- compliance of equipment and supplies with labour protection requirements and sanitary norms;

- the need to instruct students on health and safety, which is confirmed by entries in the journal;

- providing laboratory classes with material means;

- the presence of elements of research and creativity in the performance of specific tasks, the creation of scientific products by students;

- providing students with normative and methodological literature for laboratory classes.

The performance of laboratory work is assessed by the teacher. The grade for each laboratory work is displayed in the journal of their performance. The final grade is displayed in the journal of laboratory work. Grades received by the student for laboratory work are taken into account when setting the final grade in the relevant discipline.

9.3. Practical class is a type of study in which the teacher organises a detailed consideration by students of some theoretical provisions of the discipline and develops the ability to apply them in practice by student's individual performance of formulated tasks. Practical classes are held in classrooms or training laboratories equipped with the necessary technical teaching aids. The practical class is conducted with students when the number of them does not exceed one academic group. The list of topics of practical classes is determined by the working program of the discipline. Conducting a practical class is based on pre-prepared methodological material, a set of tasks of varying complexity to be solved by students in the classroom, and diagnostic means. The specified methodical means are prepared by the teacher entrusted with carrying out practical classes, in agreement with the lecturer of the

discipline. The practical class includes preliminary control of students' knowledge, skills and abilities, a statement of the general problem by the teacher and its discussion with the participation of students, solving problems with the debate, solving control tasks, their verification, and assessment. Grades received by the student for individual practical classes are taken into account when setting the final grade for this discipline. Grades received by the student for each practical class are entered in the appropriate journal.

9.4. Seminar is a type of study in which the teacher organises a discussion on pre-defined problems, for which students prepare abstracts based on individually completed tasks (essays etc.). Seminars are held in classrooms with one academic group. The list of seminar topics is determined by the working program of the discipline. At each seminar, the teacher evaluates the quality of students' performance in individual tasks, speeches, discussion activities, and the ability to formulate and defend their position. Grades for each seminar are entered in the appropriate journal and taken into account when setting the final grade for this discipline.

9.5. Individual class is a class conducted with individual students to increase his/her training level and disclosure of individual creative abilities. Individual classes are organised on a different schedule and may cover part or all of the classes in one or more disciplines. Types of individual training classes, their scope, forms and methods of conducting, and forms and methods of current and final control (except for state certification) are determined by the working program of the discipline.

9.6. Consultation is a type of study in which the student receives answers from the teacher to specific questions or explanations of certain theoretical positions or aspects of their practical application. The consultation can be individual or for a group of students, depending on whether the teacher advises students on issues related to individual tasks or on theoretical issues of the discipline. The time allotted to the teacher for consultations in a particular discipline is determined by the time norms for planning and accounting of the educational work of pedagogical and

scientific-pedagogical employees of higher educational institutions established by the Ministry of Education and Science of Ukraine.

9.7. The student's independent work is the main means of mastering the study material and is performed in free time from compulsory classes. Study time allotted for the student's independent work is regulated by the working curriculum. The content of the student's independent work is determined by the working program of the discipline, methodological materials, tasks of the teacher. The student's independent work is provided with a set of teaching aids for studying a particular discipline: textbooks, teaching and methodical manuals, lecture notes, workshops, etc. Methodical materials for independent work of students should provide for the possibility of self-control by the student. Relevant scientific and professional monographic and periodical literature is also recommended for independent student work. A schedule is drawn up and reported to the students at the beginning of the current semester to ensure individual access to teaching aids.

When organising independent work of students using complex equipment and complex systems of access to information (for example, computer databases, computer-aided design systems, etc.), the opportunity to obtain the necessary advice or assistance from a specialist is given to students. The educational material provided by the working program of academic discipline, for mastering by the student in the process of independent work, is taken out on final control along with the educational material processed during classroom work.

9.8. Individual tasks of students in specific disciplines (complex of disciplines) include the implementation of abstracts, calculation, graphic works, modular term papers, qualifying papers, etc. Individual tasks are performed by the student independently in consultation with the teacher. It is recommended to perform complex individual tasks by several students. Individual assignments are usually made in several versions and include general requirements for writing and design, recommendations for implementation, bibliography and reference materials, and so on. Qualification works are one of the main types of individual tasks of students provided by the working curriculum. They are performed in order to consolidate,

deepen and generalise the knowledge gained by students during their studies and its application to the complex solution of a specific professional task.

Modular term papers are evaluated within 15 points. Modular term papers are stored at the Department for one year and then written off in the prescribed manner.

Qualification work is performed at the final stage of training at a particular educational and qualification level.

9.9. Practical training is a compulsory component of educational and professional programs aimed at acquiring professional and general competencies by students, which provides for:

1) students' mastering modern methods, forms of organisation and tools in the field of their future profession;

2) students' formation of professional skills and abilities to make independent decisions during specific work in real market and production conditions;

3) educating the need to update their knowledge systematically and apply it in practice creatively;

4) development of skills of research work and solving complicated problems;

5) formation of teamwork skills;

6) increase the employability;

7) obtaining by the seeker the work experience necessary for the assignment of professional qualification.

Practices, depending on the direction and training conditions specific to particular goals of speciality, are divided into the following types:

- learning (training, sightseeing, introductory, technological, educational internship, etc.), during which the student under the constant guidance of a teacher in a group or individually solves learning tasks;

 - production (internships required for graduation, research, etc.), during which the student fully or partially performs the functional duties of an employee of the relevant profession and level and solves real problems. The structure of the production practice (internships) depends on the content of practical training and

should ensure the implementation of the principal professional functions of those positions for which a student can apply after obtaining the appropriate degree.

The list of types of practices of a particular educational program, their content, forms, duration, and timing are determined by the description of the educational program and curricula.

Practical training of students is carried out taking into account the competence approach on the University bases of practice, in public authorities, scientific institutions, enterprises, organisations, and educational and cultural institutions.

The organisation of practical training is regulated by the Regulations on student internships and other regulations of the University.

Students who do not complete the internship program without a valid reason or receive a negative grade are directed to repeat the practice before the end of the current term. Students who receive a negative grade after re-passing the practical training are expelled from the University.

9.10. The integration of Ukraine's higher education system into the European educational and scientific space creates conditions for the academic mobility of students. It enables to gain modern knowledge in foreign universities and have internships at modern agricultural enterprises. Students can go abroad: - under interstate agreements, grants, scholarships and funds; - under agreements between higher education institutions; - on the personal initiative of students. A student may be given an academic leave for a period of up to one year for the time of study on academic exchange, the internship on the relevant grounds established by law, or individual study schedule according to the curriculum agreed by the Department and the Dean of the Faculty, if the student participates in international exchange programs in the period from 1st April to 21st September. If necessary, the duration of academic leave may be extended for up to one year. During the entire study period, a student may exercise the right to receive academic leave in connection with study or internships in educational and research institutions of foreign countries, as a rule once.

9.11. Control measures are a necessary element of feedback in the learning process. They determine the compliance of students' knowledge, skills and abilities acquired by them with the requirements of normative documents on higher education and ensure timely adjustment of the educational process. The following types of control are used in the educational process: entry, current, frontier, final and delayed.

9.12. Entry control is carried out before studying a new course to determine students' level of preparation in the disciplines that provide this course. Entry control is held during the first class on the tasks that correspond to the program of the previous discipline. The control results are analysed at the Department (inter-Department) meetings together with teachers who conduct classes on the supporting discipline. Based on the results of entry control, measures are developed to provide individual assistance to students and adjust the learning process.

9.13. Current control is carried out by teachers for all types of classes. The main task of the current control is to check students' level of preparation for a specific activity (work). The primary purpose of current control is to provide feedback between teachers and students in the learning process and to ensure students' learning motivation management. The information obtained during the current control is used both by the teacher (to adjust teaching methods and tools) and by students (to plan independent work). A particular type of current control is a colloquium. Current control can be carried out in the form of oral questioning or written express control during practical classes and lectures, in the form of a colloquium, student speeches when discussing issues in seminars, and computer testing. Also, according to the results of the colloquium, the student may be allowed to perform laboratory work. Forms of current control and assessment criteria of knowledge level are determined by the relevant Department. The results of current control (current performance) are the main information for credit tests and are taken into account by the teacher rating the final examination grade in this discipline.

9.14. Frontier (modular, thematic, calendar) control is the control of students' knowledge after studying the logically completed part of the syllabus of the discipline. This control can be thematic (modular) or calendar and is carried out as a

control work, testing or calculation-graphic task, course project (work), etc. Modular control is a necessary element of modular rating technology in the educational process. Frontier control (certification) is conducted once a semester in all courses

9.15. Delayed control, or control of the knowledge preservation, is carried out after some time of the study of the discipline. This type of control does not affect the performance (evaluation) of student learning. It is carried out selectively, usually in the interests of external or internal education quality control, to identify the stability of students' acquired knowledge. The annual Rector's control is of this type.

9.16. The final control is carried out to assess learning outcomes at a particular educational and qualification level or at some of its completed stages under a national scale and ECTS scale. Final control includes semester control and state certification of the student.

9.17. Semester control in a particular discipline is held in the form of a semester exam or credit (differentiated credit) for a specific discipline covering the amount of study material defined by the working program of the discipline and within the timeframe set by the curriculum and individual student curriculum. The form of final control is determined by the working program of the discipline and is mainly conducted in the form of a written exam according to the recommendation of the University Methodical Council. Under the decision of the faculty councils, other forms of final control in a particular discipline (oral, combined, testing, etc.) can be used. The content and structure of examination tasks (control tasks) and assessment criteria are established by the decision of the relevant Department. The results are introduced in the form of a final score according to a 100-point national scale and ECTS scale (table 1).

Table 1.

Correspondence of the national scale of assessment of academic performance to the ECTS scale

ECTS scale	100-point scale	National Scale	Definition*

A	90-100	excellent	excellent performance with a small number of inaccuracies
B	82-89	good	very good - above average with a few minor errors
C	75-81		good - generally done correctly with a small number of errors
D	69-74	satisfactory	satisfactory - not bad, but with a significant number of shortcomings
E	60-68		pass - the performance meets the minimum criteria
FX	35-59	unsatisfactory with the possibility of reassessment	unsatisfactory - need to work before receiving a positive assessment
F	0-34	unsatisfactory with compulsory course re-study	unsatisfactory - serious further work is required with re-study of the course

* In the form of final control "credit" - 0-59 - not credited, 60-100 – credited

Semester (differentiated) credit test is a type of final control in which the student's mastery of educational material in the discipline is assessed based on the results of current control (testing, current questioning, individual tasks and certain types of work in practical, seminar or laboratory classes) during the semester. The semester test is planned if the exam in the discipline is not provided and does not require students to be present at the test (credit test control). The decision on the list of academic disciplines with differentiated credit tests is made by the University.

A semester exam is a form of final control of the student's mastery of theoretical and practical material from an appropriate academic discipline for the semester, which is held as a control activity.

The list of exams and tests for semester control is determined by the curriculum of the speciality. The number of exams during each session should not exceed 5, and tests - 6 (excluding tests in practice and exams and tests in military training).

Semester tests in specific disciplines are held after the end of their study, before the examination session. Credit tests are taken by lecturers who have conducted the practical, seminar and other classes in the academic group or lectured in this discipline.

If the student has not received a credit test on the rating, the score for a credit test is set based on the results of his/her test or final interview. Students take semester exams during the examination sessions according to the schedule approved by the Dean of the Faculty (Director of the Institute) and announced to teachers and students no later than one month before the session. Deviations from the exam schedule are not allowed. In case of illness of the examiner, the Head of the Department shall replace him/her and inform the Dean's office.

Students are planned to prepare for each exam within 2-4 days (depending on the semester number of academic hours for the discipline).

A student is not admitted to the semester control in a particular discipline if he/she has missed and has not worked more than 20% of classes, has not completed module control stages, has not completed the compulsory list of types of work, tasks (laboratory works and certain individual tasks) planned for the semester in this discipline or has an unsatisfactory rating at the end of the semester (0-34 points).

In this case, the teacher makes an examination-credit test record – "not admitted". The non-admission of a student to the semester control in a particular academic discipline cannot be the reason for not admitting him to the control in other disciplines.

A student who fell ill during the session must inform the Dean's office about his illness no later than the next day after the exam and within a week after recovery to submit a certificate from a medical institution certified in the prescribed manner.

The exam is held by the lecturer who has taught the course. University teachers who have conducted other types of classes in the discipline in the academic group can take part in the exam. If particular modules (sections) of the discipline have been taught by several lecturers, the exam (test) can be conducted with their participation with a single overall grade. As an exception, if there are some reasons, the Head of

the Department in coordination with the Dean (Director of the Institute) can appoint another lecturer from among the discipline lecturers to take the exam.

The results of exams, differentiated tests, defences of course projects (works) and internships are assessed on a 4-point national scale ("excellent", "good", "satisfactory", "unsatisfactory"), 100-point scale and ECTS scale.

Credit tests are evaluated on a two-point scale ("credited", "not credited"), 100-point scale and ECTS scale. The results of exams and tests are filled in the examination sheet, record book (positive results), individual student curriculum and student academic card.

In case of receiving an unsatisfactory grade, re-taking the exam (credit test) in the discipline is allowed no more than twice. Upon repeated re-examination, the student passes the exam (credit test) to the commission created by the Dean (Director of the Institute). The assessment made by the commission is final.

If a student has been admitted to a semester test but has not come without a valid reason, it is considered that he/she has used the first attempt to pass the exam (credit test) and is in training debt.

In case of a conflict situation at the motivated request of a student or lecturer, the Dean creates a commission to take the exam (credit test), which includes the Head of the Department (lead lecturer) and lecturers of the Department, representatives of the Dean's office, Student Union and Student Government.

The repass of the examination grade to increase its level on the basis of a motivated student application is allowed in no more than three disciplines for the entire study period. The permission for the re-examination of disciplines is granted by the Vice-Rector for Academic Activity on the student's application approved by the Dean of the Faculty.

The students who received more than two unsatisfactory grades (F) during the session are expelled from the higher education institution. The students who receive unsatisfactory grades (FX) during the session are allowed to settle their academic debt within one week after the end of the session (but not later than the beginning of the next semester).

Re-examinations are allowed no more than twice in each discipline: the first time to the lecturer, the second time to the commission created by the Dean of the Faculty (Head of the Department). If a student receives an unsatisfactory grade (FX, F) during the commission exam, he/she is expelled from the higher education institution.

Students who have not come to the exams without a valid reason are considered to have received an unsatisfactory grade (F).

Students who have received a F grade according to the ECTS scale are required to re-take the course. To obtain a permission to re-study the discipline, the student submits an application which the Dean approves, and according to the resolution of the Vice-Rector for Academic Activity, an order is issued.

If there are valid reasons (illness, family circumstances, etc.) that are documented, some students may set an individual schedule of exams (credit tests) or liquidation of academic debt lasting no more than a month from the beginning of the next semester. If this period is insufficient to fulfil the individual schedule, the question of granting the student an academic leave or a second course of study is considered.

Seekers who have no more than three academic debts in disciplines according to the results of the examination session, which do not violate the structural and logical scheme of training, by order of the Rector at the request of the Dean of the Faculty, may be given the right to settle them. The deadline for academic debt settlement for full-time higher education students based on the results of the winter test-examination session is until the end of the following summer examination session, and the summer session is until the end of the following winter examination session. For higher education seekers of correspondence form of study, the final term of academic debt settlement is set before the next examination session begins.

For higher education seekers, who according to the results of credit tests and exams have no more than three academic debts, the Academic Council of the Faculty, at the request of the seeker and the Dean, approves the individual curriculum for the

next academic year and recommends admitting them to the next course (before signing the admit order).

The final deadline for the settlement of academic debt, according to the summer session results, is before the examination commissions start certifying seekers for higher education. Seekers for higher education who have not fulfilled the individual curriculum and have not settled the academic debt in at least one discipline before the Examination Commissions are subject to expulsion from the University.

The results of semester control are regularly discussed at meetings of Departments, Academic Councils of Faculties (Institutes), and the Academic Council of the University. They are among the essential factors in managing the quality of the educational process at the University.

10. TRANSFERRING, EXPULSION, READMISSION OF STUDENTS AND ACADEMIC LEAVES GRANTING

10.1. The procedure for transfer, expulsion, readmission of students and interruption of their studies is carried out in accordance with Article 46 of the Law of Ukraine "On Higher Education", "Regulations on the Procedure for Expulsion, Interruption of Education, Readmission and Transfer of Persons Studying in Higher Education Institutions, and Granting Them Academic Leave" approved by the Order of the Ministry of Education and Science of Ukraine.

Expulsion for higher education

10.2. The grounds for expulsion of a higher education seeker are:

1) completion of studies in the relevant educational (scientific) program;

2) his/her own desire;

3) transfer to another educational institution;

4) non-fulfilment of the individual curriculum or individual plan of scientific work in the amount and/or terms specified in the Regulation on Educational Process Organisation at Sumy NAU;

5) violation of the terms of the agreement concluded between the University and the person studying, or a physical (legal) person ordering a paid educational service;

6) violation of academic integrity;

7) other cases provided by law.

10.3. The complete list of circumstances considered non-fulfilment of the individual curriculum is determined by the implementation of the Regulations of Educational Process Organisation at the University, in compliance with the following requirements:

1) the fact of non-fulfilment of the individual curriculum is established solely by the results of semester control or certification of seekers for higher education;

2) missing classes, if it does not lead to the unsatisfactory assessment of a higher education seeker by the results of semester control, cannot be considered non-compliance with the individual curriculum;

3) expulsion in connection with receiving an unsatisfactory grade during the semester control activities is possible only if the seeker has been given the opportunity to:

- improve assessment results regardless of the number of unsatisfactory grades and the seeker has not taken advantage of such an opportunity within the established period or received an unsatisfactory grade based on the results of the re-evaluation;

- appeal in the order established by the University the decision, action or inaction of pedagogical, scientific-pedagogical, scientific employees, officials (representatives of the administration) of the University on the organisation and conduct of semester control and the seeker has not used this opportunity in due time or his complaint has been rejected;

- interrupt training, and the seeker has not taken this opportunity within the prescribed period;

4) a higher education seeker may not be expelled if his/her failure to complete an individual study is due to the fault (resulting from intentional actions or gross

negligence) of the University, the facts of which are established by an institution commission with the participation of student government representatives.

10.4. Seeker's violation of the requirements of the statute or internal regulations of the University, labour protection, safety, industrial sanitation, and fire safety, established by the relevant rules and regulations approved by the University, may be grounds for expulsion, provided such grounds are specified in the agreement after exhaustion of other means of influence (or impossibility of their application) only in the manner prescribed by the rules of internal regulations of the University, approved in accordance with the Law of Ukraine "On Higher Education".

10.5. Failure to comply with the individual plan of scientific work or violation of the deadlines for the implementation of the individual plan of scientific work without good reason provided by law may be grounds for the decision of the Academic Council of the University to expel graduate or doctoral students

10.6. Expulsion of seekers in order to bring to academic responsibility for violation of academic integrity is carried out following the internal regulations of the University and agreed with the relevant self-government bodies of higher education, in terms of their responsibility, subject to a set of requirements:

1) Violation of academic integrity is determined by law or internal regulations of the University, approved by the Academic Council of the University and approved by the Student Government of the University for learners, students, graduate students (Council of Young Scientists) for postgraduate students and doctoral students;

2) The fact of violation of academic integrity by the seeker for education is identified and established in accordance with the procedure for detection and establishment of facts of violation of academic integrity, approved by the collegial governing body of the University;

3) The rights of a person in respect of whom the issue of violation of his/her academic integrity has been raised have been observed.

10.7. The Rector of the University expels from the list of seekers for higher education in agreement with: the body of Student Self-Government of the University - for students; Council of Young Scientists - for graduate students and doctoral

students; Primary Trade Union Organisation - for people who are members of the Trade Union.

10.8. In the case of expulsion of seekers for higher education in accordance with paragraphs 1-3 of paragraph 10.3 of this section, the approval of the student government, graduate students (Council of Young Scientists) and the Primary Trade Union Organisation is not required.

Readmission to higher education

10.9. People expelled from the educational (scientific) program before their end may be reinstated as seekers for higher education.

The seekers for higher education who have been granted academic leave resume their studies by admission to the educational process.

Readmission is carried out regardless of the reason for expulsion, duration of a study break, the form of education, speciality (subject speciality, specialization, educational program) and field of knowledge, type of program, sources of funding, the form of ownership, management of the educational institution taking into account the ability of the seeker to complete the educational program successfully.

Readmission of higher education seekers for the first year of study on the basis of complete general secondary education is prohibited. The Head of the educational institution may renew higher education seekers for the programs of the second year of study on the basis of complete general secondary education people expelled from the first year of study, provided that they settle the academic debt within the period specified by the educational institution.

10.10. Readmission may be carried out for educational (scientific) programs of the same level for the same or lower course (year of study) or for educational programs of the lower level of higher education or programs of professional higher education.

10.11. Readmission of higher education seekers is carried out within the licensed volume of the educational institution. Exceeding the licensed volume is possible in exceptional cases with the prior permission of the licensing authority.

10.12. Conditions for readmission may be the preliminary elimination of academic differences (not more than 30 ECTS credits), inclusion in the individual curriculum of higher education students of appropriate compulsory disciplines and/or a certain number of elective disciplines of the educational program, passing certain forms and/or stages of attestation of higher education.

The procedure of re-enrolment of educational results (credits, disciplines) and readmission of higher education seekers is determined by these Regulations.

10.13. When renewing higher education seekers to another speciality (subject speciality, specialization) to the same or another higher education institution, as well as when renewing from a foreign higher education institution, regardless of speciality, it is compulsory to meet the requirements for entrants (entrance examinations), it is obligatory to fulfil the criteria for entrants (entrance examinations), determined by the competitive offer corresponding to this educational program in the year of enrolment for it or in one of the following years not later than submission by the person of the readmission request.

Compliance with the requirements for entrants (entrance examinations) means the presence of an appropriate set of certificates of independent external assessment, the minimum number of points from entrance examinations (competitive score), results of creative competitions and tests, entrance examinations, single professional entrance examination, single entrance examination, passing entrance exam etc.

10.14. Renewed higher education seekers have the right to enrol (transfer) to a vacant place of state (regional) order in the manner prescribed by the institution of higher education.

Transfer of students to the places of state (regional) order is carried out in consultation with the Student Government.

10.15. The Rector of the University renews higher education seekers in agreement with the Student Government, the Council of Young Scientists for graduate and doctoral students and the Primary Trade Union Organisation (people who are members of the union).

Transfer of seekers for higher education

10.16. Seekers for higher education may be transferred from:

one educational institution of Ukraine to another educational institution of Ukraine;

one speciality (specialization, educational (scientific) program) to another;

one form of education to another;

one source of funding for another.

10.17. The transfer of higher education students who study full-time is usually carried out during the vocations.

10.18. The transfer is carried out on specialities (subject specialities, specializations, educational (scientific) programs) of the same level and also on the same or lower course (year of study).

10.19. Transferring seekers for higher education is carried out within the licensed scope of the institution of higher education.

10.20. Transfer of higher education seekers from one educational institution to another educational institution is carried out with the consent of the Heads of both educational institutions. A seeker who wishes to transfer to another educational institution submits an application for transfer to the Head of the educational institution where he/she is studying and, with his/her written consent, applies to the Head of the educational institution to which he/she wishes to transfer, and attaches a copy of the document containing information about the learning outcomes.

Higher education seekers who study at the expense of individuals and/or legal entities may be transferred with the consent of the person ordering the paid educational service.

The transfer application must be considered at the educational institution for two weeks, and the seeker is informed of the conditions of the transfer or the reason for refusal.

In case of a positive conclusion based on the results of consideration of the application and fulfilment of the conditions of transfer, the Head of the educational institution to which the seeker is transferred issues an order according to which the

seeker is admitted to classes and sends a request to the educational institution transfer of his/her personal file.

10.21. The condition of transfer may be the preliminary elimination of academic differences (not more than 30 ECTS credits), inclusion in the individual curriculum of higher education students of appropriate compulsory disciplines and/or a certain amount of elective disciplines of the educational program, passing certain forms and /or stages of attestation of higher education.

The procedure for re-enrolment of learning results (credits, disciplines) is determined by the educational institution's regulations of educational process management.

10.22. When transferring seekers to another speciality (subject speciality, specialization) to the same or another educational institution, it is compulsory to meet the requirements for entrants (entrance examinations), determined by the relevant competitive program in the year of enrolment in it or one of in subsequent years, no later than the submission of a transfer application by the person.

Compliance with the requirements for entrants (entrance examinations) means the presence of an appropriate set of certificates of independent external assessment, the minimum number of points from entrance examinations (competitive score), results of creative competitions and tests, entrance examinations, single professional entrance examination, single entrance examination, passing entrance exam etc.

10.23. Upon request, the Head of the educational institution where the seeker has previously studied issues an order during a week to expel the seeker in connection with his/her transfer, sends a personal file within ten working days and enters the relevant information into the Unified State Electronic Database on Education.

After receiving a personal file, the Head of the educational institution to which the seeker is transferred issues an order on his/her enrolment and enters the relevant information into the Unified State Electronic Database on Education.

10.24. A seeker for higher education transferred to an educational institution has the right to enrol (transfer) on a competitive basis to a vacancy of the state (regional) order in the manner prescribed by the educational institution. The transfer

of students (cadets) to the places of state order (regional order) is carried out in agreement with the Student Government.

In case of refusal to accredit an educational program that has not previously received accreditation, or in case of expiration of the certificate (decision on accreditation of the educational program and failure to receive a new decision on accreditation of the educational program, higher education students studying at the expense of state (local) budget, have the right to transfer to another educational institution, in which the relevant educational program is accredited, to complete training at the expense of the state (local budget) in the manner approved by the Resolution of Cabinet of Ministers of Ukraine No. 927 dated 11.11.2015.

Interruption of higher education seekers' study
and granting academic leaves

10.25. Higher education seekers who have interrupted their studies are granted an academic leave. Persons on an academic leave are not expelled from the number of higher education seekers and retain certain rights of a higher education seeker in accordance with the legislation and regulations on the organisation of the educational process in the educational institution.

10.26. Higher education seekers may be granted an academic leave for the following reasons:

an academic leave due to health reasons is a break in study, the right to which a seeker receives in case of decreased performance due to disordered body functions caused by acute diseases requiring long-term rehabilitation, exacerbations of chronic diseases or frequent illnesses (more than one month in six months), anatomical defects that do not allow for restorative treatment during training;

an academic leave connected with the participation in academic mobility programs is a break in studies provided to a participant in academic mobility under the Regulations on the realization of the right to academic mobility, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 579 dated 12.08.2015, if training or internship in educational and scientific institutions (including foreign

countries) makes it impossible to implement an individual curriculum (an individual plan of scientific work);

an academic leave in connection with military service is a break in studies, the right to which a higher education seeker receives in case of his mobilization (military service by conscription in a special period), conscription, enlistment of officers for military service, enlistment for military service under contract in accordance with the law;

an academic leave connected with a long-term business trip of the seeker, who combines study with work;

an academic leave for the period remaining until the end of the normative term of postgraduate or doctoral training is a break in studies that may be granted to a postgraduate (adjunct) or doctoral student who has received a degree before the end of postgraduate or doctoral studies in accordance with the Procedure for training higher education seekers for the degree of Doctor of Philosophy and Doctor of Sciences in higher education institutions (scientific institutions), approved by the Resolution of Cabinet of Ministers of Ukraine No. 261 dated 23.03.2016 (as amended);

an academic leave for family and other personal reasons is a break in studies, the Procedure for which is determined by the institution of higher education and which is granted to the seeker of higher education based on his reasoned application;

maternity leave, childcare leave until the child reaches the age of three, and in the case of a child who is ill and in need of home care, until the child reaches the age of six, provided in accordance with the law.

10.27. Granting an academic leave is formalized through an order by the Head of the educational institution stating the reason for granting an academic leave and its terms.

10.28. An academic leave for health reasons is granted to the higher education seeker based on the report of the Medical Advisory Commission (hereinafter – MAC) of the health care institution (hereinafter - HCI), which provides medical care to the higher education seeker (at a primary, secondary or tertiary level of medical

assistance) or cooperates with the provider of primary health care (hereinafter - PHC), which provides medical service to the student. An academic leave for higher education seekers from among foreigners may be granted on the basis of a legalized medical certificate obtained in a foreign country, which is submitted to the educational institution together with a notarized translation into Ukrainian.

If a sick higher education seeker is unable to apply to HCI that provides medical service to higher education seekers because of his/her condition and distance from it, he/she can apply for medical care to the local HCI and after treatment receives a medical case file to submit it to the MAC of the HCI, which provides medical service to higher education seekers.

10.29. For doctors to make an expert decision, a request from the educational institution, a detailed extract from the medical case file from the HCI or PHC, where medical care is provided to the student, are submitted to the MAC, and a complete medical examination is conducted. When making an expert decision on the need to grant an academic leave for health reasons, the following issues are taken into account: the period of temporary disability (more than one month within six months); specifics of the educational process; the possibility of deterioration in health (transition from acute to chronic disease, the onset of disability), if the student continues to study.

10.30. In order to resolve the issue of resuming studies for the higher education seeker whose term of the academic leave for health reasons is expiring, the higher education seeker must undergo a comprehensive medical examination at the PHC provider, where medical care is provided for the higher education seeker, and in case of the patient being observed during the academic leave in another HCI, submit a health certificate from the specified PHC provider from the HCI that observed the patient during the academic leave. Based on this, the higher education seeker is issued the MAC conclusion for submission to the higher education institution.

10.31. Readmission of higher education seekers whose academic leave has expired is carried out by the order of the Head of the educational institution based on the seeker's application. In the case of academic leave for health reasons, the MAC

conclusion is attached to the application. Higher education seekers who have not submitted documents for readmission to study or for extending the period of academic leave before the end of the academic leave are expelled from the educational institution.

10.32. All controversial issues concerning granting the academic leave are considered by the management of the educational institution with the participation of the student self-government body or the scientific society of students (cadets, listeners) and postgraduate students (council of young scientists).

11. STUDENT STUDY TIME

11.1. *Academic semester* is an integral part of the student's academic period, ending with the final semester control. The semester's duration is determined by the schedule of the educational process. Study time is accounted for in academic hours and ECTS credits. A semester is usually 30 ECTS credits.

11.2. *Academic year* is a completed period of student study during the academic year, including the time of theoretical training, practice, final control and vacations.

11.3. *The academic year* usually starts on September 1; for students it consists of study days, days of final control, examination sessions, weekends, holidays and vacations.

The academic year lasts 52 weeks, of which at least 8 weeks are the total duration of the vacations. The duration of theoretical training, compulsory practical training, semester control and individual assignments is 40 weeks per year.

60 ECTS credits correspond to the full-year study load.

11.4. *Study days* are determined by the annual schedule of the educational process.

11.5. *Classes* last two academic hours with breaks between them and are held on schedule. The schedule ensures the implementation of the curriculum in full.

11.6. The student's learning load in a discipline during the study period (semester) consists of contact hours (lectures, practical classes, seminars, laboratory

classes, consultations), independent work, and control activities, for which credits are allocated established for academic disciplines.

If the form of the final control in the discipline is an exam(s), then one credit is allocated for the preparation and passing of each of them.

The rest of the credits for the discipline are transferred to the hours divided into contact hours and independent work.

The maximum number of contact hours per credit is: for Bachelor's students – 12÷14 hours, Master's –10 hours. The maximum number of contact hours is assigned for the academic disciplines, where laboratory classes (laboratory workshops) are provided. The rest of the time is devoted to independent work.

11.7. The distribution of contact hours between lectures, practical classes, seminars, laboratory classes and consultations, as well as between weeks of theoretical training is the prerogative of the higher education institution. At the same time, the maximum weekly classroom workload should not exceed: for those with a Bachelor's degree – 26 hours, a Master's degree – 22 hours.

11.8. Assignment of credits to students from the curriculum components (academic disciplines, practices, term papers and qualification papers) is carried out on the basis of obtaining positive assessments of the final control. Credits are counted to students in full in accordance with the credits established by the educational component and only after they have been fully completed.

11.9. The maximum allowable academic difference for student's readmission, transfer or enrolment in the second or third year on the basis of the acquired level of junior specialist is set by the higher education institution but may not exceed 20 credits for compulsory components of the educational program (10 credits for enrolment in the last year or year of study).

Elective educational components are not included in the academic difference. Their volume in the individual curriculum should be compensated by transferring credits in other disciplines from the Junior Specialist Diploma (Junior Bachelor) at the rate of 1 credit ≥ 30 hours or from an academic certificate of the previous study in another bachelor's degree program.

11.10. The transfer of credits may be carried out by transferring credits established for students while studying in other educational programs.

11.11. The transfer of credits established during the study in other educational programs is carried out by the Dean of the Faculty (Director of the Institute) on the basis of documents on previously obtained education (diploma supplement, academic certificate), an extract from the study card, in case of simultaneous study in several programs or academic certificate ECTS.

11.12. Attendance by students of all types of classes is mandatory. The mark on the attendance of classes by students is carried out by the group head in the register of the academic group without fail.

11.13. In order to ensure the academic mobility of students, as well as in case of inability of students to fulfil the schedule of the educational process due to difficult family circumstances confirmed by the documents, employment at enterprises, institutions, and organisations with the prospect of future permanent employment, long illness and other valid reasons, confirmed by the relevant documents, an individual training schedule can be established.

11.14. It is prohibited to distract students from classes and control activities on a schedule, except in cases regulated by the current legislation.

12. WORKING TIME OF HIGHER EDUCATION TEACHERS

12.1. The working time of the research and pedagogical employee includes the time for educational work (classes, consultations, exams, credit tests, etc.), methodical, scientific, organisational work and other work responsibilities within the annual working time not exceeding 1,548 hours and the average weekly duration 36 hours (including time for vacation and public holidays) reflected in the individual work plans of teachers and may not exceed one-year working time.

12.2. The maximum teaching load of a teacher of a higher educational institution is regulated by the current legislation of Ukraine and shall not exceed 600 hours per academic year (Article 56 of the Law of Ukraine "On Higher Education").

The minimum teaching load of a teacher is set by the University, taking into account methodical, scientific and organisational work.

Table 2

Recommended volumes and limits of variation of indicators when planning the work of the scientific and pedagogical staff of SNAU *(for 1 full-time position)*

Position	Total workload, *hours*	Teaching load, *hours*	Scientific work, *hours*	Methodical work, *hours*	Organisational work, *hours*
		Maximum workload			
Teaching staff	**1548**	**600**	**400**	**400**	**148**

* Redistribution between scientific and methodological work +, - 100 hours is possible.

12.3. Further teacher training is mandatory (recommended once every 5 years). Teachers of higher education institutions improve their skills and undergo internships in relevant scientific, educational and scientific institutions, government services, and leading enterprises of the relevant profile. The content of further training shall correspond to the profile of the teacher's activity.

12.4. The amount of training sessions (classes) assigned to a particular teacher is expressed in accounting (academic and astronomical) hours and determines the teaching load of the teacher.

Types of classes that are a part of the mandatory teaching load of the teacher in accordance with his/her position are set by the Department. In determining the individual work plans of the teaching staff, the Head of the Department shal; take into account the specifics of each type of work and ensure optimal use of the creative potential of each teacher. Holding lectures shall be planned only for professors, associate professors and senior lecturers. The involvement of assistants in lectures is possible only with the permission of the Rectorate for the current academic year with the mandatory submission of the document on graduation from the young lecturer's school. It is desirable for the lecturer to plan practical, seminar and laboratory classes with at least one academic group in the lecture stream.

12.5. In cases of necessity, the teacher may be involved in conducting training sessions above the mandatory workload determined by the individual work plan within his/her working hours. Changes in the mandatory teaching load of the teacher are made in his or her individual work plan.

12.6. The teacher's working time schedule is determined by the timetable of classroom training sessions and consultations, the schedule of control activities and other types of activities provided by the individual working plan of the teacher. The time for performing work that is not provided for by the timetable or schedule of control activities is determined in the manner established by the University, taking into account the characteristics of areas, specialities and forms of education. The teacher is obliged to adhere to the established schedule of working hours.

It is forbidden to distract teachers from training sessions and control activities provided for in the schedule.

12.7. The teacher's work is planned according to individual plans drawn up in accordance with the plans of educational and educational-methodical and research work of the Department. Individual plans are drawn up by all teachers (full-time, part-time, working with hourly pay), considered and approved at the meeting of the Department.

12.8. For the period of business trips, illness, further training, etc., the teacher is exempt from all types of work provided for in the individual work plan. His/her teaching load set for this period is performed by other teachers of the Department within a 36-hour work week and the maximum workload by reducing the amount of methodological, scientific and organisational work or by attracting hourly teachers in a particular order. After the teacher goes to work for the period remaining until the end of the academic year, he/she is determined the relevant teaching load and the amount of methodological, scientific and organisational work within a 36-hour work week.

The progress of teachers' individual plans shall be periodically checked by discussing at the meetings of the Department with a critical assessment of the quality

of each type of work, requiring personal explanation by each executor of the reasons for low quality, late performance or non-performance of work provided by the plan.

Accounting for the educational work of teachers is based on the actual time cost. At the end of the academic year, the Head of the Department is obliged to assess each teacher's quality of the individual work plan implementation and make a corresponding entry in the section "Conclusions of the Head of the Department on the implementation of the individual plan".

In summing up the results of the academic year at the meeting of the Department, the issue of implementing individual plans by the teaching staff is one of the main ones.

By July 1, the Report on the Implementation of the Workload of Scientific and Pedagogical Staff of the Department for the Academic Year shall be submitted to the University Curriculum and Instruction Department.

13. FINAL CERTIFICATION

13.1. Certification means determining whether the level and body of knowledge, skills, and other competencies acquired by higher education seekers meet the requirements of higher education standards.

Certification is carried out openly and publicly. Higher education seekers and other persons present at the certification are free to perform audio and/or video recording of the certification process.

Certification of higher education seekers takes place by passing the state qualification exam and/or defending a qualification paper in accordance with the educational and professional program at an open meeting of the EC with the participation of at least half of the commission members in the presence of the Head of the commission.

Certification of higher education seekers is carried out by the examination commission (hereinafter – EC) at the final stage of training at a particular educational and qualification level or its stage in order to determine the actual compliance of the

level of educational (qualification) training with the requirements of educational and qualification characteristics.

13.2. Assignment of qualification of a Bachelor's or Master's degree is carried out by the examination commission.

The examination commission is established as a single one for full-time and extramural education forms in each speciality.

The examination commission evaluates graduates' scientific-theoretical and practical training, decides on assigning them the appropriate educational level, issuing a state document on education (qualification), and develops proposals for further improvement of the quality of educational and professional training of specialists at the higher education institution.

The examination commission is established annually and operates during the calendar year. The commission consists of the Head and members of the commission. The Head of the commission is appointed by the Academic Council of the University on the proposal of the Dean of the faculty from among the leading scientific, scientific-pedagogical workers and production specialists. After approval by the Academic Council of the University, the lists of EC Heads are approved by the Rector of the University.

13.3. Establishment, organisation of work and control over the activities of the EC is carried out by the Rector of the University (Vice-Rector for Academic Activity).

13.4. The examination commission includes: the Rector of the University or Vice-Rector for Academic Activity, the Dean of the Faculty or his/her deputy, Heads of Departments, professors, associate professors (teachers) of profile Departments, leading production specialists and employees of research institutes.

13.5. The nominal structure of the EC is approved by the order of the Rector of the University not later than one month before the beginning of the EC work. The number of the EC members (including the Head of the EC) is not more than four (in some cases, it may be increased to six).

13.6. The meetings of the EC are documented in minutes. The minutes contain the grade obtained by a student (listener) during the state certification, the EC decision on awarding the appropriate degree of higher education, qualification in the relevant speciality (specialization), as well as information on the issuance of a diploma (diploma with honours).

13.7. The work of examination commissions is carried out in the terms provided by the schedule of the educational process. The schedule of meetings of the examination commission agreed upon with the Head of the commission is approved by the first Vice-Rector on the basis of the Dean's proposal and is brought to the public's attention no later than one month before the beginning of the defence.

13.8. No more than 16 defences of qualification papers may be planned at one EC meeting. The duration of state qualification examinations and defence of final qualification papers should not exceed 8 hours a day.

In addition to the qualification papers planned for the defence at this meeting of the EC, the following documents are submitted to the examination commission by the Dean's office:

- summary sheet on the curriculum implementation by students and their grades in theoretical disciplines, term projects and papers, and practice. If there are several semester examination grades in the same discipline, the final grade (average grade relative to the distribution of academic hours of the discipline by semesters) is entered in the summary sheet with its rounding to the nearest integer value;

- submission to the Examination Commission;

- review of the supervisor (scientific supervisor);

- review of the qualification paper;

- other materials that testify to the scientific and practical value of the work;

- printed articles on the topic of the project (work), documents indicating the practical application of the project (work), models, samples of materials, products, etc.

13.9. To a seeker who has defended the qualification paper and passed the state qualification exams in accordance with the requirements of the educational and professional training program, the examination commission assigns the appropriate educational-qualification level and qualification and issues a state document on higher education (qualifications).

To a seeker who has received final grades "excellent" on the national scale and A on the ECTS scale in at least 75 %t of all disciplines and individual tasks provided for in the curriculum, and in other disciplines and individual tasks – grades "good" on the national scale and B, C on the ECTS scale, passed the state exams with grades "excellent" on the national scale and A on the ECTS scale, defended a diploma project (work) with a grade of "excellent" on the national scale and A on the ECTS scale, and proved himself (herself) in scientific (creative) work, which is confirmed by the recommendation of the Department, a document with honours on higher education (qualification) is issued.

13.10. An additional requirement for obtaining a diploma with honours by graduates of the Master's degree is a Bachelor's diploma with honours in the relevant field of study (except for specialities in the field of knowledge "Specific Categories").

A seeker who has received an unsatisfactory grade (FX, F) during the state qualification examination or defence of the qualification paper is expelled from the higher education institution as having completed the curriculum but failed the certification and is issued an academic record.

In cases when the defence of the qualification paper is considered unsatisfactory, the examination commission determines whether the student can re-defend the same project (work) with completion, or he is obliged to work on a new topic determined by the relevant Department (cycle commission).

13.11. A seeker who has not passed the state qualification examination or has not defended a diploma project (work) is allowed to retake state exams or defend the diploma project (work) on a compensatory basis within three years after graduating from the higher education institution.

The list of disciplines taken for state qualification examinations for persons who have not passed these examinations is determined by the educational and professional program, which was in force in the year of graduation.

13.12. Based on the decisions of the EC, the Rector signs the order of graduation, which indicates the speciality (specialization), level of higher education (first (Bachelor's), second (Master's)), degree of higher education (Bachelor, Master), qualification, type of diploma (standard or with honours).

13.13. Higher education seekers who received unsatisfactory grades during the state qualification exam and defence of qualification work are expelled from the University and issued an academic record.

13.14. The results of state qualification examinations and defence of qualification works are announced by the Head of the EC on the day of the examination (defence).

13.15. Based on the results of the EC's activities, the Head of the EC draws up a report approved at its final meeting.

13.16. The report on the work of the EC after discussion at its final meeting and the meeting of the Academic Council of the faculty is submitted to the Vice-Rector for Academic Activity of the University in two copies within two weeks after the EC.

13.17. The results of the work, proposals and recommendations of the EC are discussed at meetings of graduating Departments, academic councils of faculties, and the Academic Council of the University.

13.18. The minutes of the EC meeting are transferred by the Curriculum and Instruction Department to the archives of the University after the end of the EC, where they are stored in accordance with the requirements of current legislation.

13.19. Qualification works are transferred by the graduating Departments to the archives of the University after the end of the EC work, where they are stored in accordance with the requirements of current legislation.

14. ORGANISATION OF THE EDUCATIONAL PROCESS OF CORRESPONDENCE (EXTRAMURAL) AND DISTANCE FORMS OF LEARNING FOR STUDENTS

14.1. Distance learning is the main form of organisation of the educational process, which provides training to students in correspondence (part-time/extramural) form of learning at Sumy NAU.

14.2. Distance learning technology involves the study of disciplines by computer and telecommunication tools and taking credits, exams and other forms of final control at the University, provided by the individual curriculum.

14.3. The students studying by distance learning technology are organisationally subordinated to the Dean's office of the relevant faculty and guided by the Distance Learning Center of the University.

14.4. Providing access to the information environment for the educational process of distance learning students is carried out by them personally through the Internet. If it is necessary, information and consultation centres at Hlukhiv Agrotechnical Institute and colleges of Sumy NAU may be involved in the educational process, which, if it is available, provide their computer base for the educational process using distance learning technologies.

14.5. Organisational support of distance learning technology for students of correspondence form of learning is entrusted to the relevant faculties and the Distance Learning Centre of Sumy NAU.

14.6. The duration of distance learning technology to obtain a certain educational level is regulated by the curriculum's normative duration of distance learning.

14.7. Distance learning students have the same rights as the students of correspondence learning.

14.8. The students who have entered the University and study by correspondence form of learning have the opportunity to move to distance learning

technology of the educational process according to the application, which is submitted to the Dean's office in the name of the Rector.

14.9. The Dean's office submits an order to the Rector for distance learning students who will study by distance learning technology, as well as a register of these persons to the Distance Learning Centre to provide access to the network of educational information space of the University in Moodle.

14.10. The Distance Learning Centre sends access codes to students by e-mail and provides the appropriate Dean's office to monitor and control the educational process.

14.11. The students are taught according to the individual curriculum of a particular speciality of correspondence form of learning, which the Dean's office issues at the introductory session before the beginning of the period of independent study of disciplines.

14.12. The scope, structure, quality of knowledge, skills and abilities of a distance learning student shall meet the requirements of the State Standard of Education (syllabus) established for the relevant educational degree.

14.13. Before the beginning of the academic year, the Dean's office of the respective faculty provides each student who studies remotely:

• with the schedule of the educational process for the current year with the definition of the terms of modular tests, testing for admission to the examination session;

• with contact telephone numbers, e-mail addresses of responsible persons and teachers, and reference materials;

• with the recommendations on technical support of study;

• with the opportunity to get acquainted with the working programs in each discipline and the list of required literature and methodological support using a computer network directly on the website of the Department.

14.14. Communication on issues related to the implementation of the individual curriculum is conducted directly at the student and Department level, on organisational issues – at the student and Dean's office level, and at the student and

Distance Learning Centre of SNAU level. In the absence of computer communication or other technical problems, the form of organisation of the educational process is determined by the Dean's office, or the opportunities of vocational information Departments and colleges of Sumy NAU are used.

14.15. By the order of the Head of the Department, agreed with the Dean's office, the Department appoints a person responsible for distance learning, whose functional responsibilities include:

• to monitor weekly the information received by teachers from distance learning students;

• to give the timely information of the Distance Learning Centre, the Dean's office, and the Head of the Department on the organisation of the educational process to the teachers;

• to summarize the information on the status of implementation of individual curricula by students studying by distance learning and timely inform the Head of the Department and the Dean's office.

14.16. During the introductory session, the teachers of relevant Departments hold consultations on the study of each discipline on the distance technology of the educational process and check the availability of the student's access to the course in the educational information space of SNAU.

14.17. Distance learning technology involves the organisation of educational activities of students using computer and telecommunication facilities that provide interactive cooperation between teachers and students; independent work of the student on the materials of the information network; providing other materials sufficient for the study of disciplines; current control of student knowledge in the form of testing tasks, control papers, term papers (projects).

The educational process on distance technology is carried out in the information educational space in the Moodle environment by types of classes:

• lectures;

• practical classes;

• joint discussions using a computer network;

• consultations by students' teachers by e-mail;

• reports of students by e-mail to the teacher on the current performance of tasks.

The organisation of current control is carried out as follows:

• depending on the structure of the course, control testing is conducted on individual topics and sections, after which the student is given the opportunity to study the course further;

• is mandatory and is conducted according to the established schedule for each discipline of testing based on the results of the first and second modules, as well as the final control testing, which is an admission to the examination session;

• calculations and practical tasks are performed in electronic form and sent on schedule to the teacher at the Department by e-mail. Verification of calculations and control tasks by the teacher is carried out within one week, after which the result is sent to the student;

• laboratory work in distance learning, as a rule, is replaced by practical work or performed with the help of computer simulation of the technological process. If it is necessary to perform laboratory work in real conditions, it is performed during the examination session on the laboratory base of Sumy NAU or its structural units;

• timely, complete and high-quality performance of theoretical and practical tasks by the student, as well as successful completion of current, modular and final control stages, is a condition of his/her admission to the examination session, which lasts 10 days;

• if the student does not complete the individual curriculum on time and does not take modular and final testing on schedule, at the request of the teacher (Department) the Dean's office in the prescribed manner cancels distance learning, and the student must participate in the training and examination session during 40 days.

14.18. Certification of distance learning students includes credits, exams and other forms of final control, and state certification provided by the curriculum.

Session control is conducted once a year in accordance with the schedule of the educational process and involves personal testing and exams for each student.

The examination session is held on the basis of the University or on the basis of the information and career guidance point of distance learning, to which the student is assigned in the "transparent" mode. In some cases, it is possible to take tests and exams in the form of a commission computer test.

For the more rational organisation of distance learning during the session, students perform laboratory work and defend their term papers (projects).

Dean's offices of faculties admit students to the sessions on submission of the Department and inform students about their admission and the session schedule.

14.19. The students studying by distance learning technology take credits and exams in disciplines in the full range of educational programs approved for this area of training (speciality) of the appropriate educational level.

14.20. Examination (credit) grade is entered in the main examination sheet and student's record book.

14.21. A supervisor from the University's teaching staff is appointed to provide a distance learning student methodological assistance in implementing the course project (paper), diploma project (paper). Reviewers of diploma projects (papers) are approved by the Dean of the Faculty on the proposal of the relevant Department.

14.22. Test tasks for credits and exams should include checking the level of the student's mastery of practical skills and abilities (including the performance of the particular laboratory work), which are necessary for obtaining the discipline in which he/she is certified.

14.23. Distance learning technology extends to the externship. An external student who studies remotely has all the rights of a student who studies remotely, in addition, he/she must personally draw up a curriculum for a certain period of study.

14.24 For each student in the Dean's office of the Faculty, a student's study card is drawn up, in which data on the curriculum implementation are entered.

14.25. Students who study remotely and work by a chosen speciality in a higher education institution may be exempted from undergraduate practice under an

application agreed with the Head of the graduating Department. In other cases, students undergo undergraduate practice according to the higher education program. The base of practice is determined by the Department, and the student's wishes can be considered.

The results of the internship program and evaluation of its results are carried out by the relevant Departments.

14.26. Students who study by correspondence and distance forms of learning in the case of expulsion for academic debt or at their own request are issued a standard academic certificate.

14.27. Academic failures based on the results of the session (academic year) must be settled within the timeframe approved by the Dean's office, but not later than the beginning of the next academic year.

14.28. State examinations and defence of diploma projects (papers) are conducted on a general basis by examination commissions in the terms determined by the curriculum in accordance with the "Regulations on the educational process organisation at Sumy NAU".

14.29. A student who studies remotely and has met all the curriculum requirements, defended a diploma project (paper) and passed state exams is awarded the appropriate degree and issued a state document on education by the decision of the examination commission.

14.30. Additional educational services related to distance learning are financed separately at the expense of legal entities and individuals.

14.31. Cost estimate of one year of distance learning is made by the planning and finance Department on the basis of additional hours for organising and conducting the educational process using information and educational space, determined by the Dean's office in accordance with the planning and time accounting of research and teaching staff.

The basic tuition fee for distance learning students on the terms of full payment of tuition fees corresponds to the cost of tuition in a particular professional field of correspondence.

14.32. Estimate of additional costs for student study by distance learning includes:

• methodological support of distance learning of each discipline;

• preparation of training courses for disciplines in the information and educational environment Moodle;

• support of individual educational process during the year;

• conducting current distance and pre-examination consultations;

• conducting credits and exams;

• development of necessary textbooks, curricula and individual curricula;

• costs of software and maintenance of a computer system that serves distance learning;

• costs associated with the operation of the Distance Learning Centre, Dean's office, planning and finance Department, other Departments, payment of taxes;

• other expenses.

14.33. Payment for tuition is made after the decision on the recommendation for enrolment in correspondence and distance forms of learning and then until the beginning of the next academic year.

14.34. The order on enrolment and transfer to the next year of study is issued after the appropriate financial calculations.

15. DISTANCE LEARNING BY THE INDIVIDUAL CURRICULA FOR FULL-TIME STUDENTS

1. General part

1.1. Distance learning by the individual curriculum is provided to create learning opportunities for students who cannot attend all classes for valid reasons.

1.2. Distance learning by the individual curriculum provides the possibility of selective attendance of classes and the student self-study the material of curricula in relevant disciplines on the distance form of learning.

1.3. Distance learning by the individual curriculum provides for additional consultations of the teacher with the student on the implementation of the individual curriculum by distance learning.

1.4. Permission for distance learning by the individual curriculum is granted by the Rector of the University by the relevant order submitted by the Dean of the faculty, approved by the Vice-Rector for Academic Activity.

1.5. Distance learning by the individual curriculum is valid during the semester and can be cancelled at the request of the student or for violating the terms of the individual plan at the request of the Dean of the faculty.

1.6. The Dean of the faculty organises the educational process of distance learning by the individual curriculum, Heads of Departments and teachers assigned to the relevant disciplines provide the content component and quality of the educational process.

2. Distance learning according to the individual curriculum

2.1. Distance learning according to the individual curriculum is provided to full-time students who are studying in senior courses (4th, 5th, 6th, as an exception 3d) and have an average score of the last two sessions not lower than 4.4 for economics and law and 4.2 for technological specialities.

Distance learning by the individual curriculum can be provided:

- to mothers to care for a child under 3 years of age;

- to final year students who combine study with work in the speciality;

- to students who leave for internships for a period exceeding the curriculum;

- to students who participate in international academic programs, with the consent of the Department of Foreign Affairs;

- to students of final courses of all specialities if the request of the enterprise concerning distribution and employment of the student is available;

- in other cases when providing the relevant documents.

2.2. For the transition to distance learning by the individual curriculum, the student submits an application to the Dean's office of the faculty addressed to the

Rector of the University, indicating the reason for moving to the individual curriculum and provides the relevant documents. The students combining study with work in the speciality submit a copy of the relevant position enrolment order, a certified in the prescribed manner extract from the workbook or a copy of the employment contract or agreement. The Dean reviews the student's application and supporting documents and, taking into account the average grade of progress, decides on the approval of the individual schedule of classes.

After issuing an order to provide the student with the individual curriculum, the Dean's office prepares the individual curriculum for the study of disciplines provided by this semester's curriculum and approves it by the Vice-Rector for Academic Activity.

Applications for the transition to the individual curriculum are submitted by students to the appropriate Dean's office no later than the first week after the beginning of the semester. In the period before the preparation of the order to provide the student with an individual schedule, the student is obliged to attend classes according to the schedule.

From the moment of transfer to the individual curriculum, the student studies by distance form of learning.

2.3. When writing an application for distance learning by the individual curriculum, the student's access to the e-course in the information educational space of SNAU is checked.

2.4. Distance learning technology involves the organisation of educational activities of students using computer and telecommunication facilities that provide interactive cooperation between teachers and students; independent work of the student on the materials of the information network; providing other materials sufficient for the study of disciplines; current control of student knowledge in the form of testing tasks, control papers.

The educational process by distance learning technology is carried out in the information educational space in the Moodle environment in the following forms:

    • theoretical and practical classes;

• performance of control papers;

• practical training;

• control activities.

The main types of training sessions in distance learning are the independent study of the training material of the distance course, lecture, consultation, seminar, discussion, practical training, and laboratory training.

Self-study involves using distance learning materials that students receive via the Internet and/or on magnetic media (CD-ROM).

Requirements for self-study of the material of a particular discipline are determined by the curriculum of the discipline, guidelines, instructions and tasks contained in the distance course.

2.5. Control over the study and acquisition of each discipline curriculum is carried out by the teacher conducting classes in a group.

2.6. The scope of knowledge and the date of module control are determined by the teacher and reflected in the discipline curriculum, the educational process schedule and the timetable of classes.

3. Financial calculations

3.1. Additional educational services related to distance learning are financed separately at the expense of legal entities and individuals.

3.2. Estimates of one year of distance learning are made by the planning and finance Department on the basis of additional hours for organising and conducting the educational process using information and educational space, determined by the Dean's office in accordance with planning and time accounting of research and teaching staff. The basic tuition fee for distance learning students on the terms of full payment of tuition fees corresponds to the cost of tuition in a particular professional field of full-time study.

3.3. The estimate of additional costs for the student's distance learning by the individual curriculum includes:

• methodological support of distance learning of each discipline;

• preparation of e-courses for disciplines in the information and educational environment Moodle;

• support of individual educational process during the year with the standard time of study load of 0.5 hours from 14-16 disciplines for each student;

• conducting current distance and pre-examination consultations;

• conducting credits and exams;

• development of necessary textbooks, curricula and individual curricula;

• costs of software and maintenance of a computer system that serves distance learning;

• costs associated with the operation of the Distance Learning Centre, Dean's office, planning and finance Department, other Departments, payment of taxes;

• other expenses.

3.4. Payment for tuition is made after the decision on the recommendation for enrolment in distance learning by the individual curriculum.

3.5. The order on enrolment and transfer to the next year of study is issued after the appropriate financial calculations.

16. STUDENTS' INDEPENDENT WORK

16.1. General regulations

Student's independent work (SIW) is the crucial means of mastering educational material at the time, free from compulsory education.

Study time allotted for student's independent work (SIW) is regulated by the curriculum (working curriculum) and should range between 1/3 and 2/3 of the total study time allocated for training a particular discipline. The ratio of SIW and classroom training is determined by taking into account the peculiarities and content of a particular discipline, its place, importance and didactic purpose in the implementation of educational and professional program (EPP), as well as the scope of practical, seminar and laboratory classes.

The purpose of SIW is systematic and consistent mastering of the full scope of the curriculum and form students' skills of independent acquisition and knowledge extension and development of professional competence.

The main task of SIW is the systematic and consistent development of skills necessary for effective independent professional (practical, research and theoretical) activities according to the European and world standards.

This Regulation aims to solve the following tasks:

- determining requirements and conditions essential for the organisation of students' independent educational and research work;

- creating conditions for the implementation of a unified approach of the teaching staff to SIW arrangement in order to consolidate and deepen their knowledge, professional skills and abilities;

- promoting the formation of students' practical SIW skills aimed at elaborating and acquiring educational material, completing individual tasks in academic disciplines (course papers, projects, individual educational and research tasks (IERT), calculation and graphic papers, independent work, etc.);

- promoting modern learning technologies mastering (computer, multimedia, Internet resources, etc.);

- promoting the formation of students' intellectual culture, independence and initiative in finding and acquiring the knowledge necessary to harmonize the student's personality development.

16.2. Forms, types and content of independent work

Students' independent work directed to master educational material in a particular discipline can be performed in the library of the University (city), offices of independent work, classrooms, computer classes (laboratories), training workshops, as well as at home.

There are the following organisational forms of SIW:

- educational work, performed independently in extracurricular and convenient for the student time, usually outside the classroom;

-        educational work, performed in a laboratory, computer class or training workshop, taking into account the peculiarities of the discipline;

-        improvement of theoretical and practical skills in terms of production (training and production practices);

-        tutorials (classroom projects, work with the implementation of computer technology, etc.);

-        individual learning tasks on some disciplines issued to students in the terms stated in the visiting card of the discipline and performed by each student independently under the guidance of the teacher;

-        individual educational and research tasks (IERT) is a type of extracurricular independent work of educational, educational and research or design engineering character, completed in the process of studying the program material of the educational course during the current semester in the period stated in the visiting card of the discipline;

-        student's work on the course and graduation qualification papers.

The most common types of individual educational and individual educational and research tasks are:

-        to work with textbooks or manuals;

-        to make calculations and solve practical tasks of different levels of complexity on the topic or module (for example, situational ones);

-        to describe the structure, properties, functions, phenomena, and objects in an integrated manner;

-        to draw up an abstract of the additional literature read for the course, bibliographic, description, historical references, etc.;

-        to develop a scenario for an extracurricular educational or training event, to analyse elements of advanced pedagogical experience, etc.;

-        to compile collections and herbariums, to describe geobotanical ecotones, to develop organic world systematization schemes;

-        to draw up an individual physical development card, health passport and schemes of individual sportsmanship improvement schedules, etc.;

- to develop educational and diagnostic tests on the subject;

- to conduct and interpret diagnostic research;

- to compile innovative lesson notes on school subjects;

- to draw up abstracts of foreign texts on professional topics.

The content of SIW in each discipline is determined by the work program (syllabus), teaching materials, tasks and instructions of the teacher and may consist of the following types of work:

- preparation for classroom activity (lectures, practical classes, seminars, laboratory classes, colloquium with the lecturer, etc.);

- completion of individual tasks;

- independent study of some topics on the discipline according to the syllabus;

- translation of foreign texts of the established scope;

- control tests, completed by students of correspondence and distance forms of education;

- preparation and implementation of tasks provided by the program of practical training, course projecting, creative working, poetry learning, etc.;

- preparation for all types of control, including module course papers, module and complex tests and final state certification (state exams, final qualifying paper);

- activity in student research problem groups, seminars, sports sections, amateur art studios, etc.;

- participation in research and practical conferences, seminars, competitions on the speciality or discipline, etc.;

- completion of tasks based on the implementation of modern information technology and computer learning tools.

16.3. Requirements for students' independent work

The students' independent work is provided by a system of teaching aids essential for the study of a particular subject, namely: textbooks, teaching and

resource books, lecture notes, tutorials, laboratory equipment, computers and training programs, and the Internet.

Teaching methodical materials for students' independent work should provide the student with the possibility of self-control. Relevant scientific and professional monographic and periodical literature is also recommended for students' independent work.

Faculties and Departments responsible for specific areas of educational activity create material, technical, and information supplies and facilities for SIW.

Material, technical, and information supplies and facilities for SIW include:

- reading rooms, equipped in accordance with current regulations;

- computer classrooms provided with training and control programs on academic disciplines and the ability to work on the Internet;

- study rooms, workshops, laboratories, independent work rooms, study rooms in dormitories, gyms, stadiums, rooms (halls) for rehearsals, etc.;

- practical training facilities (bases of practical training) in accordance with the agreements concluded;

- educational and teaching methodical literature.

Ensuring proper conditions for SIW on complex laboratory equipment, in computer classrooms and in other high-risk training facilities is carried out according to a pre-arranged schedule under the guidance of teachers or laboratory assistants of the Departments.

The basic subunits of the University (Departments, laboratories, research centres, etc.) create the necessary conditions for student participation in research work. Students perform this work under the guidance of a teacher or supervisor.

16.4. Organisation of students' independent work

SIW is organised by the Department directly. The list of tasks for SIW, forms of its organisation and reporting, and deadlines for each type of work are determined by the work curriculum (syllabus) and the visiting card of the discipline.

Teachers providing of the discipline teaching and organising students' independent work are obliged to pay special attention to the formation of students' rational skills and intellectual work abilities (ability to work with literature: to highlight main and minor, make a plan and ask questions to read, be able to prepare and substantiate the answers), i.e. offer such tasks that will help to identify students' knowledge and skills on the issue and, in addition, require concentration, persistence and intellectual effort.

When drawing up the SIW plan and determining its content and scope, the Department shall take into account the balance between SIW and other types of educational work (and other disciplines) in order not to exceed the total (54 academic hours) weekly student workload, to set homework based on reasonable time allowance and other types of work, according to the budget of time allotted for independent work on this discipline.

The results of the SIW control are recorded in the register of the academic group in accordance with the visiting card of the subject.

16.5. Learning and teaching methodical support of SIW

Teaching materials for students' independent work should consider each discipline's peculiarities.

Recommendations for self-study of the educational material should include instructions on the timing and scope of mastering the material, indicating educational and scientific publications used for this purpose, as well as questions for self-control, tests, requirements and examples of independent written work, criteria for SIW assessing etc.

Depending on the form of classes, teaching methodical recommendations (advice) for students' independent work should contain the following information:

a) for practical classes – examples of calculations, variants of tasks for independent work including answers; ICP samples, etc.;

b) for laboratory work – brief theoretical information on the topic of the laboratory work, methods of completing and processing the results obtained,

requirements for the report, a sample report, applications in the form of tables, schemes, diagrams, etc.;

c) for seminars – topics and guidelines for theoretical questions (tasks), focusing the student's attention on the main problematic issues considered, list of literature sources, ICP samples etc.

Teaching methodical recommendations for term and graduation papers should contain requirements for the content and structure; paperwork requirements concerning texts, graphics, and literature; examples of texts and graphics based on the material on the discipline or speciality.

16.6. Control over students' independent work

The results of SIW are evaluated in accordance with the requirements of the Regulations on the educational process organisation at SNAU.

Depending on the peculiarities of the discipline and type of independent work, the following forms of its control can be established, namely:

- current control of performed laboratory works (admission to laboratory work and defence of the report on the performed laboratory work);

- current control of performed practical tasks, including IW and written module tests;

- test or other types of control on topics (modules) studied independently; current control of mastering seminar (practical classes) material based on answering the questions, discussions, reports, reports, etc.;

- interview with the lecturer, written or oral colloquia on the topics submitted for independent study;

- individual homework and its defence;

- articles, theses, reports and other materials in scientific and educational teaching methodical editions based on the results of independent educational and scientific-research work, e by the decision of the Department;

modular term papers (projects) and creative works (products) are evaluated by a commission consisting of two or three teachers of the Department, including the project (work) supervisor.

17. ORGANISATIONAL AND TEACHING METHODS SUPPORT OF THE EDUCATIONAL PROCESS

The main document of educational and methodological support of the discipline, provided by educational legislation, is the working program (syllabus) of the discipline, the content of which is set out in paragraph 38 of the Licensing Conditions for educational activities (discipline program, expected learning outcomes, assessment of learning outcomes, recommended literature (main, supplementary), information resources on the Internet).

The program of the academic discipline provided by item 12, part 3, art. 34 and part 7 of art. 35 of the Law of Ukraine "On Higher Education", is one of the components of the work program.

Legislation (paragraph 2.4 of the State requirements for accreditation of training areas, speciality and higher education institutions, approved by the order of the Ministry of Education and Science of Ukraine No. 689 dated 13.06.2012) also provides for the creation of control tasks to assess students' knowledge during accreditation of speciality (educational program). As a rule, such control tasks are developed according to the obligatory disciplines provided by the educational program.

Each discipline should have the following teaching aids, including textbooks and manuals, as well as author materials developed by the teacher, namely:
- lecture notes;
- teaching method instructions and recommendations;
- individual tasks;
- set of situational tasks (cases);
- examples of typical tasks solving or completing;
- computer presentations;

• illustrative materials;

• catalogues of resources, etc.

Teachers may provide students with links to available scientific, educational and methodological literature, as well as electronic resources and other sources of information, including foreign and international, which have the copyright owner's permission for free use in the educational process.

For educational programs aimed at obtaining professional qualifications in regulated professions, the higher education institution may establish additional requirements for the composition, content and procedure for approval of educational and teaching method support of the subject independently or in accordance with legislation or standard of higher education.

Students are recommended to use the following available sources of information, namely:

• printed scientific, educational, teaching-methodical, popular science and other publications;

• electronic publications;

• open state registers;

• published documents and official websites of statistical bodies, other institutions and organisations;

• open databases;

• audio and video recordings;

• other materials and sources of information.

Storage and availability

The work curriculum (syllabus) and other educational and teaching method support the discipline are stored according to the prescription of the institution of higher education. In particular, they can be stored in the Department that provides the subject, in the group providing the educational program or on electronic resources.

Seekers for higher education should be provided with free and convenient permanent access to the work curriculum (syllabus) and other educational and

teaching method support of the discipline (taking into account the legislative requirements on information with limited access). Literature and other sources of information recommended for the study of the discipline should be available to students free of charge, in particular:

• in the library of the institution of higher education;

• on the electronic resources of the institution of higher education;

• in the open state registers, information systems, databases, etc. defined in the work curriculum (syllabus);

• on the external electronic resources specified in the work curriculum (syllabus), which provide free access to information.

Copyright

Work curricula (syllabuses) (according to the format proposed) are not the objects to copyright and intellectual property provided by art. 8 of the Law of Ukraine on Copyright and Related Rights.

Other components of the educational and teaching method support of the subject may be the objects of copyright if they refer to science, literature and/or art specified in the Law of Ukraine on Copyright and Related Rights (art. 8), or in the Convention Establishing the World Intellectual Property Organisation.

The order of approval and periodic revision (improvement) of an academic discipline's working program (syllabus)

The academic discipline's working program (syllabus) must be developed as a separate document in electronic or paper form and kept according to the order defined by the higher educational institution. The elective discipline's working program (syllabus) must be available to education seekers at the moment of the choice of disciplines for the next semester (trimester, academic year).

The draft of the working program (syllabus) of the academic discipline is discussed among the stakeholders of the education process, reviewed at the meeting of the Department, agreed upon by the methodical committee of the faculty and approved by the academic board of the faculty, which includes the Department.

All components of the working program (syllabus) of the academic discipline must be updated annually except for the goals and program learning results.

The reason for a working program (syllabus) updating can be:

- initiative and propositions of the educational program guarantor and/or teachers of the discipline;

- initiative of the education seekers who appeal to the educational program guarantor;

- employer's initiative;

- results of students' knowledge examination on the discipline;

- objective changes in the infrastructure, personnel nature and/or other resource conditions of the syllabus implementation;

- the results of the obligatory students' survey about their discipline learning impressions.

The electronic version of the Department's working programs (syllabuses) is submitted to the Department of Quality, Licensing and Accreditation annually by September 1.

18. QUALITY ASSURANCE OF THE EDUCATIONAL PROCESS

Quality of higher education is the compliance of educational conditions and learning outcomes with the requirements of legislation and standards of higher education, professional and/or international standards (if any), as well as the needs of stakeholders and society, provided by internal and external quality assurance procedures.

The quality assurance system of higher education in Ukraine consists of:

- systems of providing higher education institutions with the quality of educational activities and the quality of higher education (internal quality assurance system);

- system of external quality assurance of educational activities of higher education institutions and quality of higher education;

- quality assurance system of the National Agency for Higher Education Quality Assurance and independent institutions for assessing and quality assurance of higher education.

The system of providing higher education institutions with the quality of educational activities and the quality of higher education (internal quality assurance system) provides for the implementation of the following procedures and measures:

- definition of principles and procedures for quality assurance of higher education;

- monitoring and periodic review of educational programs;

- annual assessment of higher education seekers, research and teaching staff of the institution of higher education and regular publication of the assessing results on the official website of the institution of higher education and on information stands, or in any other way;

- providing advanced training to pedagogical, scientific and scientific-pedagogical staff;

- ensuring the availability of the resources necessary for the organisation of the educational process, including individual work of students, for each educational program;

- ensuring the availability of information systems for the effective management of the educational process;

- ensuring publicity of information about educational programs, levels of higher education and qualification;

- ensuring compliance with academic integrity by employees of higher education institutions and seekers for higher education, including the creation and operation of an effective system for the prevention and detection of academic plagiarism;

- other procedures and measures.

Control measures are a necessary element of feedback in the learning process. They determine the compliance of the level of knowledge, skills and abilities acquired by seekers with the requirements of regulations on higher education.

According to the level of control there are: self-control, Departmental, Rector's and ministerial control.

Self-control is intended for self-assessment by the seekers of the quality of learning the educational material in a particular discipline (section, topic). With this purpose, the textbooks for each topic (unit) and methodological developments for laboratory work provide questions for self-control. Greater efficiency of self-control is provided by special programs of self-control and self-assessment, which are integral parts of electronic textbooks and automated training courses.

Departmental control is conducted to assess the level of applicants' training on the subject at different stages of its study, usually by the scientific and pedagogical staff of the Department and is carried out in the form of current and final semester control.

Rector's and ministerial control are different levels of external control intended to check the educational process quality and determine the effectiveness of seekers' training.

External control of all levels, unlike the Departmental control, is carried out selectively (in some academic groups) in writing to examine the residual knowledge. A special form of external control is a survey of seekers on the quality of the educational process. The following types of control are used in the educational process: current, final.

Current control is carried out by scientific and pedagogical staff in all types of classes. The main task of the current control is to check the level of seekers' preparation for a specific activity. The main purpose of the current control is to provide feedback between academic staff and seekers in the learning process and to manage the applicant's learning motivation.

The information obtained within the current control is used by both academic staff (to adjust teaching methods and tools) and seekers (to plan individual work). Current control can be carried out in the form of oral questioning or written express control at the practical classes and lectures, in the form of the colloquium, reports of higher education seekers during the discussions at seminars, in the form of computer

testing, interviews, etc. Forms of current control and criteria for assessing the level of seekers' knowledge are determined by the working program (syllabus) of the discipline.

Ensuring the quality of the educational process at the University is regulated by the Regulation on the Quality Assurance System of Higher Education (Internal Quality Assurance System) of the Sumy National Agrarian University, approved by the Academic Council of SNAU (Minutes No. 6 dated 26.12.2017).

19. RECOGNITION OF LEARNING OUTCOMES OBTAINED IN OTHER INSTITUTIONS OF HIGHER EDUCATION

1. Recognition of learning outcomes obtained in other institutions of higher education involves analysis and/or assessment of learning outcomes obtained by the student within previous studies for compliance with the learning outcomes provided by the education program in which he/she studies, enters or being renewed, granting these learning outcomes the official status, enrolment of relevant credits of the European Credit and Transfer System (hereinafter – ECTS) in the process of forming his/her individual curriculum.

2. Recognition of learning outcomes obtained in other HEIs can be done for the students of all forms of education.

3. Recognition of learning outcomes obtained in other HEIs is carried out in the following cases:

3.1. Student participation in academic mobility programs;

3.2. Transfer or readmission of a student to study from another HEI;

3.3. When enrolling students in the education program, implemented at the first level of higher education, based on the degree obtained at previous levels of education;

3.4. Simultaneous training on two specialties (educational programs).

4. A specific University regulation determines the recognition of learning outcomes obtained after passing the academic mobility programs.

5. Procedure for recognition of learning outcomes during transferring and renewing.

5.1. Recognition of learning outcomes when transferring or renewing from other institution of higher education is carried out at the request of the seeker on the basis of an academic certificate or a copy (extract) from the educational card of the seeker for higher education (for seekers transferred from another educational program at the University);

5.2. Recognition of the seeker's learning outcomes is carried out on the basis of:

5.2.1 application submitted by the seeker to the Dean's name of the faculty.

5.2.2 the consent of the Rector of the University from which the applicant is transferred to the University;

5.2.3 academic certificate issued by the institution of higher education in which the seekers studied specified by the order of the Ministry of Education and Science of Ukraine (Order No. 102 dated 25.01.2021) or another document (for foreign institutions of higher education) containing information on learning outcomes, obtained by the seeker, the amount of ECTS credits awarded to him, the final grade;

5.2.4 In case of the absence of ECTS credits, the seeker is assigned the number of credits provided by the educational program for which the seeker is renewed to obtain the appropriate learning outcomes;

5.2.5 The application for recognition of the previous learning outcomes is submitted no later than two weeks before the beginning of the academic semester.

5.2.6 For carrying out the comparative analysis of the learning outcomes obtained by the seeker in other institution / on other educational program by the Dean's resolution, the Commission on learning outcomes recognition (further – the Commission) is formed within 3 working days.

5.2.7 The Commission must include the guarantor of the educational program to which the applicant is transferred/renewed, the Dean or his deputy, and the

teacher/teachers teaching the educational component/components, within which the acquisition of relevant learning outcomes is ensured.

5.2.8 The Commission may decide on full recognition, partial recognition or non-recognition of education results.

5.2.9 All results obtained by the seeker during the period of previous training are subject to analysis, including those related to educational components provided by the educational program and curriculum after the readmission of the seeker (for example, if the seeker is being renewed for the 3rd semester and has learning outcomes to be provided within the educational component on the program for which he is renewed, in the 4th semester).

5.2.10 The Commission in the process of learning outcomes analysis should proceed from their content – a literal match of the wording of the learning outcomes is not required. The Commission should make sure that the nature of the learning outcomes achieved by the applicant in other higher educational institution and those provided by the educational program of the University are substantially identical/close (for example, the ability to work in a team and teamwork skills, etc.).

5.2.11 The correspondence of the names of the educational components during the study of which the seeker has acquired learning outcomes is not required.

5.2.12 Full recognition means that the learning outcomes achieved by the applicant in another higher educational institution/on another educational program are entirely consistent with the learning outcomes provided by the educational program to which he/she is transferred/renewed at the University. Full recognition implies the assignment to the seeker of the number of ECTS credits provided by the University's educational program to which the seeker is transferred/renewed for those educational components within which the acquisition of these learning outcomes is provided.

5.2.13 Partial recognition means that the learning outcomes achieved by the applicant in another higher educational institution only partially correspond to the learning outcomes provided by the educational program to which he/she is transferred/renewed at the University. Subject to partial recognition of the learning

outcomes, the seeker is assigned the number of ECTS credits provided by the University's educational program to acquire recognized learning outcomes.

5.2.14 Non-recognition means that the learning outcomes acquired by the seeker do not correspond to those provided by the University's educational program. In case of non-recognition of the learning outcomes, ECTS credits are not assigned to the seeker.

5.2.15 A decision on partial recognition or non-recognition is required to contain:

1) academic difference – a list of learning outcomes that must be obtained by the seeker for the successful continuation of studies in the educational program of the University for which he/she is renewed;

2) an application in the prescribed form, which certifies the compliance of learning outcomes obtained by the seeker to the learning outcomes within the educational program to which the seeker t is renewed/transferred;

3) terms of academic difference elimination;

4) persons responsible for the organisation of seeker's academic difference elimination, as a rule, teachers who teach educational components at the educational program, within which the acquisition of appropriate learning outcomes is ensured.

5.2.16 Based on the Commission for Learning Outcomes Recognition decision, the Dean issues an order approving the recognition of learning outcomes.

5.1.17 It is recommended to use the ECTS user guide when analysing and comparing the learning outcomes.

6. Enrolment of learning outcomes during admission of students in the educational program, implemented at the first level of higher education on the basis of the obtained educational degree at the previous levels of education.

6.1. The basis for determining the learning outcomes obtained during the previous level of higher education are the requirements of the standard in the relevant speciality for the first level of higher education and the standard of education for the

level at which the seeker (junior bachelor, professional junior bachelor) studied and obtained a diploma.

6.2. The list of learning outcomes that can be recognized is determined based on a comparative analysis of program learning outcomes obtained by the student at the previous level of study and program learning outcomes.

6.3. The basis for the comparative analysis is the supplement to the diploma of education received by the seeker at the previous level of education.

6.4. The maximum amount of ECTS credits that can be awarded to the seeker is determined by the standard of higher education in the relevant speciality.

6.5. The comparative analysis is carried out by the Professional Attestation Commission or a specially created Commission for the Recognition of Learning Outcomes and forms a recommended list of learning outcomes that can be credited to the applicant.

6.6. After enrolling the applicant at the University to study, the Dean, on the basis of the decision of the Commission, issues an order approving the recognition of learning outcomes.

6.7. Upon successful completion of the educational program at the University, a list of program learning outcomes obtained during the previous study is included in the seeker's diploma supplement in the appropriate section.

20. ORGANISATION OF CURRENT, SEMESTER CONTROL AND CERTIFICATION OF HIGHER EDUCATION SEEKERS USING DISTANCE LEARNING TECHNOLOGIES

The supplement to the section aims to provide methodological support for assessing students' learning outcomes using Internet technologies and means of telephone communication in remote mode.

The organisation of the educational process in a remote mode is used in conditions when opportunities for physical attendance of educational institutions by seekers are limited or absent, and traditional tools of semester control and

certification of seekers for higher education may not be used due to the causes of force majeure (natural disasters, quarantine measures and other extraordinary circumstances).

1. General requirements

1.1. Distance learning technologies involve the interaction between participants in the educational process both asynchronously and synchronously in time.

1.2. Remote communication of participants in the educational process can be carried out through the means of communication built into the learning management system (LMS), e-mail, messengers (Viber, Telegram, etc.), video conferencing (MS Teams, ZOOM, Google Meet, Skype, etc.), forums, chats, etc. It is recommended that the educational institution use a single LMS and a single communication tool, enshrined by the institution's regulations.

1.3. Control activities of the educational process with the use of distance learning technologies shall meet the following requirements:

• authorized access to information and communication tools for distance learning;

• the ability to determine the start and end time of access, the duration of tasks;

• the objectivity of the criteria for verifying learning outcomes with the active use of automated assessment tools;

• variability of tasks formation for control activities with the use of algorithms of a random choice of questions.

1.4. The Methodical Council of the University, the relevant governing body of professional colleges of Sumy NAU provide the application of the specified in this section activities and determine the procedure for organising current, semester control and certification of students using distance technologies of the educational process.

2. Current control of seekers' learning outcomes

2.1. The current control of seekers' learning outcomes using distance technologies is carried out during distance learning and by assessing individual and group tasks performed by seekers in electronic form.

2.2. Current control using distance technologies may be carried out with the use of different types of tasks, such as:

• automated tests for control and self-control of seekers' educational achievements;

• multilevel individual and group tasks (report, presentation, project, video, etc.) with the provision of feedback on the students' results of educational achievements examination on the material being studied;

• assessment by the teacher of the students' interaction and communication in asynchronous and synchronous modes with the help of chat, forum, surveys, questionnaires, etc.;

• mutual assessment of the performance of the task carried out by students;

• teacher's assessment of students' results of group tasks performance using glossaries, wikis, and databases of academic disciplines;

• tasks that require a detailed, creative answer (for example, cases);

• tasks, the form of which is adapted to be performed by LMS;

• and other tools.

2.3. In cases where distance learning courses on external platforms of online courses have been recommended for mastering specific topics, modules and other content parts of the discipline, the availability of a certificate or other confirmation of successful course completion can be credited as points for relevant content parts.

3. Semester monitoring of education seekers' learning outcomes

3.1. Semester control of seekers' learning outcomes (including exams, defence of course projects (works), reports on practice) can be carried out remotely by LMS or other synchronous or asynchronous communication tools, including video conferencing systems.

3.2. The amount of material of the discipline, which is studied and submitted for final control, may be reduced at the expense of less important, in the teacher's opinion, the curriculum issues.

3.3. If the current control activities allow determining unambiguously the level of acquisition of the education results provided by the curriculum, it is permitted to set the final grade for the exam (credit) by converting the semester grade proportionally into the final grade.

3.4. During the semester control in the form of an examination according to the approved schedule of the examination session, it is necessary to ensure the identification of the seeker (it is crucial for the tasks performed orally).

3.5. Test questions, typical and complex tasks, assignments that require a creative answer and the ability to synthesize the acquired knowledge and apply it in solving practical problems can be taken for the exam. Attention should be paid to the sound quality of written assignments so that they require students to demonstrate creative skills and the learning outcomes provided by the syllabus and cannot be successfully completed by copying answers from other sources.

3.6. Pre-examination consultation may be conducted by means of audio or video conferences according to the approved schedule. During the pre-examination consultation, conducting a preliminary check of the technical parameters of establishing communication with students is recommended to eliminate the identified problems.

3.7. The specific method and stages of the exam are determined by taking into account the technical and communicative capabilities of participants in the educational process. Seekers must have a reliable Internet connection, in the case of oral answers – a phone or computer with a microphone, the ability to install the necessary software on the computer, and so on.

3.8. The examination task may consist of:

• randomly generated by LMS or other resource set of practical situations (stereotypical, diagnostic and heuristic tasks), which involve solving typical

professional tasks in the workplace and allow to diagnose the level of theoretical and practical training of the seeker and his/her level of competence in the discipline;

• test questions with the activated option of automatic selection of random test questions from the test database for each student, as well as mixing the proposed answer options (such options are available in most LMS, specialized online testing services: Moodle, Classmarker, etc.);

• creative tasks and experimental situations, the solution of which requires the seeker's comprehensive knowledge of the subject;

• other tasks that can demonstrate the level of learning outcomes checked by the exam.

3.9. If there is a technical possibility in the chosen remote platform of the exam organisation, it is possible to give the seekers the right to start taking the exam at the chosen time in a certain period (for example, between 10 and 11 o'clock). The maximum duration of the exam from the moment of its beginning by the student shall be the same for all students. If the exam task contains creative questions and cases, the exam's maximum duration may be increased.

3.10. In case of force majeure during the examination, the seeker must immediately notify the examiner or other responsible person of these circumstances through a specified communication channel (telephone, messenger, etc.) with the obligatory photo or video recording of the status of tasks and objective factors that prevent its completion. In these circumstances, the possibility and time of re-examination are determined by the examiner and the Dean's office individually

3.11. Seekers who are admitted to the exam but for objective reasons can not participate in it using the technical means specified by the educational institution must provide the Dean's office and the examiner with confirmation materials before the exam. In this case, the examination commission should choose an alternative version of the exam, which would ensure the seeker's identification, the observance of academic integrity and the ability to verify the learning outcomes of the seeker. One such option is for the education seeker to write the exam task by hand,

photograph it (scan it), and send it to the examiner (examination commission) by electronic means.

3.12. If mastering the subject (internship) requires the obligatory performance of tasks that can not be performed remotely, the relevant discipline (internship) and the final assessment of such subject (defence of the internship results) can be postponed to the next semester by amending the curriculum. In this case, the results of education seekers' assessment in the relevant discipline are not taken into account when calculating the rating score of applicants in the current semester and are taken into account when calculating the rating score in the following semester.

3.13. If the seeker disagrees with the grade, he/she has the right to file an appeal by submitting a reasoned application to the Dean. The Dean creates a commission, which includes the Head of the Department, teachers of the Department, representatives of the Dean's office, the trade union committee of students and the student government. The procedure for consideration and decision-making on the appeal is regulated by separate regulations.

4. Certification of higher education seekers

4.1. The procedure for certification in the form of a certification exam using distance learning technologies shall be approved by a decision of the Academic Council of the higher education institution (the collegial governing body of the institution of professional higher education), described in the procedure for the certification exam (attached), published on the website of the educational institution. Students and members of the examination commission are notified in advance (at least 7 days before the exam).

4.2. The procedure for conducting the certification exam shall contain:

• the form and procedure for conducting the certification exam using distance learning technologies;

• the procedure for organising "waves" of the examination commission and conducting the certification exam on different days for different groups of students

and for the possibility of re-passing the certification exam by those students who had technical obstacles during the first attempt;

• information on the content and structure of the tasks submitted for the certification exam;

• if the list of questions submitted for the certification exam is brought to the notice of education seekers in advance, then to avoid preparation of answers beforehand, the procedure of the certification exam may involve an additional task (for example, writing a code word in the text of the answer). students are informed about this during the exam;

• criteria for evaluating the responses of students.

4.3. The pre-certification consultation may be conducted in the same way as the pre-examination consultation (paragraph 3.6).

4.4. If the student has technical obstacles, procedures similar to those set out in paragraphs 3.10 and 3.11 may be used.

4.5. Certification of students at the first (Bachelor's) and/or second (Master's) levels of higher education in the form of defence of qualification work with the use of distance learning technologies shall be carried out synchronously (videoconference). It is recommended to carry out digital recording (video recording, audio recording, photo recording, etc.) of the certification process in the form of defence of qualification work.

4.6. To defend qualification works, as an alternative to synchronous speech, it is allowed for students to send videos of their speeches (presentations) to the examination commission in advance. The record shall show the education seeker so that it will be possible to identify him/her and certify the fact of his/her speech unambiguously. Questions and answers to the education seeker shall be conducted simultaneously.

5. Documentary support of certification of seekers

5.1. At the time of defending the qualification paper, a paper copy with the education seeker's handwritten signature shall be in the examination commission. It can be sent by mail.

5.2. If the educational institution has introduced an electronic document management system in accordance with the requirements of the Laws of Ukraine "On Electronic Documents and Electronic Document Management", "On Electronic Trust Services", instead of a paper copy of the qualification work, the student may send to the examination board its electronic copy, certified by a qualified electronic digital signature. The examination commission verifies such a signature.

5.3. If the educational institution does not have an electronic document management system or at the time of defending the qualification work, the educational institution has not received a paper copy signed by the seeker, the student shall send an electronic copy of the qualification work to the examination commission before the exam. Then, at the beginning of the defence procedure, the secretary of the examination commission shall announce the phrase in the presence of the commission and the seeker before the speech of the seeker: "Do you confirm (*name of the seeker*), sending (*date*) of the qualification work on the topic (*subject of the qualification work)* in total (*full number of pages together with appendices*) pages by e-mail (*name of educational institution*)?" The student's response should be recorded on video.

5.4. The decision of the examination commission on the result of the defence of the qualification work takes effect after the examination commission receives a copy of the work in accordance with paragraphs 5.1 or 5.2 of these Recommendations and after completion of accompanying documents.

5.5. It is recommended to keep a digital record of the process of qualification works defence in the educational institution for at least one year.

5.6. It is recommended to allow the secretaries of the examination commissions to send the minutes of the examination commission meetings and reviews to the Dean's offices by e-mail no later than the next working day after the scheduled defence of qualification papers.

5.7. As an exception to the quarantine conditions, the educational institution may grant the secretary of the examination commission the right to collect signatures on paper copies of all documents (reviews, protocols) after quarantine and provide completed documents on the results of defence to the Dean's offices and qualification works to the archives.

5.8. Educational institutions are recommended to consider the possibility of moving from storing paper copies of qualifying and term papers in archives to creating repositories of electronic copies and copies certified by the necessary electronic digital signatures.

21. PECULIARITIES OF THE ORGANISATION OF THE EDUCATIONAL PROCESS FOR THE THIRD (EDUCATIONAL AND SCIENTIFIC LEVEL OF HIGHER EDUCATION).

21.1. Preparation of seekers for higher education for the degree of Doctor of Philosophy is carried out in postgraduate school according to the educational-scientific program (hereinafter ESP) and the curriculum of the educational-scientific program, approved by the Academic Council of Sumy NAU for each speciality. The postgraduate student is obliged to fulfil all the requirements of the ESP, in particular, to acquire the planned competencies, knowledge and skills sufficient to produce new ideas, solve complex problems in the field of professional and/or research and innovation activity, master the methodology of scientific and pedagogical activities, to carry out research, the results of which have scientific novelty, theoretical and/or practical significance, and defend the dissertation.

21.2. Preparation of seekers for the degree of Doctor of Philosophy is carried out:

• in postgraduate school full-time (full-time, evening) or correspondence (extramural/part-time) education;

• outside postgraduate studies (for persons who professionally carry out scientific, scientific-technical or scientific-pedagogical activities at the main place of work in the relevant institution of higher education (scientific institution)).

21.3. The educational-scientific program and the curriculum of postgraduate studies consist of educational and scientific components. ESP defines the requirements for the level of education of persons who can start training, a set of educational components (disciplines, individual tasks, practices, tests, etc.) aimed at achieving the learning outcomes provided by such a program, which entitles to specific educational qualifications (qualifications).

21.4. The curriculum of ESP contains information on the list and scope of disciplines (60 ECTS credits), the sequence of their study, forms of training and their scope, schedule of the educational process, and forms of current and final control. The curriculum of the ESP should also contain a list of elective disciplines.

21.5. Seekers for the degree of Doctor of Philosophy in postgraduate studies (hereinafter – Seekers) take an active part in forming their individual trajectories of education, individual curricula, in the choice of disciplines.

21.6. The language of the educational process in the postgraduate school of Sumy NAU is the state language. In accordance with the requirements of the legislation of Ukraine and the provisions of the internal regulations, it may be decided to teach one, several or all disciplines, perform individual tasks, and conduct tests in English provided that all students studying the relevant disciplines speak English. The language of the educational process for foreign seekers is English.

21.7. E-learning tools and distance learning technologies may be used (if necessary) during the implementation of the ESP.

21.8. ESPs have a single procedure for development, approval, implementation and closure, determined by the internal regulations of Sumy NAU. The policy and system for ensuring the quality of educational activities and the quality of higher education form the regulatory framework for the procedures of the internal quality assurance system of the ESP.

21.9. The curricula of the ESP for the year of admission are established for the full cycle of training by project teams working under the direct supervision of the guarantor of the ESP, and coordination of their activities and control over the implementation of curriculum requirements is carried out by the head of postgraduate and doctoral studies.

21.10. Curricula of ESP for different forms of education, as a rule, should be identical in terms of the structural and logical scheme of training, list of disciplines, workload, control measures and individual tasks, taking into account the specifics of the form of education in terms of classroom activities and individual tasks

21.11. The curricula of the ESP are reviewed and updated annually. In the absence of the need to make changes in the current curriculum of the ESP, its effect automatically extends to the next year of admission of seekers for higher education.

21.12. The working curriculum is established annually based on the Curriculum of the ESP for the current academic year specifically for each course, taking into account the features of the calendar year of study, and provides for prompt changes due to orders and directives of the Ministry of Education and Science of Ukraine and Sumy NAU.

21.13. In order to develop flexible interdisciplinary learning trajectories and promote academic mobility of higher education seekers when planning educational components, the modular principle of curriculum organisation is applied, where each educational component (discipline, module, etc.) should be within 3-6 ECTS credits. The volume of elective courses shall be 5 ECTS credits.

21.14. The number of classroom hours in the structure of the workload of PhD students is determined by the relevant curriculum and, as a rule, shall be in the range of 6-45% of the total amount of the relevant educational component, taking into account the form of education. At the same time, specific educational components (for example, pedagogical practice in the professional area) may not include classroom hours.

21.15. The postgraduate educational and scientific program shall include at least four components that provide for the acquisition of a graduate student:

- in-depth knowledge of the speciality (group of specialities) in which the graduate student conducts research, including mastering basic concepts, understanding of theoretical and practical problems, history of development and current state of scientific knowledge in the chosen speciality, mastering the terminology of the research area in ECTS credits in accordance with the standard of higher education;

- general scientific competencies aimed at forming a systematic scientific worldview, professional ethics and general cultural outlook in ECTS credits following the standard of higher education;

- universal skills of the researcher, including oral and written presentation of the results of own research in Ukrainian, application of modern information technologies in research, organisation and conduct of training sessions, management of research projects and/or drafting proposals for research funding, registration of intellectual property rights in ECTS credits in accordance with the standard of higher education;

- language competences sufficient to present and discuss the results of their research in a foreign language (English or other according to the specifics of the speciality) orally and in writing, as well as to fully understand foreign language scientific texts in the relevant speciality in ECTS credits following higher education standard.

21.16. The educational-scientific program and curriculum of postgraduate studies are the basis for the postgraduate's formation of individual curriculum and individual plan of scientific work, which are agreed with the supervisor and approved by the Academic Council of Sumy NAU within two months of enrolment.

21.17 The individual curriculum and the individual plan of scientific work, reports and documents on certification of the postgraduate student on results of work for half a year and for a year are made in two copies. The first copy is kept in the Department of postgraduate and doctoral studies, the second in the relevant Department or by the postgraduate student.

21.18 The individual curriculum of a postgraduate student should contain a list of elective disciplines in the amount of not less than 25% of the total number of ECTS credits of the educational component of the curriculum. In this case, seekers have the right to choose disciplines offered for other levels of higher education and related to the topic of the dissertation in consultation with their supervisor.

21.19 Seekers can master academic disciplines on the basis of Sumy NAU, as well as within the framework of the right to academic mobility on the basis of other higher education institutions (scientific institutions). Seekers may choose academic disciplines of other institutions of higher education (including distance ones), implemented in particular through partnership agreements with other institutions or scientific institutions, under academic mobility programs, virtual academic exchanges, from the list of mass online courses recommended for studying, in consultation with the academic supervisor.

21.20. All postgraduate students, regardless of the form of study, are required to attend classes and pass all forms of current and final control provided by the individual curriculum of the postgraduate student and the educational and scientific program.

21.21 Seekers who have confirmed their level of knowledge of a foreign language, in particular English, with a valid TOEFL test certificate, International English Language Testing System, or Cambridge English Language Assessment certificate, at level C1 of the European Recommendations on Language Education, are entitled to:

- the crediting of appropriate credits, provided by the educational and scientific program of postgraduate studies, as carried out in full;

- the use of the learning workload on acquiring linguistic competence for other competences (in consultation with the research supervisor and the Department of Postgraduate and Doctoral Studies).

21.23 The scientific component of the educational-scientific program provides for conducting his/her own research under the guidance of one or two supervisors and registering its results as a dissertation. The dissertation for the degree of Doctor of

Philosophy is individual research, which offers solutions to the current scientific task in a particular field of knowledge or within the boundaries of several branches, the results of which constitute an original contribution to the amount of knowledge of the relevant branch (branches) and is published in the relevant publications.

21.24 The scientific component of the educational-scientific program is made out in the form of the individual plan of scientific work of the postgraduate student. The individual plan of scientific work determines the content, deadlines and scope of scientific work, as well as the planned term of defence of the dissertation during the period of training in postgraduate school. An integral part of the postgraduate educational and research program is the preparation and publication of scientific articles.

21.25 An individual plan of scientific work is mandatory for the postgraduate student and used to assess the success of the planned scientific work. Failure to comply with the individual plan of scientific work or violation of the deadlines for the implementation of the individual plan of scientific work without good reason provided by law may be grounds for the decision of the Academic Council of Sumy NAU to expel the postgraduate student. Postgraduate training ends with a conclusion on the scientific novelty, theoretical and practical significance of the results of the dissertation. Seekers have the right to choose a specialized academic council.

21.26 Certification of seekers for the degree of Doctor of Philosophy is carried out by a permanent or specialized scientific council formed for one-time defence, on the basis of public defence of scientific achievements in the form of a dissertation. The state of readiness of the postgraduate student's dissertation for defence is determined by the supervisor. Successful completion of his/her individual curriculum is a prerequisite for admission to the defence.

21.27 Simultaneously with the postgraduate student's enrolment by the relevant order of the Rector, he/she is appointed a scientific supervisor from among the scientific and pedagogical staff with a scientific degree. The postgraduate students who perform scientific research on the cross-cutting of different branches of science can be appointed two scientific supervisors, provided that the responsibilities between

the scientific supervisors are clearly shared. The scientific supervisor carries out scientific guidance of the postgraduate work, provides consultations on the content and methodology of the postgraduate research, controls the implementation of the individual work plan and reports to the Academic Council of the faculty for proper and timely fulfilment of the duties of the scientific supervisor.

21.28 Postgraduate students enjoy the rights of seekers for higher education, as defined by the Law of Ukraine "On Higher Education". In order to properly conduct research, postgraduate students are also entitled to:

- free access to all types of open scientific information available in higher educational institutions (scientific institutions), libraries and state archives of Ukraine;

- receiving methodical and meaningful scientific advice on their own research from the supervisor;

- safe and harmless conditions for conducting scientific research, providing an adequately equipped place for scientific work;

- academic mobility;

- academic and social leave in accordance with the law;

- work in extracurricular activities in accordance with the law.

21.29 The postgraduate students are obliged to fulfil all the obligations of the higher education seekers defined by the Law of Ukraine "On Higher Education". In order to ensure proper conduct of scientific research, postgraduate students are also obliged to:

- observe the principles of academic integrity, moral-ethical norms and standards of conduct of researchers in the relevant branch (profession);

- to perform the individual plan of scientific work and to report systematically on its progress at the meeting of the Department and the Academic Council of the faculty;

- to submit to the specialized Academic Council their scientific achievements in the form of a dissertation.

21.30 Assignment to the postgraduate student of duties not related to the implementation of the relevant educational and scientific program and dissertation preparation is prohibited.

21.31. Postgraduates have the right to participate in competitions for grant support of scientific research and scholarships based on the honour of prominent figures of science, education, culture, and public figures, and also founded by the President of Ukraine, the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, state or non-state bodies, enterprises, institutions or organisations.