

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY**

ADOPTED

by Academic Council of Sumy NAU

Minutes № 3

«15» October 2019



APPROVED

by Rector of Sumy NAU

_____ V.I. Ladyka

«15» October 2019

REGULATIONS
on the educational programs
at Sumy National Agrarian University

Sumy – 2019

I. GENERAL REGULATIONS

1.1. Purpose of the Regulation

This Regulation is a normative document of Sumy National Agrarian University (hereinafter referred to as the University) and defines the system of development, approval, implementation, monitoring and review of educational programs regardless of the form of study (full-time, part-time) at the University. The Regulation is developed on the basis of and in accordance with the Laws of Ukraine “On Education” of 05.09.2017 № 2145-VIII (Article 44. Accreditation of the educational program), “On Higher Education” of 01.07.2014 №1556-VII (Article 10 Standards of Higher Education, Article 25 Accreditation of the educational program) and is intended for pedagogical and scientific and pedagogical staff of the University, applicants for higher education.

The Regulation is based on the principles of resolutions of the Cabinet of Ministers of Ukraine No. 1187 “On Approval of the Licensing Conditions for the Conduct of Educational Activities of Educational Institutions” dated 30.12.2015, No. 266 “On Approval of the List of Fields of Knowledge and Specialties in which Higher Education Applicants are Trained” dated 29 April 2015, and No. 978 “On Approval of the Regulation on Accreditation of Higher Education Institutions and Specialties in Higher Education Institutions and Higher Vocational Schools” dated 09 August 2001, European Qualifications Framework for Lifelong Learning (2008), Guidelines for the development of higher education standards, National Educational Glossary: Higher Education; Orders of the Ministry of Education and Science of Ukraine of 13.06.2012 No. 689 “On Approval of the State Requirements for Accreditation of the Field of Study, Specialty and Higher Education Institution”, of 06 November, 2015 No. 1151 “On the Peculiarities of Implementation of the List of Fields of Knowledge and Specialties for the Training of Higher Education Applicants, Approved by the Cabinet of Ministers of Ukraine”, No. 1565 dated 19 December, 2016 “On Generalization of the Lists of Specialties, Licensed Volumes of Higher Education Institutions and Renewal of Certificates of Accreditation of Areas and Specialties”, registered with the Ministry of Justice of Ukraine on 10 January, 2017 under No. 20/29888.

Educational programs are used in case of

- accreditation of the educational program, inspection of educational activities in the specialty;
- development of curriculum, programs of academic disciplines and practices;
- development of means for diagnosing the quality of higher education;
- development of programs of academic disciplines, practices, and the content of individual assignments;
- certification of future specialists.

The list of accredited and non-accredited educational programs for which admission to each level of higher education is carried out is given in the Admission Rules of Sumy National Agrarian University.

1.2. Main terms of the Regulation and their definitions

Accreditation is an assessment of an educational program and / or educational activities of the University under this program in terms of: compliance with the standard

of higher education; ability to meet the requirements of the standard and achieve the learning outcomes stated in the program.

Certification is the establishment of compliance of the level and scope of knowledge, skills, and other competencies acquired by higher education students with the requirements of higher education standards.

Field of knowledge is the main subject area of education and science, which includes a group of related specialties in which professional training is carried out.

The guarantor of the educational program is the head of the working project group for the development, implementation, monitoring and revision of the educational program.

Examination is a form of testing conducted to assess students' knowledge of academic disciplines, their ability to creatively use the acquired knowledge to solve practical professional problems.

Credit is a form of verification of the success of laboratory and practical work, mastery of educational material in certain parts of academic disciplines, completion and defense of course projects (works), and completion of training and industrial practices.

European Credit Transfer and Accumulation System (ECTS) is a system of credit transfer and accumulation used in the European Higher Education Area for the purpose of granting, recognizing, confirming qualifications and educational components and facilitating the academic mobility of higher education students. The system is based on the defined workload of a higher education student required to achieve certain learning outcomes and is recorded in ECTS credits.

USEDE is the Unified State Electronic Database on Education.

Quality assurance of education is a set of procedures applied at the institutional (internal) and national and international (external) levels for the quality implementation of educational programs and awarding of qualifications.

Higher Education Applicants is a person who studies at the University at a certain level of higher education in order to obtain the appropriate degree and qualification.

Competence is a dynamic combination of knowledge, skills and practical abilities, ways of thinking, professional, ideological and civic qualities; moral-ethical values that determines the ability of a person to successfully carry out professional and further educational activities and is the result of studying at a certain level of higher education:

integral competence is a generalized description of a qualification level that expresses the basic competencies of the level in terms of learning and / or professional activity;

general competencies are universal competencies that do not depend on the subject area, but are important for the successful further professional and social activities of the applicant in various fields and for his personal development;

special (professional, subject) competencies are competencies that depend on the subject area and are important for successful professional activity in a particular specialty.

Competence is the authority granted to a person to perform the tasks and duties of a particular profession (occupation, work).

A set of educational and methodological support for a discipline is an educational and methodological document that includes educational content (synopsis

or extended lecture plan), plans for practical (seminar) classes, tasks for laboratory work, independent work, questions, tasks, assignments or cases for current and final control of students' knowledge and skills, comprehensive control work, post-certification monitoring of acquired knowledge and skills in a discipline.

A credit of the European Credit Transfer and Accumulation System (hereinafter - ECTS credit) is a unit of measurement of the amount of academic workload of a higher education student required to achieve certain (expected) learning outcomes. The volume of one ECTS credit is 30 hours.

Licensing is a procedure for recognizing the ability of a legal entity to conduct educational activities in a certain specialty at a certain level of higher education in accordance with the standards of educational activities.

Licensing Conditions are the Licensing Conditions for the Conduct of Educational Activities of Educational Institutions approved by the Resolution of the Cabinet of Ministers of Ukraine No.1187 dated 30 December, 2015.

The working curriculum of the discipline (syllabus) is an educational and methodological document that includes a description of the discipline, planned learning outcomes, program, structure (thematic plan) of the discipline, topics of seminars (practical, laboratory) classes, assignments for independent work, individual assignments, control methods, scoring scheme, recommended literature (main, auxiliary), and information resources on the Internet.

The National Qualifications Framework (NQF) is a systematic and competency-based description of qualification levels approved by the Cabinet of Ministers of Ukraine on 23 November, 2011, No.1341.

Educational component is a substantive learning component of an educational program as an autonomous, formally structured learning experience that must have a consistent clear set of learning outcomes, defined types of learning activities according to the time allocated within the educational program, and appropriate assessment criteria.

Educational process is an intellectual, creative activity in the field of higher education and science carried out in a higher education institution (research institution) through a system of scientific, methodological and pedagogical activities and aimed at the transfer, assimilation, multiplication and use of knowledge, skills and other competencies of students, as well as the formation of a harmoniously developed personality.

Educational activity is the activity of higher education institutions carried out to provide higher education, postgraduate education and meet other educational needs of higher education students and other persons.

Educational program (educational-professional, educational-scientific, educational-creative) is a system of educational components at the appropriate level of higher education within a specialty that defines the requirements for the level of education of persons who can start studying under this program, the list of academic disciplines and the logical sequence of their study, the number of ECTS credits required to complete this program, as well as the expected learning outcomes (competencies) that a student must master at the appropriate higher education degree.

Learning results are a set of knowledge, skills, abilities, and other competencies acquired by a person in the process of studying under a particular educational, professional, educational and scientific program that can be identified, quantified and

measured. Program learning outcomes of an educational program are reflected in the profile of the educational program; learning outcomes of the educational components of a professional program are reflected in the curricula of disciplines, practices and other components of the educational program.

Specialty is a component of a field of knowledge in which professional training is provided.

Specialization is a component of the specialty determined by the University and provides for a specialized educational-professional or educational-scientific program of training for higher and postgraduate education (formal specialization). Informal specialization does not require a separate educational program and provides only for the choice of certain blocks of academic disciplines by higher education students within the educational program in the specialty or formal specialization.

Degrees of higher education:

junior bachelor's degree is an educational and professional degree obtained at the initial level of higher education and awarded by a higher education institution (HEI) as a result of the successful completion by a higher education student of an educational-professional program, the volume of which is 90 - 120 ECTS credits. A person has the right to obtain a junior bachelor's degree provided that he or she has a complete general secondary education;

bachelor's degree is an educational degree obtained at the first level of higher education and awarded by an HEI as a result of the successful completion by a higher education student of an educational-professional program, the volume of which is 180 - 240 ECTS credits. The scope of the educational-professional program for obtaining a bachelor's degree on the basis of a junior bachelor's degree is determined by the HEI. A person has the right to obtain a bachelor's degree provided that he or she has a complete general secondary education;

master's degree is an educational degree that is obtained at the second level of higher education and is awarded by an HEI as a result of the successful completion of the relevant educational program by a higher education student. A master's degree is obtained in an educational-professional or educational-scientific program. The volume of the educational-professional master's program is 90 - 120 ECTS credits; the volume of the educational-scientific program is 120 ECTS credits. The educational-scientific program of a master's degree must include a research (scientific) component of at least 30 percent. A person has the right to obtain a master's degree if he or she has a bachelor's degree;

Doctor of Philosophy is an educational and, at the same time, the first scientific degree obtained at the third level of higher education on the basis of a master's degree. The degree of Doctor of Philosophy is awarded by a specialized academic council of a higher education institution or research institution as a result of the successful completion of the relevant educational and research program by a higher education student and the public defense of the dissertation in a specialized academic council. A person has the right to obtain the degree of Doctor of Philosophy during postgraduate studies. Persons who are professionally engaged in scientific, scientific-technical or scientific-pedagogical activities at their main place of work have the right to obtain a Doctor of Philosophy degree outside of postgraduate studies, in particular during a sabbatical, provided that they successfully complete the relevant educational and scientific program and publicly defend their dissertation in a specialized academic

council. The standard period for obtaining a Doctor of Philosophy degree in a postgraduate program is four years. The volume of the educational component of the Doctor of Philosophy program is 30 - 60 ECTS credits;

Doctor of Science is the second academic degree obtained by a person at the scientific level of higher education on the basis of a Doctor of Philosophy degree and provides for the acquisition of the highest competencies in the development and implementation of research methodology, conducting original research, obtaining scientific results that provide solutions to important theoretical or applied problem, have national or global significance and are published in scientific journals.

Levels of higher education are components in the hierarchical structural classification of higher education proposed by the Bologna Process. In Ukraine, the training of specialists with higher education is carried out in accordance with the relevant educational and professional, educational and scientific, and research programs at the following levels of higher education:

initial level of higher education corresponds to the sixth qualification level of the National Qualifications Framework and provides for the acquisition of general cultural and professionally oriented training, special skills and knowledge, as well as some experience in their practical application in order to perform typical tasks provided for primary positions in the relevant field of professional activity;

first (bachelor's) level corresponds to the seventh qualification level of the National Qualifications Framework and provides for the acquisition of theoretical knowledge and practical skills sufficient for the successful performance of professional duties in the chosen specialty;

second (master's) level corresponds to the eighth qualification level of the National Qualifications Framework and provides for the acquisition of in-depth theoretical and/or practical knowledge, skills, abilities in the chosen specialty (or specialization), general principles of methodology of scientific and / or professional activity, other competencies sufficient for the effective performance of innovative tasks of the relevant level of professional activity;

third (educational and scientific) level corresponds to the ninth qualification level of the National Qualifications Framework and provides for the acquisition of theoretical knowledge, skills and other competencies sufficient to generate new ideas, solve complex problems in the field of professional and/or research and innovation activities, master the methodology of scientific and pedagogical activities, as well as conduct their own research, the results of which have scientific novelty, theoretical and practical significance;

scientific level corresponds to the tenth qualification level of the National Qualifications Framework and involves the acquisition of competencies in the development and implementation of research methodology and techniques, creation of new systemic knowledge and / or advanced technologies, solving an important scientific or applied problem of national or global importance.

Quality of higher education is the level of knowledge, skills, abilities, and other competencies acquired by a person that reflects his or her competence in accordance with higher education standards.

Quality of educational activity is the level of organization of the educational process in a higher education institution that meets the standards of higher education, ensures that individuals receive quality higher education and contributes to the creation

of new knowledge.

II. CLASSIFICATION OF EDUCATIONAL PROGRAMS AND THEIR DOCUMENTARY SUPPORT.

2.1. Focus of educational programs

Within one specialty, the University may implement several educational programs (hereinafter referred to as EP) in different specializations. The profile orientation, due to the essential features of the subject area of the program, the list of program competencies, program outcomes or the list of educational components, is the basis for the development of a separate EP. A separate EP can be jointly implemented by several faculties of the University and / or educational organizations, including international ones. A separate EP includes a curriculum and a schedule of the educational process, taking into account the specifics of the forms of education.

The EP is conducted in full-time and/or part-time forms. In the case of organizing different forms of education, the structure, scope, content and outcomes of the EP at a particular level of higher education should not differ.

Adoption or change of the standard of educational activity is the basis for the development of a new EP or revision of the existing one.

Each EP has a guarantor of the educational program.

2.2 Types of basic educational programs

By the type of educational activity, EPs are divided into:

- higher education programs;
- post-graduate education programs.

According to the level of higher education, EPs are divided into:

- Bachelor's programs;
- Master's programs.

By subject, EP can:

- correspond to one specialty;
- be interdisciplinary.

According to the affiliation (place of implementation), EPs can be divided into:

- faculty which are implemented in one unit of the University;
- University, which are implemented in parallel in two or more units of the University;
- joint implemented by the University together with other organizations, including foreign ones.

EPs can be implemented on a contractual basis.

A special type of joint programs are double degree programs, which provide for the issuance of diplomas of two partners-participants in the implementation of a joint program to higher education students who have successfully passed certification.

2.3. Standards of higher education

Higher education standards establish the following requirements for an educational program:

- the amount of ECTS credits required to obtain the relevant higher education degree;
- list of graduate competencies;
- normative content of training of higher education students, formulated in terms of learning outcomes;
- forms of certification of higher education students;
- requirements for the availability of a system of internal quality assurance of higher education;
- requirements of professional standards (if any).

2.4. Documentation of the educational program

2.4.1 Educational program portfolio

The process of developing, implementing, monitoring and reviewing the educational program is documented in the educational program portfolio - a collection of all materials developed by the EP project team. The list of components of such an EP portfolio is determined by the EP guarantor. The portfolio must include the educational program and its appendices; information in the forms provided for in the relevant annexes to the License Terms. In addition, the portfolio shall include other documents developed by the project team (certificates, analytical reports, tables, questionnaires, etc.).

2.4.2 Educational program

Structure of the educational program:

- profile of the educational program,
- list of educational components of the EP,
- structural and logical scheme of studying educational components;
- matrix of correspondence of program competencies to program learning outcomes of the educational program;
- matrix of correspondence of program competencies to educational components of the educational program,
- curriculum;
- work programs of academic disciplines;
- educational and methodological complexes of academic disciplines;
- programs of practice;
- documents and materials regulating the content and implementation of the educational process;
- assessment tools (sets of tests, complex tasks placed on paper and electronic media).

2.5. Characteristics of the components of the educational program

2.5.1. Program profile.

The EP profile defines the characteristics of the educational program, the place of the educational program in the educational space, its relation to the subject of scientific

research in order to facilitate its understanding by stakeholders: applicants, higher education students, employers, researchers, teachers, graduates, professionals, heads of higher education institutions (scientific institutions), quality assurance agencies, licensing and accreditation bodies, etc. The data of the EP profile is part of the University's Information Package, and is the basis for the item 4.2 of the Supplement to the European Diploma.

The program profile includes the following elements:

- title page;
- preface: program developers; approval of the program by the Academic Council of the University; information on the consideration of stakeholder proposals;
- general description: full name of the higher education institution and structural unit; level of higher education; degree awarded; name of the field of study; name of the specialty; official name of the program; program orientation; type of diploma and scope of the program; description of the subject area; main focus of the program and specialization; forms of study; educational qualification awarded; qualification in the diploma; features and differences; accreditation; cycle/level; prerequisites; language(s) of instruction;
 - the purpose of the educational program;
 - employment and academic rights: employability; further study;
 - learning environment: teaching and learning; assessment;
 - certification of higher education students: forms of certification of higher education students; requirements for qualification work (if any);
 - program competencies: integral, general, special (professional);
 - program learning outcomes: cognitive sphere; affective sphere; psychomotor sphere;
 - resource support for the program implementation: characteristics of personnel support; characteristics of material and technical support; characteristics of educational and methodological support; characteristics of information support;
 - main components of the educational program;
 - academic mobility: national credit mobility; international credit mobility; training of foreign students;
 - requirements for the availability of a system of internal quality assurance of higher education: principles and procedures for ensuring the quality of education; monitoring and periodic review of the educational program; publicity of information about the educational program; prevention and detection of academic plagiarism;
 - requirements of professional standards (if any - full name of the professional standard) (Appendix).

2.5.2. *The list of educational components of the EP* reflects the division of the EP into separate educational components and the logical sequence of their study, which may consist of one or more modules, other types of components of the course, educational and industrial practice, research projects, laboratory work and other relevant educational activities.

The list includes the names of academic disciplines, practices, coursework and qualification works and their volume in ECTS credits with a breakdown by academic semesters.

2.5.3. *Correspondence matrices*

The matrix of correspondence of program competencies to program learning

outcomes of an educational program is a reflection of the structural and logical relationships between program competencies and planned program learning outcomes.

The matrix of correspondence of program competencies to the educational components of the educational program is a reflection of the structural and logical relationships between the content of the educational program (the results of its educational components) and the planned program competencies.

2.5.4. Curriculum

The curriculum is a normative document that defines the content of education and regulates the organization of the educational process under the educational program. The curriculum defines the list and scope of academic disciplines in ECTS credits, the sequence of studying disciplines, and forms of conducting classes and their scope, the schedule of the educational process, forms of current and final control of higher education students. The curriculum distinguishes the amount of work of higher education students in interaction with the teacher (by type of training) and independent work of higher education students in academic hours. For each discipline (module) and practice, the form of current and final control is indicated.

2.5.5. Educational and methodological support of EP

The educational and methodological support of academic disciplines consists of educational and methodological complexes of disciplines, including work programs of academic disciplines, programs of educational practices, e-learning courses, textbooks and manuals.

Practice programs are developed and approved in accordance with the current regulations of the University in this area.

The program of certification of higher education applicants reveals the content and forms of organization of all types of final comprehensive tests of graduates of the program, which make it possible to establish the compliance of the level and scope of knowledge, skills, and other competencies acquired by higher education applicants with the requirements of standards of higher education. The program is developed and approved in accordance with the current regulations of the University in this area.

Educational and methodological support is developed for all disciplines provided by the curriculum, approved, updated and published in accordance with the current regulations of the University in this area.

2.5.6. Documents and materials regulating the content and implementation of the educational process

The documents and materials regulating the content and implementation of the educational process include the Regulations on the organization of the educational process of the University, as well as other regulatory and methodological documents of the University, posted on the University's website in the section "Regulatory and Legal Documents".

2.5.7. Other portfolio documents

The section contains a description of the conditions and features of the use of educational technologies and requirements for higher education students and research and teaching staff in certain types of educational activities, for example, guidelines for writing term papers, preparing qualification papers, characteristics of the conditions of library and information services for higher education students at the University, teaching materials for individual disciplines (modules), rules for design and evaluation criteria for various types of educational and control works, a set of information resources on the

university / faculty level.

2.6 Staffing support of the EP

This section contains information about the program's academic staff and researchers involved in the implementation of the EP. The information can be provided in the form of analytical materials (collectively for all the program's academic staff, indicating information about their specialized education, academic degrees and titles, scientific work, status in relation to the University (full-time / part-time). Information on leading domestic and foreign scientists, practitioners from the field of production and science involved in the implementation of a particular EP is also indicated.

2.7. Material, technical and financial conditions for the implementation of the EP

This section provides information on the material and technical conditions and financial aspects of the implementation of the EP, including the availability of specialized laboratories and classrooms, sophisticated equipment, opportunities and features of accommodation in the hostel.

2.8. Relations with the labor market, key employers and professional associations

This section provides information on potential employers key to the EP, their participation in the design and implementation of the EP, information on professional certificates in demand in the labor market in the given professional field and the conditions for their obtaining, as well as information on the disciplines within the EP that contribute to the educational outcomes that can be credited towards obtaining professional certificates.

2.9. Quality assurance of the EP

This section provides information on the assessment of the quality of educational services of the program: availability of state accreditation of the HEI, available certificates and expert opinions based on the results of the quality assessment of the HEI (including international). Current reports on monitoring and self-examination of the program may be provided.

III. PROCEDURE FOR THE DEVELOPMENT, APPROVAL, OPENING AND CLOSING OF THE EDUCATIONAL PROGRAM

3.1. Development of the educational program

The new EP is developed on the basis of standards of educational activity and standards of higher education, taking into account the requirements of professional standards in the relevant professional field. The development of a new EP includes the following stages:

- formation of a project team and appointment of a guarantor of the educational program (stage I);
- analyzing the relevance of the program and assessing the adequacy of available resources (stage II);

- determining the profile of the program (III stage);
- determination of the educational content of the EP and development of the curriculum (IV stage);
- development of a system for assessing the quality of the program in order to improve it (V stage).

3.1.1. Formation of the project team and appointment of the guarantor of the educational program (I stage).

A new EP is developed on the initiative of the University management, faculty and / or an initiative group from among the teaching staff. The development of a new EP is preceded by a comparative analysis of its initiators of similar programs operating in leading foreign and domestic HEIs; their duration, list of academic disciplines, level of teaching, etc.

The development, monitoring and revision of each EP is carried out by project teams. Project teams are formed separately for each EP for the period of its development, monitoring, revision, external evaluation procedures (licensing, accreditation), self-assessment or other necessary procedures.

The member staff of the EP project team is approved by the order of the Rector of the University upon the proposal of the dean of the relevant faculty on the basis of proposals from the graduating department. At the same time, the license requirements concerning the project team must be met:

- for the first (bachelor's) level of higher education - three members with a scientific degree and/or academic title;
- for the second (master's) level of higher education - three members with a scientific degree and academic title, including one doctor of science or professor.

The same person may be a member of several project teams. In order to harmonize approaches to the development of the EP, it is recommended to include heads of graduate departments in the project teams.

The project group is headed by its head - the guarantor of the educational program, a researcher who has a scientific degree and/or academic title in the relevant or related specialty with at least 10 years of experience in scientific and pedagogical work. The guarantor of the educational program can be the head of only one EP. Early termination of work and appointment of a new guarantor of the EP and members of the project team is carried out on the basis of an order of the Rector of the University.

In the case of developing a joint EP, a project team is created, which includes representatives of all partner participants involved in the implementation of the new joint EP. When developing a double degree program, it is necessary to take into account not only the substantive correspondence of curricula, but also the requirements for the scope of individual components of the program, current assessment, final certification and planned learning outcomes that each of the partner participants that issues graduation and qualification certificates provides.

Project teams perform the following tasks:

- choose the type of EP;
- establish the relevance of the EP;
- form a program profile;
- determine the forms of education and organization of the educational process;
- determine the educational components;
- develop a curriculum and other regulatory documents that accompany the

process of training specialist with higher education in the relevant EP taking into account the recommendations of educational, educational and methodological departments and the requirements of the University's Educational and Methodological Council;

- set tasks to graduation departments of the University to develop educational and methodological support for the EP;
- analyze the compliance of the EP with the License Terms;
- summarize the proposals and formulate recommendations for improving the existing EP;
- participate in monitoring of the EP (summarize suggestions and recommendations, conduct self-examination and self-evaluation) and sporadic review of the EP;
- ensure the entry of information on the EP and curricula into the USEDE (Unified State Electronic Database on Education) together with the educational and methodological department for monitoring the quality of education and educational work of the University and the admission committee,
- monitor the implementation of the EP by academic staff and departments of the University.

At the request of the project group, the relevant services of the University are obliged to provide the information necessary for the development of the EP within the period specified by the guarantor of the EP. The activities of all project groups of the University are coordinated by the Vice-Rector for Education, Training and International Activities.

3.1.2. Analyzing the relevance of the EP and assessing the adequacy of available resources (Stage II)

Establish the public need for the program and its potential through consultations with stakeholders (students earning their degree, university graduates, employers, academia, professionals, etc.), and determine whether the basic conditions for its implementation are met. They analyze the market of educational services and the possibility of positioning the program on it, analyze the labor market, which the new program is focused on, and the possibilities of future employment of graduates.

The project team, based on the projected structure of the EP, taking into account the License Terms, and decisions made after consultations with the relevant services of the University, carries out a preliminary general assessment of the sufficiency of available resources (human, financial, organizational, etc.) for its implementation and the need to attract external resources.

3.1.3. Determining the profile of the OP (III stage)

The program profile is worked out by the project team as a short document created to provide general information about the EP. Defining the profile is to determine the purpose of the EP, general and professional program competencies to be achieved as a result of training, final (program) learning outcomes, taking into account the provisions of the National Qualifications Framework, the requirements of higher education standards and establishing the required amount of EP in ECTS credits. The active participation of labor market representatives should be ensured when formulating program competencies and learning outcomes.

Program competencies (described by type: integral, general, and special)

determine the specifics of the program. Graduate competencies reflect the employer's view of the educational and professional training of a potential employee. The basis for formulating the program competencies of the EP is the list of competencies of the state standard of higher education in this specialty. This list may be supplemented by several (no more than 2-3) competencies determined by the specific needs of the regional or sectoral labor market.

Integral and general competencies are defined by the National Qualifications Framework and described by qualification levels (6 - short cycle, 7 – bachelor's, 8 – master's, 9 - doctoral). It is recommended to choose general competencies from the list of the Tuning project.

Special (professional, subject) competencies must correspond to a certain level of the educational program.

The program learning outcomes define what a higher education student must know, understand and be able to do after successful completion of the educational program. The set of program learning outcomes is the same for all higher education students in a particular level of educational program.

The program learning outcomes should correlate with a specific list of general and special (professional, subject) competencies.

Learning outcomes must meet the following criteria:

- usefulness - should be perceived as corresponding to the level of higher education and the requirements/expectations of society and the state, relevance to the relevant program competencies;
- Specificity - provide a sufficient level of detail, be clear and unambiguous, written in clear language, allowing to clearly outline the content of the requirements for a student;
- standardization - to determine the standard requirements that a student must meet;
- relevance - meet the qualification requirements, be related to educational levels and qualification levels of the National Qualifications Framework;
- objectivity - to be formulated neutrally, avoiding excessive ambition and subjectivity;
- achievability - to be realistic in terms of the time and resources required to achieve them;
- diagnosticity - they should have objective signs of their achievement or non-achievement and determine the requirements for awarding credits;
- measurability - there should be a way and scale to measure the degree of achievement of the result by direct or indirect methods.

When developing program learning outcomes, it should be borne in mind that learning outcomes characterize what a higher education student must demonstrate after successful completion of the educational program (demonstration of knowledge, skills, ability to perform, etc.). A complete set of program learning outcomes should express the characteristic features of a given program. If there are outcomes that are also characteristic of other EPs, it is advisable to highlight them separately the formulation of program results is accompanied by the development of clear criteria for evaluating the formulated result.

The correlation between learning outcomes and program competencies is checked using the matrix of correspondence of program competencies to program learning outcomes of the EP.

3.1.4. EP content setting and development of the curriculum (stage IV)

The stage includes the following steps:

- 1) drawing up a list of educational components of the EP (deciding on the use of a module system in the educational program; defining competencies and formulating learning outcomes for each module; defining the teaching, learning and assessment approaches; checking the key general and subject-specific competencies);
- 2) selecting educational technologies and developing a curriculum;
- 3) development of curricula for academic disciplines.

Based on the program competencies and program learning outcomes, the project team determines the total time budget - the amount of ECTS credits required to achieve the specified outcomes to be allocated; structures the learning outcomes (modules or disciplines, other components of the course, practices, research projects, laboratory work and other relevant learning activities) and allocates ECTS credits required to achieve the specified outcomes.

When assigning ECTS credits to the educational components of the EP, preference should be given to a standardized approach, when the content of each component is standard or multiple.

The number of ECTS credits for the educational component is determined by assessing the workload required to achieve the learning outcomes.

Based on the program competencies and program learning outcomes, the project team formulates the learning outcomes to be achieved within each educational component.

When defining teaching, learning and assessment approaches, the project team should agree on the best way to develop and assess competencies and achieve the desired learning outcomes. It should consider a variety of learning, teaching and assessment approaches.

Besides, the project team should check the development of general and special competencies, as well as whether all these competencies are covered by the modules of the educational program.

Project teams should analyze the alignment of learning outcomes and program competencies, in particular:

- program learning outcomes with the National Qualifications Framework;
- program learning outcomes with higher education standards;
- the results of studying a module (discipline) with program learning outcomes (Matrix of compliance of program learning outcomes with educational components of the educational program);
- modular (disciplinary) learning outcomes with program competencies (Matrix of correspondence of program competencies to educational components of the educational program);
- teaching methods with appropriate learning outcomes to achieve the desired learning outcomes;
- assessment methods in accordance with the module (disciplinary) and program learning outcomes.

It is mandatory for the project team to include the agreed learning outcomes in the educational program and relevant academic disciplines in the curriculum.

In accordance with the profile of the educational program and the list of its educational components, the project team develops the curriculum of the EP. It

should be taking into consideration that the amount of classes is set in the range from 1/3 to 2/3 of 1 ECTS credit capacity. The other part is for their individual work.

Student self-government bodies can submit proposals and comments on the content of the curriculum.

Choosing and defining the staff for the EP, the project team should coordinate its proposals for the teaching staff members to teach the academic disciplines which are included in the draft curriculum with the departments where the correspondent teaching staff work.

Programs of academic disciplines are developed by the departments of the faculties in accordance with the requirements of the educational programs. Student self-government bodies may provide suggestions and comments on the content of the programs of academic disciplines.

The program of an academic discipline is developed for within the curriculum terms and may be amended if necessary.

In order to ensure the integrity of educational material, professional orientation of the content, prevention of duplication, and consideration of interdisciplinary connections, the programs of academic disciplines are reviewed by the University's Scientific and Methodological Commission. Based on the syllabus for the current academic year, the departments develop teaching resources.

3.1.5. The quality of the educational program assessment system development (Stage V)

The project team and the academic staff is responsible for the quality of the educational program. In order to control the quality of educational programs and improve them, various procedures for assessing and recognizing the quality of EP are carried out: external, internal and indirect.

The main procedures for *external evaluation* and recognition of the quality of the EP are:

- accreditation of educational programs (an EP may not be accredited. Under an unaccredited educational program, the University has the right to produce and issue its own documents on higher education determined by the Academic Council of the University (p. 6, Article 7, Law of Ukraine “On Higher Education”);
- certification of educational programs is a procedure for establishing compliance of the quality characteristics of educational programs with certain quality standards of the certifying organization;
- international examination of educational programs - a procedure for assessing the quality of an EP by recognized and reputable international experts in the field of research and education in which such an EP is implemented.

To evaluate the training of specialists and the competencies (learning outcomes) in demand for each EP, surveys (questionnaires, interviews) are conducted with employers and graduates.

The main procedures for *internal quality assessment of an EP* are self-examination of the educational program, which can be carried out both within the framework of external quality assessment procedures (accreditation of any kind, international expertise) and on the initiative of the EP guarantor for the purpose of planned quality control procedures.

Depending on the objectives of the self-study, the procedures and timing of its conduct are determined. By the decision of the dean of the faculty, a commission

(consisting of 3-5 people from among the academic staff of the faculty that implements the EP) is appointed to conduct the EP self-study and provide a report. It is desirable to involve group members on the content and quality of education of the faculty, representatives of key employers, students and graduates in the self-study of the EP.

The project team may conduct self-examination by decision of the guarantor of the educational program. The results of the self-inspection are presented as a report on the results of the self-inspection. The report on the results of the self-inspection of the EP is made by the members of the self-inspection commission and approved by all participants involved in this procedure. The report shall contain conclusions on the quality of the EP and proposals for its improvement, including, if necessary, proposals for amendments to the EP, modernization of the EP and/or other management decisions. The report on the results of the self-examination is approved at a meeting of the University's Scientific and Methodological Commission. Amendments to the EP that fall within the competence of the Academic Council of the University are approved at a meeting of the Academic Council of the University on the basis of recommendations provided by the guarantor of the educational program.

Internal audit of the educational program - procedures for checking the quality of various elements of the documentary support of educational programs by the faculty/university. The subjects of internal audit may be the readiness of the educational program for external evaluation procedures; the quality of various documents within the EP (e.g., programs of academic disciplines, curricula, internship programs); availability and completeness of the necessary documentation within the framework of the EP, etc.

Administrative control are procedures for checking the quality of the main work processes within the framework of the implementation of the EP in order to establish their compliance with existing requirements and norms. For example, the subject of an administrative inspection may be the activities of the dean's employee responsible for the EP, the activities of the EP project team, the implementation of individual elements (disciplines, practices, project activities) within the EP, the interaction of individual program teachers with students, the activities of the EP guarantor, etc. Inspections can be carried out within the competence of the scientific and methodological commission, the educational and methodological department for monitoring the quality of education and educational work of the University; the head of the faculty or the guarantor of the program.

Indirect forms of assessment and recognition of the quality of EP are various procedures and forms of assessment of the quality of training of graduates and students. These include professional certification of EP graduates, tests / external examinations on various elements of EP by students and/or graduates (e.g., international language exams of various formats, all-Ukrainian online exams, Olympiads, etc.), participation in professional and scientific competitions, conferences, getting of scientific and professional awards by higher education students and EP graduates, research on career paths and employment of graduates, etc.

3.2. Approval of the educational program

All new educational programs have a unified approval procedure that includes their sequential review:

- ***By the project team.*** The project team must verify the balance and feasibility of the program, in particular, whether the program is designed in a balanced manner,

whether the credits are assigned rationally, whether students are able to complete individual disciplines and the entire educational program within the specified time. In addition, the project team must check the completeness of the EP documentation and the compliance of the educational program with the License Terms. A positive decision of the project team is the basis for submitting the materials to the meeting of the graduating department (joint meeting of graduating departments).

- ***The graduating department.*** The positive decision of the graduating department is the basis for the transfer of materials to the dean of the faculty.

- ***The Dean of the Faculty*** (for postgraduate programs - the Head of the Postgraduate and Doctoral Studies Department), who plans to open a new program. A positive decision of the dean of the relevant faculty (head of the department of postgraduate and doctoral studies) is the basis for submitting materials to the university's educational department for approval.

- ***The academic department.*** The approval of the Head of the Academic Department is the basis for submitting materials to the Council for Quality Assurance of Educational Activities and Higher Education of the University.

- ***The Council for Quality Assurance of Educational Activities and Higher Education of the SNAU.*** After consideration and in case of a positive decision, it is submitted for approval to the Academic Council of the University.

- ***The Academic Council of the University.*** After approval by the Academic Council of the University, the OP is enacted by order of the Rector of the SNAU and published on the university website.

3.3. The procedure of launching and closing of the educational program

3.3.1. Launching of EPs and enrollment of applicants

Admission for educational programs is carried out by the University's Admissions Committee in accordance with the University's Admission Rules. An educational program may be included in the Rules of Admission and admission may be announced only if it is approved and the specialty within which this program is launched and it is included in the University's license to provide the training. If an educational program is not enrolled due to insufficient demand, the project team may subsequently refuse to implement it, modernize the program in order to increase its competitiveness in the sphere of educational services, submit an enhancement plan to the Academic Council of the University and, if the EP is approved, the enrollment will be performed through the University's Admissions Committee.

3.3.2. Closing of the OP

An educational program may be excluded from the list of EPs implemented by the University on its own initiative:

- faculty/department of postgraduate studies and doctoral studies (for the third level of higher education) in case of their refusal to implement it;

- of the university (admission committee) if the process of enrollment of applicants to the program hasn't been carried out for 2 years;

- in case of transformation of the EP. In this case, the educational program is approved as a new one, and the applicants are not enrolled to the pre-existing ones; the final year students who were enrolled to this program can graduate it and later on the educational program is excluded from the list of EPs implemented by the University;

– University (academic department), external or internal assessment states the fact of low quality of the EP implemented. The decision to exclude an educational program from the number of EPs implemented by the University is made by the Academic Council of the University.

4. PROCEDURE FOR IMPLEMENTATION, MONITORING AND PERIODIC REVIEW (IMPROVEMENT) OF THE EDUCATIONAL PROGRAM

4.1. Procedure for implementing the educational program

The procedure for implementing the educational program is determined by the Regulations on the organization of training at the University. To specify the planning of the educational process for each academic year, the dean of the faculty (head of the department of postgraduate and doctoral studies) together with the graduating department (s) draws up a curriculum for each EP. The curriculum specifies the annual features of training for each program and the content of the variable part. Draft curricula are agreed with the head of the educational and methodological department for monitoring the quality of education and educational work and approved by the vice-rector for educational, educational and international activities (for the third level of higher education - additionally with the vice-rector for research and innovation) no later than three months before the academic year starts.

4.2. EP management

The educational program is managed at the academic and administrative levels.

4.2.1. The administrative management of the educational program is carried out by the dean's office of the relevant faculty / department of postgraduate and doctoral studies, where EP is implemented. If the EP is implemented by more than one faculty, the administrative management is assigned to one of them.

The functions of the administrative management of the EP include the following:

- organization and management of logistical and infrastructure support for the EP;
- information and educational and methodological support of the EP in terms of providing access to information, library and other general resources of the faculty,
- career guidance activities with potential applicants to the program;
- interaction with alumni, employers, professionals, etc;
- recommendations on the state examination boards staff;
- coordinating the quality assurance of the educational program implemented at the faculty;
- organizing a self-examination of the educational program;
- providing assistance in the administration of the program.

4.2.2. Academic management of the educational program

At the level of a separate educational program, academic management is carried out by the guarantor of the educational program.

The tasks of the academic department of the EP are:

- 1) organization of EP by the members of ;

- 2) quality control of the program's teachers;
- 3) analysis and implementation of the best practices of world and national higher education in the content and technology of the implementation of the EP;
- 4) interaction with the University's research departments in design, research, and internships for students;
- 5) identifying students with a strong inclination to pursue an academic career;
- 6) interaction with employers and graduates to clarify the requirements for graduate competencies, evaluate the chosen technologies for implementing the program and the quality of graduate training;
- 7) preparation of the educational program for quality assessment procedures (including accreditation, certification, examination).

4.3. Monitoring of the educational program

The monitoring of the educational program is carried out to establish the accessibility, realism and adequacy of the assigned credits, the defined learning outcomes and the estimated workload. Monitoring is usually carried out by a project team. It may involve experts: teachers, practitioners, and students. Feedback from stakeholders is an essential element for verifying and revising credit assignment.

The system of mandatory methods and means of monitoring is determined by the University's Academic and Methodological Council upon the proposal of project teams.

The questionnaire of the educational program consists of the main criteria for ensuring the quality of educational programs; each criterion is assessed by levels: satisfies, partially satisfies, and does not satisfy. The monitoring process collects data on these issues with comments.

An analytical report is worked out on the results of the monitoring. The results of the monitoring are reported to the Academic Council of the University. A two-level scale is used to formulate a conclusion based on the results of the monitoring of the educational program:

- high quality - the educational program has a high level of result achieved;
- not corresponded quality - the educational program has serious drawbacks.

4.4. Main criteria for ensuring the quality of educational programs

4.4.1. Requirements for the educational program and learning outcomes:

- is carried out in accordance with the development plan or the University Charter;
- contributes to the mission fulfillment and achievement of its goals;
- takes into account the needs of the labor market and the target group;
- associated with a particular profession;
- the title is consistent with the content;
- the methods and form of education used, including the amount of individual work and practical training, contribute to the achievement of the objectives of the educational program;
- the learning objectives and outcomes are formulated in such a way as to serve as a basis for assessing the knowledge and skills of graduates of this educational program;
- learning objectives and outcomes are adequate and comparable to the learning outcomes of this level of higher education;

- goals and results are in line with the requirements and trends of the legislation governing the relevant professional field;
- practical work (practice), which is necessary to achieve learning outcomes, ensures the acquisition and application of effective work methods by students;
- the organization of the internship is clearly regulated, and the requirements for its successful completion are defined;
- students are provided with instructions for practice and appropriate guidance in the working environment.

4.4.2. Development of the educational program and requirements for program teachers

Requirements for the development of the educational program and the AS (academic staff) that implement it:

- development is a continuous process;
- students and employers are involved in the development of the educational program;
- AS is aware of the educational program goals and their role in achieving these goals;
- A plan has been drawn up and is being implemented to address the shortcomings of the educational program;
- the feedback system (involving higher education students, graduates, employers, and teachers) is effective and its results are applied;
- the qualifications of the program's teachers meet the requirements established by law;
- the program's teachers have the appropriate level of teaching competence;
- the program's faculty members do the research and engaged in CPD;
- program faculty members collaborate with stakeholders outside the University;
- the staff development system is effective: the program's teachers have opportunities for self-improvement and self-development, regular classes of the extended methodological and psychological seminar "School of Pedagogical Excellence" are held, and other staff development methods are used;
- guest lecturers (including those from international higher education institutions) are involved in teaching within the framework of educational programs;
- teachers use their knowledge and skills outside the University and participate in conferences;
- the number of permanent lecturers is determined based on their ~~qualifications~~ teaching hours and the number of students and is quite sufficient to achieve the goals and learning outcomes of the program;
- teaching staff (according to the age) and young teachers ensures the sustainability of teaching at the University;
- the requirements for admission are based on the qualities necessary to achieve the learning outcomes of the given educational program;
- the system of students consulting (on education, career, etc.) is effective;
- assessment of learning outcomes includes feedback from students that supports their development;
- students participate in international mobility programs;
- the percentage of students participating in student mobility is stable or growing;
- students are involved in decision-making at various institutional levels.

4.4.3. Financial resources of the University for the implementation of the educational program:

- are sufficient to support the educational program;
- are sufficient for the development of the educational program;
- are sufficient to support the academic staff development;
- financial data characterizing economic sustainability is available to the public.

4.4.4. The learning environment of the University:

- includes all the premises necessary for the training;
- has sufficient potential taking into account the number of the students;
- equipped in accordance with modern requirements (video projectors, Internet, etc.).

4.4.5. Sustainability criteria in terms of quality and resources:

- trends in the number of students and graduates, and the University's budget over the past five years, which demonstrate sustainability;
- the university plans its development regularly;
- the University has a plan for development accompanied by a plan to ensure sustainability both at the University and in this group of educational programs;
- the University has prepared financial forecasts to achieve the goals set out in the development plan and minimize possible risks (including those caused by demographic trends);
- the implementation of the plan is analyzed and the results of the analysis form the basis for planning the next stage for development.

4.5. Revision (improvement) of educational programs

The review of educational programs to improve them is carried out in the form of updating or modernization.

4.5.1 Update of the EP

The educational program is updated annually in terms of all components, except for the goals and program learning outcomes. The current approved educational program is reviewed at least once during its validity period no later than 1 semester before its completion. The basis for updating the EP may be:

- the initiative and proposals of the guarantor of the educational program and/or the academic council of the program and/or the teachers of the program;
- the results of the quality assessment of the EP;
- objective changes in infrastructure, personnel and/or other resource conditions for the implementation of the educational program.

Updates are reflected in the relevant structural elements of the EP (curriculum, matrices, curricula of academic disciplines, internship programs, etc.)

If the information collected shows a discrepancy between the envisaged workload and the time actually required by most students to achieve the defined learning outcomes, it is necessary to review the workload, credits, learning outcomes or activities and teaching and learning methods. This may also require redesigning the EP and its educational components.

The review should be completed as soon as possible without causing problems for those currently enrolled in the program and should be communicated to those involved in the monitoring.

Curricula are subject to monitoring and periodic review (at least once per full

course of study under the educational program). The grounds for developing new curricula are:

- approval by the Cabinet of Ministers of Ukraine of a new list of specialties or amendments to the existing list;
- approval of new industry standards for higher education;
- Amendments to the range of disciplines of humanitarian and socio- economic training (by decision of the Ministry of Education and Science of Ukraine or the Academic Council of the University);
- Amendments to the range of disciplines of independent choice of a student (by decision of the Academic Council of the University).

4.5.2. *The modernization of an EP* is aimed at a more significant change in its content and conditions of implementation than in the case of a planned update. Changing the type of educational programs is also a modernization. A special case of modernization of the program is the informal specializations intergration.

Modernization of the OP can be carried out:

- at the initiative of the University / Faculty / Department of Postgraduate and Doctoral Studies, in case of unsatisfactory conclusions about its quality as a result of self-examination or analysis of the dynamics of enrollment of higher education applicants;
- on the initiative of the guarantor of the educational program if there are no students to be enrolled to the program;
- if there are conclusions about the nonsufficient quality of the EP based on the results of various procedures for assessing the quality of the EP;
- on the initiative of the project team to take into account changes in the scientific professional field in which the EP is implemented, as well as changes in the educational services market or the labor market.

It is desirable to involve representatives of key employers and experts external to the program (both from the University academic staff and independent experts) in the modernization of educational programs.

The modernized educational program, together with the justification for the changes made to it, must be approved in accordance with the procedure established by these Regulations.

Re-approval of educational programs takes place at the initiative of the project team or faculty implementing such a program in case of its significant update. A significant update of the EP (composition of disciplines, practices and their volume in ECTS credits) is considered to be more than 50%.

5. FINAL PROVISIONS

Information about educational programs is posted on the University's website in the section "Educational Process" and on the page of the relevant department.

The guarantor and the dean of the faculty are responsible for the formation and storage of paper versions of the EP portfolio.

The dean's office staff is responsible for the completeness and timeliness of posting information about the educational program on the University's website. The project team download the information on the EP to the USEDE (Unified State Electronic Database on Education) website.

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY**

“APPROVED”

by Academic Council of Sumy NAU

Minutes No. _____ “ _____ “ _____ 20__

Educational - Professional Program is put into effect from 20 __

EDUCATIONAL - PROFESSIONAL PROGRAM

FIELD OF STUDY (Number Name)

PROGRAM SUBJECT AREA (Number Name)

HIGHER EDUCATION LEVEL

S u m y 2 0 _ _

INTRODUCTION

The educational - professional program for the training of higher education applicants at the _____ (educational) level in the specialty “_____” contains the amount of ECTS credits necessary for obtaining the corresponding degree of higher education; list of graduate competencies; the normative content of the higher education applicants training, formulated in terms of academic results; attestation forms of higher education applicants; requirements for the existence of the internal quality assurance system of higher education.

The program is developed by the working group consisting of:

1. Name, scientific degree, academic rank, guarantor of the educational-professional program
2. Name, scientific degree, academic rank
3. Name, scientific degree, academic rank

Reviewers (preferably external stakeholders: employers):

Name, Position

This educational - professional program may not be fully or partially reproduced, duplicated and distributed without the permission of the Sumy National Agrarian University

LETTER OF AGREEMENT

Educational - Professional Program

The Chairman of the project team:
(the guarantor of the program) _____

Project team members: _____

Vice -Rector of Academic and Educational Activities _____

Head of Training Department _____

Dean of the Faculty _____

CONTENT

1. Profile of educational - professional program (EPP)
2. List of EPP components and their logical sequence
 - 2.1. List of EPP components
 - 2.2. Certification form of higher education applicants
 - 2.3. Structural and logical scheme of EPP
3. Matrix of competences of and academic results connection
4. Matrix of competences and EPP educational disciplines connection

List of normative documents on which the EPP is based

1. Profile of educational - professional program No _____ “name” (specialty “name”, if available)

I. General information	
Full name of higher education institution and structural department	Sumy National Agrarian University Faculty of Economics and Management
The level of higher education and the title of the qualification in the original language	The degree of higher education and the full name of the qualification in the original language, which are awarded on the basis of successful completion of this educational program, are indicated. If, based on the results of the successful implementation of the EP, the higher education institution has the right to assign professional qualification(s), then its name (list of titles) is submitted and the procedures for their assignment are indicated
The official name of the educational program	
Type of diploma and scope of educational program	Type of diploma – single, dual, joint. The amount is indicated in ECTS credits and years. <i>Example:</i> Master's degree, single, 90 ECTS credits, study period 1.5 years
Accreditation availability	Information on accreditation of the EP, including foreign or international, is provided. Indicate: - the name of the organization that granted accreditation to this program; - the country where this organization is located; - accreditation period
Cycle / level	<i>Example:</i> NQF of Ukraine – level 8, FQ-ENEA – the second cycle, EQF-LLL – level 7
Backgrounds	Requirements as for previous education. If necessary, it is indicated what limits the transition to this EP. <i>Example:</i> Having a bachelor's degree
Language of instruction	
Length of the educational program	The period of the educational program validity until its next planned update is indicated. This term cannot exceed the accreditation period
The link for the EPP	The address of the page of this educational program in the Information package/Course catalog of the higher education institution is indicated

2 - The purpose of educational-professional program	
Clear and concise wording in one to two sentences	
3 - Characteristics of educational - professional program	
Subject area, Specialty, Specialization	
Educational program orientation	Educational-professional (for junior bachelor, bachelor, master); Educational- scientific (for master, Doctor of Philosophy) According to International Standard Qualification of Education (ISQE), an educational-professional and educational-scientific program can be academic or applied. It is appropriate to briefly characterize the scientific orientation and professional (specialization) accents.
The main focus of the educational-professional program and specialization	General/special education in the subject area/specialty. Keywords.
Features of the program	For example: a mandatory semester of international mobility; implemented in English; requires special practice, etc. The consistency of this EP with the programs of other countries, the experimental nature of the EP and other features provided by the Law of Ukraine "On Higher Education" in the context of academic autonomy can also be indicated.
4 – Graduates’ suitability to employment and further education	
Suitability to employment	Types of economic activity, professional job titles are briefly indicated. Possibilities of professional certification
Further training	Possibilities for continuing education at a higher level are indicated.
5 – Training and assessment	
Training and studying	The main approaches, methods and technologies used in this program are briefly described (up to 3 lines). For example: student-centered learning, self-learning, problem-oriented learning, learning through laboratory practice, etc.
Assessment	<i>For example:</i> oral and written exams, practice, essays, presentations, project work, etc

6 – Program Competences	
Integral competence (IC)	It is formulated by specifying the integral competence of the corresponding standard of higher education in the context of this educational program specifics.
General Competences (GC)	It is recommended, if necessary, taking into account the specifics of epy educational program, to choose competencies (additional to those defined by the standard) from the list of general competencies of the Tuning project. Stand out: - competencies defined by the standard of higher education of the specialty and, if available, in the professional standard, - competencies defined by the higher educational institution. It is assumed that the standard of higher education will define 8–12 general competencies, which are mainly selected from the list of the Tuning project
Special (professional) Competences (SC)	Correlates with the description of the corresponding qualification level of the NQF, the names of competencies are formulated taking into account the NQF competency categories: knowledge, skills, communication, autonomy and responsibility. It is recommended to use international models (Tuning project, QAA standards, etc.). Stand out: - competencies defined by the standard of higher education of the specialty and, if available, in the professional standard, - competencies defined by HEI. If the educational program provides for the presence of several informal specializations, then it is advisable to formulate program competencies for each specialization separately. It is assumed that 15–18 professional (special) competencies will be defined in the standard of higher education.
7 – Program training results	
	Stand out: - program training results determined by the standard of higher education of the specialty (the standard determines the normative content of training – 15–20 generalized training results that correlate with program competencies) and, if available, professional standard. - program training results determined by the higher educational institution (usually no more than 5). Program training results are formulated in an active form, taking into account different levels of complexity in the cognitive sphere (Bloom's taxonomy), as well as in the affective and psychomotor spheres.
8 - Resources support for program implementation	
Personnel provision	The specific characteristics of personnel provision are indicated, including the possible participation of foreign specialists.
Material and technical support	The specific characteristics of material and technical support are indicated

Information and training support	The specific characteristics of informational, educational and methodological support are indicated
9 – Academic mobility	
National credit mobility	The signed agreements on academic mobility, double graduation, etc. are indicated
International credit mobility	The signed agreements on international academic mobility (Erasmus+ K1), on dual graduation, on long-term international projects that provide for education of students, etc. are indicated
Training of foreign applicants for higher education	The conditions and features of EP in the context of teaching foreign communities are indicated

List of components of educational and professional program and their logical consistency

2.1. List of EP components

Code	EPP components	Amount of credits	Assessment
1	2	3	4
Essential EP components			
EC 1		6	credit
EC 2		3	exam
EC 3		3	exam
Total			
2. Selective components of the EP			
<i>Selective unit 1 (at the University option)</i>			
SU 1.1	Ukrainian (on professional direction)	3	
SU 1.2	Foreign Language	5	
SU 1.3	History and Culture of Ukraine	3	
SU 1.4	Philosophy	3	
SU 1.5	Introduction to Specialty	3	
SU 1.6	Life Safety and Civil Protection	3	
SU 1.7	Information Technology	3	
SU 1.8	Physical Education	4	
<i>Selective unit 2 (at the student's option)</i>			
SU 2.1			
SU 2.2			
SU 2.3			
Total scope of the selective component			
TOTAL SCOPE OF THE EDUCATION PROGRAM			

2.2. Certification form of higher education applicants

Information is provided on the types (forms) of the final certification and documents that the graduate receives on the basis of its successful completion.

Example:

Certification of the educational program graduates of the specialty No. ___ “Name” is performed in the form of a comprehensive exam in the specialty and ends with the issuance of the established model document on the award of a bachelor's degree with the assignment of the qualification:

Bachelor _____ with specialization _____.

2.1. Structural and logical diagram of the educational and professional program (example):



