MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

STEPAN GZHYTSKYI NATIONAL UNIVERSITY OF VETERINARY MEDICINE AND BIOTECHNOLOGIES LVIV

REGULATIONS ON EDUCATIONAL PROGRAMS AT THE STEPAN GZHYTSKYI LVIV NATIONAL UNIVERSITY OF VETERINARY MEDICINE AND BIOTECHNOLOGY

Lviv – 2020

<p style="text-align: center;">**Common Regulations**</p>

1.1. This Regulation is a normative document of Lviv National University of Veterinary Medicine and Biotechnology named after S.Z. Gzhytskyi (further - 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.

1.2. Regulation "On educational programs at Lviv National University of Veterinary Medicine and Biotechnology named after S.Z. Gzhytskyi" (further - the Regulation) is developed in accordance with the Law of Ukraine "On Education" from 05.09.2017 52145-VIII, the Law of Ukraine "On Higher Education »From 01.07.2014 №1556-VII; Resolution of the Cabinet of Ministers of 30.12.2015 №1187 "On approval of licensing conditions for educational activities of educational institutions", Resolution of the Cabinet of Ministers of 29.04.2015 №266 "On approval of the list of branches of knowledge and specialties for training higher education", with changes according to the post . CMU dated 27.09.2016 №674, dated 01.02.2017 №53, resolutions of the Cabinet of Ministers dated 23.11.2011 №1341 "On approval of the National Qualifications Framework", as amended in accordance with Post. CMU №509 from 12.06.2019 and № 519 from 25.06.2020; orders of the Ministry of Education and Science of Ukraine from 11.07.2019 №977 "On approval of the Regulations on accreditation of educational programs for training higher education", from 01.06.2016 №600 "On approval and implementation of Guidelines for the development of standards of higher education", from 06.11.2015 №1151 "On the peculiarities of the introduction of the list of branches of knowledge and specialties for which the training of higher education, approved by the Cabinet of Ministers of Ukraine from April 29, 2015 № 266", with changes made in accordance with the law № 419 from 12.04.2016 ; letter of the Ministry of Education and Science of Ukraine dated 28.04.2017 №1 / 9-239 "On a sample educational and professional program".

1.3. Basic terms Regulations and their definitions:

accreditation of the educational program - evaluation of the quality of the educational program and educational activities of the higher education institution under this program for compliance with the standard of higher education, ability to meet the requirements of the standard, as well as achieving the stated learning outcomes;

attestation is the establishment of compliance of the level and volume of knowledge, skills and other competencies acquired by applicants with higher education with the requirements of higher education standards;

branch of knowledge - the main subject area of education and science, which includes a group of related specialties for which training is carried out;

guarantor of the educational program - the head of the project team for the development, implementation, monitoring and revision of the educational program, research and teaching or research worker working at the university at the

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main place of work, has a qualification in the specialty, degree and / or academic title. a specialty related to the educational program;

specialty support group - a group of pedagogical, scientific-pedagogical and / or scientific workers for whom the educational institution is the main place of work and who are responsible for the implementation of educational programs in the specialty at certain levels of higher and professional higher education, postgraduate education for people with higher education and persons with an educational and professional degree of junior bachelor, personally participate in the educational process and meet the qualification requirements specified in these License Terms;

The European Credit Transfer and Accumulation System (ECTS) is a **credit transfer and accumulation system** used in the European Higher Education Area to provide, recognize, validate qualifications and educational components and to promote the academic mobility of higher education applicants. The system is based on determining the study load of the higher education applicant, necessary to achieve certain learning outcomes, and is accounted for in ECTS credits;

EDEBO - Unified state electronic database on education;

quality assurance of education - a set of procedures used at the institutional (internal) and national and international (external) levels for the quality implementation of educational programs and the award of qualifications;

applicants for higher education - persons who study at the University at a certain level of higher education in order to obtain the appropriate degree and qualification;

qualification - the official result of assessment and recognition, which is obtained when the authorized institution has established that the person has achieved competencies (learning outcomes) in accordance with the standards of higher education, as evidenced by the relevant document on higher education;

competence - a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activities and is the result of learning at a certain level of higher education;

complex of educational and methodical support of educational discipline - educational and methodical document, components of which are educational content (curriculum of discipline, working curriculum of discipline, syllabus, synopsis or extended plan of lectures, plans of practical (seminar) classes, tasks for laboratory works, independent work , questions, tasks, tasks or cases for current and final control of knowledge and skills of students, complex control work of monitoring of the acquired knowledge and skills in academic discipline;

European Credit Transfer and Accumulation System Credit (hereinafter referred to as the ECTS Credit) is a unit of measurement of the amount of study load of a higher education applicant required to achieve certain (expected) learning outcomes. The amount of one ECTS credit is 30 hours. The workload of one full-time academic year is usually 60 ECTS credits;

licensing of educational activities is a procedure of recognizing the ability of a legal or natural person to provide educational services at a certain level of education in accordance with the licensing conditions;

National Qualifications Framework (NQF) - a systematic and competency-based description of qualification levels;

educational component - a meaningful educational component of the educational program as an autonomous, officially structured educational experience, which should have a consistent clear set of learning outcomes, certain types of educational activities in accordance with the time allocated within the educational program, and appropriate evaluation criteria;

educational process is an intellectual, creative activity in the field of higher education and science, which is carried out in a higher education institution (scientific institution) through a system of scientific and methodological and pedagogical activities and aimed at transferring, mastering, increasing and using knowledge, skills and other competencies. students, as well as the formation of a harmoniously developed personality;

educational (educational-professional, educational-scientific or educational-creative) program - a system of educational components at the appropriate level of higher education within the specialty, which determines the requirements for the level of education of persons who can start studying under this program, list of disciplines and logical sequence their study, the number of ECTS credits required for the implementation of this program, as well as the expected learning outcomes (competencies), which must be mastered by the applicant for the appropriate degree of higher education;

project group - a group of pedagogical, scientific-pedagogical and / or scientific employees determined by the order of the head of the educational institution, who are responsible for initiating educational activities in the specialty at a certain level of higher education, professional higher education and postgraduate education for persons with higher education. the requirements set forth in these License Terms;

learning outcomes - knowledge, skills, abilities, ways of thinking, views, values, other personal qualities that can be identified, planned, evaluated and measured and which a person is able to demonstrate after completing the educational program or individual educational components;

specialization - a component of the specialty, which is determined by the institution of higher education and provides a specialized specialized educational program for the training of applicants for higher and postgraduate education;

specialty - a component of the field of knowledge in which training is carried out;

the standard of educational activity is a set of minimum requirements for personnel, educational-methodical, material-technical and informational support of the educational process of a higher education institution and a scientific institution; are developed by the central executive body in the field of education and science in coordination with the National Agency for Quality Assurance in Higher Education for each level of higher education within each specialty, taking into account the need to create conditions for people with special educational

needs and are mandatory for all higher education institutions. education regardless of the form of ownership and subordination, as well as scientific institutions that provide training of doctors of philosophy and doctors of sciences;

higher education standard is a set of requirements for the content and results of educational activities of higher education institutions and research institutions at each level of higher education within each specialty; are developed for each level of higher education within each specialty in accordance with the National Qualifications Framework and are used to determine and assess the quality of content and results of educational activities of higher education institutions (research institutions).

quality of higher education - compliance of learning outcomes with the requirements established by law, the relevant standard of higher education and / or the contract for the provision of educational services;

quality of educational activity - the level of organization of the educational process in a higher education institution that meets the standards of higher education, ensures the acquisition of quality higher education and promotes the creation of new knowledge.

1.4. The educational program is used during:
- accreditation of the educational program, inspection of educational activity by specialty;
- development of curriculum, programs of academic disciplines and practices;
- development of diagnostic tools for the quality of higher education;
- formation of programs of academic disciplines, practices, content of individual tasks;
- certification of future specialists.

1.5. The list of accredited and non-accredited educational programs, which are accepted for each level of higher education, is given in the Rules of admission to the Lviv National University of Veterinary Medicine and Biotechnology named after SZ Gzhytsky.

2. CLASSIFICATION OF EDUCATIONAL PROGRAMS AND THEIR DOCUMENTARY SUPPORT

2.1. Orientation of educational programs. Within the framework of one specialty, the University can implement several educational programs (hereinafter - EP). The profile orientation, due to the essential features of the subject area of the program, the list of program competencies, program results or the list of educational components is the basis for the development of a separate EP.

2.2. Types of basic educational programs
By type of educational activity EP is divided into:
- programs of professional higher education;
- higher education programs;
- postgraduate education programs;
- joint, implemented by the University together with other organizations, including foreign. They can be implemented on a contractual basis. A special type

of joint programs are programs of double diplomas, which provide for the issuance of higher education applicants who have successfully passed the certification, diplomas of two partners participating in the implementation of the joint EP.

2.3. Higher education standards set the following requirements for the educational program:
- the amount of ECTS credits required to obtain the appropriate degree of higher education;
- list of graduate competencies;
- normative content of training of applicants for higher education, formulated in terms of learning outcomes;
- forms of certification of higher education applicants;
- requirements for the availability of a system of internal quality assurance of higher education;
- requirements of professional standards (if any).

2.4. The process of development, implementation, monitoring and revision of the EP is documented in the portfolio of the educational program - a collection of all materials developed by the project team. The list of components of the portfolio is determined by the guarantor of the EP.
The portfolio includes:
- educational program and appendices to it;
- curriculum for higher education;
- information on the forms provided by the relevant appendices to the License Terms;
- other documents developed by the project team (references, analytical reports, tables, questionnaires, etc.).

2.5. EP structure
The structure of the educational program includes (Appendix 1):
- profile of the educational program;
- list of educational components;
- structural and logical scheme of studying educational components;
- forms of certification of higher education applicants;
- matrix of correspondence of program competences to educational components of EP;
- matrix for providing software learning outcomes to the relevant components of the EP;
- curriculum;
- working programs of academic disciplines;
- educational and methodical support (complexes of educational disciplines);
- internship programs;
- documents and materials governing the content and implementation of the educational process;

- assessment tools (sets of tests, complex tasks, placed on paper and electronic media).

The structure of the educational and scientific program includes (Appendix 2):
- profile of the educational program;
- list of educational components;
- structural and logical scheme of studying educational components;
- forms of certification of higher education applicants;
- matrix of correspondence of program competences to educational components of ONP;
- matrix for providing software learning outcomes to the relevant components of the SNP;
- scientific component of ONP;
- main directions of scientific research;
- curriculum;
- working programs of academic disciplines;
- educational and methodical support (complexes of educational disciplines);
- documents and materials governing the content and implementation of the educational process;
- assessment tools (sets of tests, complex tasks, placed on paper and electronic media).

2.6. Characteristics of the components of the EP

2.6.1 The profile of the EP determines its characteristics, place in the educational space, the relationship with the subject of research.

2.6.1.1 It is designed to facilitate the understanding of the EP by stakeholders: entrants, higher education seekers, employers, researchers, teachers, graduates of higher education institutions, professionals, heads of higher education institutions, quality assurance agencies, licensing and accreditation bodies, etc.

2.6.1.2 EP profile data is a part of the information package of the University, on the basis of which the appendix to the diploma of the European sample is formed.

2.6.1.3 The profile of the educational program consists of the following elements:
- title;
- preamble;
- list of developers;
- date and number of the minutes of the meeting of the Academic Council of the University on the approval of the educational program;
- information on taking into account the proposals of stakeholders;
- General characteristics;
- full name of the University and structural unit;
- level of higher education;
- educational degree awarded;
- name of the field of knowledge;
- name of the specialty;
- official name of the educational program;
- program orientation;
- type of diploma and scope of the program;

- description of the subject area;
- the main focus of the program and specialization;
- forms of education;
- educational qualification assigned;
- qualification in the diploma;
- features and differences of EP;
- accreditation;
- cycle / level of higher education;
- prerequisites;
- language of instruction;
- the purpose of the educational program;
- employment and academic rights (suitability for employment, further training);
- learning environment (teaching, learning, assessment);
- certification of applicants for higher education (forms of certification of applicants for higher education, requirements for the final qualification work (if any));
- program competencies (integrated, general, professional);
- program learning outcomes;
- resource provision of the program implementation: personnel characteristics; characteristics of logistics;
characteristics of educational and methodological support, characteristics of information support;
- the main components of the educational program;
- academic mobility;
- training of foreign applicants for higher education;
- requirements for the existence of a system of internal quality assurance of higher education: principles and procedures for quality assurance 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 - the full name of the professional standard).

2.6.2 The list of educational components (including the list of academic disciplines) reflects the division of EP into individual educational components and the logical sequence of their study, which may consist of one or more modules, other types of components of the discipline, training and production practice, research projects, laboratory work and other relevant training activities.

2.6.3 **Correspondence matrices.** The matrix of compliance of program competencies with the components of the EP is a reflection of the structural and logical relationships between the content of the EP (list of academic disciplines) and the planned program competencies.

The matrix of providing software learning outcomes is appropriate components of the EP are a reflection of the structural and logical relationships between the content of the EP and the planned program results.

2.6.4 **Schedule of the educational process.** The University on the basis of educational-professional (educational-scientific) program for each specialty develops a schedule of educational process and curriculum, which determines the

list and scope of disciplines in ECTS credits, the sequence of disciplines, forms of training and their volume, forms of current and final control. The schedule of the educational process on a full-time basis is developed taking into account that the academic year at the University begins on September 1 and includes autumn and spring semesters, winter and summer examination sessions, practical training, vacations.

2.6.5 **Curriculum.** On the basis of the educational-professional program for each specialty at the University a curriculum is developed, which contains information about the field of knowledge, specialty and specialization (if available), educational or educational-scientific level, qualification, normative term of study, schedule of educational process, theoretical sections. practical training, a block of compulsory subjects (training courses, practices with these ECTS credits and study hours), data on the number and forms of semester control, certification in the examination commission, the total budget of study time for the entire regulatory period and its division into classroom study time and time allotted for independent work, as well as the division of the budget of classroom study time by individual forms of classes in each discipline and for the entire period of study in general.

2.6.5.1 The curriculum is developed for the entire regulatory period of study by working groups, which include heads and leading specialists of graduate departments. The developed curriculum is considered at the meeting of the graduating department, the academic council of the faculty, approved by the decision of the academic council of the university.

2.6.5.2 The curriculum for distance learning contains a list of disciplines similar to the curriculum for full-time education, but has a shorter duration of classroom classes by increasing the number of independent work.

2.6.5.3 Distribution of disciplines in curricula. In the curricula of training specialists, the volumes of academic disciplines are distributed as follows:

mandatory, optional.

Compulsory disciplines - the amount of student workload defined by higher education standards, but not more than 75% (their list, scope and forms of certification are determined by higher education standards, requirements of MES of Ukraine within the relevant specialty and included in the curriculum in full) .

Disciplines of students' choice - not less than 25% of the total study load of students set aside for study by students of their choice. They are included in the working curriculum of training depending on the choice of students.

2.6.5.4 **Formation of the list of elective disciplines.**

Working groups to develop a list of elective courses of students' choice analyze the input information and provide departments with the possibility of organizing a high quality educational process.

The input information for the formation of the list of elective courses is:

- analysis of strategic plans for university development, pedagogical education and identification of future needs of the industry;

- information from enterprises, organizations and institutions-employers on their current and future needs;
- feedback from graduates of the faculty on the compliance of the curriculum of the specialty to the needs of the production sphere;
- results of the survey of university students.

The main criteria for providing the department, which is able to ensure high quality teaching of elective disciplines, are:
- staffing (scientific degree, academic title of research and teaching staff, experience in teaching the discipline, personal rating);
- educational and methodical support (educational and methodical complex, textbooks, manuals, methodical recommendations);
- material and technical base (laboratory support, bases of practical training);
- information support;
- feedback from students on the quality of teaching disciplines at the departments;
- results of final control of students' knowledge.

2.6.5.5 To specify the planning of the educational process for each academic year, a working curriculum is drawn up, which is approved by the academic council of the faculty and approved by the vice-rector for scientific and pedagogical work.

2.6.5.6 On the basis of the working curriculum in the order determined by the university individual curricula of students are developed and approved, which should include, including, selected by applicants for higher education academic disciplines.

2.6.6 **Educational and methodical support of educational disciplines** consists of educational and methodical complexes of disciplines, incl. working programs of academic disciplines, programs of educational practices, electronic training courses, textbooks and manuals, including:
- methodical recommendations on performance of course works (projects), passing of industrial and educational practices;
- methodical recommendations for preparation of final diploma (qualification) work;
- rules of registration and criteria of estimation of various types of educational and control works;
- types and forms of attestation of applicants for higher education, which allow to establish compliance of the acquired level and volume of knowledge, skills, other competencies - with the requirements of higher education standards.

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

2.6.7 **Staffing of the EP.**

This section contains information on scientific pedagogical workers involved in the implementation of EP. Information can be provided in the form of analytical materials. There is also information about leading domestic and foreign scientists, practitioners in the field of production and science, who are involved in the implementation of a particular EP.

2.6.8 Material and technical and financial conditions for the implementation of EP. This section provides information on material and technical conditions and

financial issues of the implementation of the EP, including the availability of specialized laboratories and offices, complex equipment, opportunities and features of living in a dormitory.

2.6.9 Relations with employers and professional associations. This section provides information about potential employers, their participation in the design and implementation of EP.

2.6.10 Quality guarantees EP. This section provides information on the assessment of the quality of educational services EP: the presence of state accreditation EP, available certificates and expert opinions on the results of quality examination.

3. VOLUMES OF EDUCATIONAL PROGRAMS

3.1. Obtaining higher education at each level implies the successful implementation of the relevant educational (educational-professional or educational-scientific) program, which is the basis for awarding the appropriate degree of higher education.

3.2. **The Junior Bachelor** is an educational-professional degree obtained at the initial level (short cycle) of higher education and awarded by a higher education institution as a result of successful completion of an educational-professional program by a higher education institution, the amount of which is 120-150 ECTS credits. The scope of the educational-professional program for obtaining the degree of junior bachelor on the basis of the degree of junior specialist is determined by the educational institution. A person has the right to obtain a bachelor's degree provided that he or she has a complete general secondary education.

3.3. **A bachelor's degree** is an educational degree obtained at the first level of higher education
education and is awarded by a higher education institution as a result of successful implementation by the applicant of a higher education educational and professional program, the amount of which is 240 ECTS credits. The volume of the educational-professional program for obtaining a bachelor's degree on the basis of a junior bachelor's degree or junior specialist is 120-180 ECTS credits. A person has the right to obtain a bachelor's degree provided that he / she has a complete general secondary education.

3.4. **A master's degree** is an educational degree obtained at the second level of higher education and awarded by a higher education institution as a result of the successful completion of the relevant educational program by the higher education applicant. The master's degree is obtained through an educational-professional program. The volume of the educational-professional master's training program is 90-120 ECTS credits (120 credits - for higher education students who entered in an unrelated specialty). A person has the right to obtain a master's degree if he or she has a bachelor's degree (educational qualification level of a specialist).

3.5. **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 (OQR specialist). The degree of Doctor of Philosophy is awarded by a specialized academic council of a higher education institution as a result of successful completion of the relevant educational and scientific program by the applicant and public defense of the dissertation in the specialized academic council.

A person has the right to obtain a doctorate in postgraduate studies. Persons who professionally carry out scientific, scientific-technical or scientific-pedagogical activity at the main place of work have the right to obtain the degree of Doctor of Philosophy outside postgraduate studies, in particular during creative leave, subject to successful implementation of the relevant educational and scientific program and public dissertation defense. in a specialized scientific council.

The normative term of preparation of the doctor of philosophy in postgraduate study (adjunct) is four years. The volume of the educational component of the educational-scientific program of preparation of the doctor of philosophy makes 30-60 credits of ECTS.

3.6. The volume of one ECTS credit is 30 hours, the load of one academic year on a full-time basis - 60 ECTS credits.

4. PROCEDURE FOR DEVELOPING AN EDUCATIONAL PROGRAM

4.1. Development of an 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 (if any).

The development of a new EP includes the following stages:
- Stage I - formation of a project team and appointment of a guarantor of the educational program;
- Stage II - analysis of the relevance of the EP and assessing the adequacy of available resources;
- III stage - definition of the EP profile;
- IV stage - determination of the educational content of EP and development of the curriculum;
- Stage V - development of a system for assessing the quality of EP in order to improve it.

4.2. And the stage. Formation of a project group and appointment of a guarantor of the educational program

4.2.1 The new EP is developed at the initiative of the graduating departments.

4.2.1 The development of a new EP is preceded by a comparative analysis of its initiators of similar directions, operating in the leading domestic and foreign institutions of higher education - their duration, list of disciplines, level of teaching, etc.

4.2.2 The development, monitoring and review of each EP is carried out by project teams.

4.2.2.1 Project teams are formed separately for each EP for the period of its development, monitoring, review, external evaluation procedures (licensing, accreditation), self-evaluation or other necessary procedures.

4.2.2.2.1 The composition of the project group of the EP is approved by the order of the Rector of the University on the proposal of the Dean of the relevant faculty on the basis of the proposals of the graduating department.

4.2.2.2.2 The composition of the project group of the educational and scientific program is approved by the order of the Rector of the University on the proposal of the Vice-Rector for Research.

4.2.2.3 The license condition regarding the presence of the following in the project team must be complied with:

- for the educational and professional degree of a junior bachelor, there must be at least three members, of which at least one person has a scientific degree and / or academic title;
- for a bachelor's degree, there must be at least three persons with a scientific degree and / or academic title;
- for a master's degree, there must be at least three persons with a scientific degree and academic title, including one doctor of sciences and / or professor;
- for the educational and scientific degree of Doctor of Philosophy there must be at least three persons with a scientific degree and academic title, including at least two doctors of sciences and / or professors.

The same person can be a member of several project groups.

4.2.2.4 In order to ensure participation in the development, monitoring and review of the EP, stakeholders are recommended to include their representatives (employers, student government bodies, professionals, etc.) in the project team or to involve the project team in other forms.

4.2.2.5 The project team is headed by its head - the guarantor of the educational program, research and teaching staff who has a degree and / or academic title in the relevant or related to the EP specialty. 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 the order of the Rector of the University.

4.2.2.6 When developing a joint EP, a project team is created, which includes representatives of all participants-partners involved in the implementation of the new joint EP.

In this case, the project team must ensure that the requirements of all parties that will ensure its implementation are taken into account, to the extent that each of the parties provides a contribution to the EP.

The developed programs of double diplomas should take into account not only the content of curricula, but also the requirements for the scope of individual components of EP, current control, final certification and planned learning outcomes provided by each of the partner participants issuing documents on education and qualifications.

4.2.2.7 Project teams perform the following tasks:

- choose the type of EP;
- establish the relevance of the EP;
- form the profile of the program;
- determine the forms of education and organization of the educational process;
- determine the educational components;
- develop the curriculum and other normative documents that organizationally accompany the process of training applicants for higher education in the relevant EP, taking into account the regulatory requirements of the University;

- give tasks to graduate and other departments of the University to develop educational and methodological support for EP;
- analyze the compliance of the EP with the License Terms;
- summarize proposals and form recommendations for improving the existing EP;
- participate in the monitoring of the EP (summarize proposals and recommendations, carry out the survey and self-assessment) and periodic review of the EP;
- together with the educational, educational and methodical departments of the University and the admissions committee provide information on the EP and curricula in EDEBO;
- exercise control over the implementation of EP by scientific and pedagogical staff and departments of the University.

4.2.2.8 At the request of the project team, the relevant services of the University are obliged to provide within the period specified by the guarantor of the EP information necessary for the development of the EP.

4.2.2.9 Coordination of activities of all project groups of the University is carried out by the vice-rector for scientific and pedagogical work.

4.3. Stage II. Analysis of the relevance of the EP and assessing the adequacy of available resources

4.3.1 Analysis and determination of the relevance of the EP, the public need for the EP, its potential - through consultations with stakeholders (graduates, university graduates, employers, the scientific community, professionals, etc.), clarifying the basic conditions for its implementation.

4.3.2 The project team conducts an analysis of the market of educational services and the possibility of positioning EP on it, analysis of the labor market, which is focused on the new EP, opportunities for future employment for potential graduates.

4.3.3 In order to ensure constant communication with stakeholders, the University may establish expert councils in the relevant specialties as an advisory body, which may include representatives of stakeholders.

4.3.4 The project team, based on the projected structure of the EP, taking into account the License Terms, in consultation with the relevant services of the University carries out a preliminary general assessment of the adequacy of available resources (personnel, financial, organizational, etc.) for its implementation and external resources.

4.4. Stage III. Defining the EP profile

4.4.1 The program profile is compiled by the project team as a short document created to present in a standard form 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, higher education standards and setting the required amount of EP in ECTS credits.

4.4.2 In the formulation of program competencies and learning outcomes should ensure an active role of labor market representatives in the process of forming a competency description of the model of the future specialist.

4.4.3 Program competencies (described by types: integrated, general, special) - a total of 10 to 15 most important competencies, determine the specifics of the EP. The competencies of the graduate reflect the view of the employer (customer) on the educational and professional training of the potential employee.

4.4.3.1 The basis for the formulation of program competencies of the EP is a list of competencies of the standard of higher education in the relevant specialty. This list can be supplemented by several (not more than 2-3) competencies determined by the specific needs of the regional or sectoral labor market (targeted request of employers).

4.4.3.2 Integral and general competencies are defined by the National Qualifications Framework and described by qualification levels (5 - short cycle, 6 - bachelor, 7 - master, 8 - doctoral).

4.4.3.3 Special (professional, subject) competencies are usually divided into three types (in the subject area): knowledge and understanding, cognitive skills, practical skills. The set of professional competencies must correspond to a certain level of EP.

4.4.4 Program learning outcomes - an agreed set of 15-25 statements stating that the applicant must know, understand and be able to perform after successfully completing the EP.

4.4.4.1 The set of program learning outcomes is the same for all applicants for higher education for EP of a certain level.

4.4.4.2 The list of program learning outcomes should be correlated with a certain list of general and special (professional, subject) competencies.

4.4.5 Learning outcomes must meet the following criteria:

- usefulness - should be perceived as meeting the level of higher education and the requirements / expectations of civil society and the state, relevance to the relevant program competencies;
- specificity - to provide a sufficient level of detail, to be clear and unambiguous, written in clear language, allowing to clearly define the content of the requirements for the applicant;
- standardization - to determine the standard requirements that must be met by the applicant for higher education;
- compliance - to meet the qualification requirements, to be interconnected with the educational levels and qualification levels of the National Qualifications Framework (hereinafter - NQF);
- objectivity - an objective assessment of available resources, opportunities needed to achieve their goals;
- diagnostics - must have objective signs of their achievement or failure and determine the requirements for the award of ECTS credits;
- measurability - there must be a method and scale for measuring the degree of achievement of results by direct or indirect methods.

4.4.6 Procedure for formulating learning outcomes:

- determine which area (special or general, subject area, special skills, etc.) and the qualification level of the NQF should correspond to the learning outcome;
- indicate the type of learning outcome (knowledge, skills, abilities, other competencies);
- determine the active verb of the appropriate level;
- indicate the subject of study or the subject of action (noun following the verb);
- if necessary, state the conditions / restrictions under which the learning outcome should be demonstrated;
- check the learning outcome of compliance with the above criteria and determine the means of assessing its achievement.

4.4.7 When developing program learning outcomes, keep in mind that:
- learning outcomes characterize what the applicant must demonstrate after the successful completion of the educational program (demonstration of knowledge, skills, ability to perform, etc.);
- a full set of program learning outcomes expresses the characteristics of the EP; if among them there are results which are characteristic also for other EP, it is expedient to allocate them separately.

The formulation of program results is accompanied by the development of clear criteria for evaluating the formulated result.

4.4.8 The correlation of learning outcomes with program competencies is checked using the matrix of compliance of program competencies with the program learning outcomes for EP.

4.5. Stage IV. Determining the content of the EP and developing a curriculum

4.5.1 Defining the content of the educational program covers the following stages:
1) compiling a list of educational components of EP:
- definition of competencies and formulation of learning outcomes for each module;
- definition of approaches to teaching, learning and assessment;
- checking the coverage of key general and subject-specialized competencies.
2) selection of educational technologies and curriculum development;
3) development of curricula.

4.5.2 Based on program competencies and program learning outcomes, the project team:
- determines the total budget of time - the amount of ECTS credits required to achieve these results, which must be distributed;
- carries out structuring of results of training (modules or educational disciplines, other components of educational disciplines, practices, course works (projects), laboratory work and other relevant training activities) and distributes ECTS credits needed to achieve these results.

4.5.3 When assigning ECTS credits to educational components of the EP, a standardized approach should be preferred, when the volume of each component is standard as opposed to an individual approach, when the volume of ECTS credits for the educational component is arbitrary and depends on the

list and complexity of learning outcomes. , load assessments, discussion by the teaching staff.

4.5.4 Determining the number of ECTS credits for the educational component is done by estimating the workload needed to achieve learning outcomes.

4.5.5 The minimum number of ECTS credits for the educational component is 3 ECTS credits. Number of educational components per academic year - no more than 16. Project groups should prevent excessive fragmentation of educational components.

4.5.6 Defining competencies and formulating learning outcomes for each educational component. Based on the program competencies and program learning outcomes, the project team should formulate the learning outcomes that should be achieved within each educational component.

4.5.7 Defining approaches to teaching, learning and assessment. The project team should agree on the best way to develop and assess competencies and achieve the desired learning outcomes, as well as provide different approaches to teaching, learning and assessment.

4.5.8 Checking the coverage of key general and subject-specific competencies. The project team should check the available key general and special competencies, as well as check whether all program key general and special competencies are covered by the modules / units of the educational program.

4.5.9 Project teams should conduct a test to reconcile learning outcomes and program competencies:

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

4.5.10 Selection of educational technologies and curriculum development.

The inclusion by the project team of agreed learning outcomes in the educational program and relevant disciplines - in the curricula of training is mandatory. According to 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 borne in mind that the volume of classroom work of higher education seekers is set in the range from 1/3 to 1/2 of the volume 1 of the ECTS credit, the remaining volume is intended for their independent work. Student governments may submit suggestions and comments on the content of curricula.

4.5.11 When designing the staffing of the EP, the project team should coordinate its proposals on the composition of research and teaching staff to teach the disciplines included in the draft curriculum with the departments where such research and teaching staff work.

4.5.12 Development of curricula. Curricula for the tasks of project groups are developed at the departments of the faculties in accordance with the requirements of the developed educational programs.

4.5.12.1 Student self-government bodies may provide suggestions and comments on the content of curricula.

4.5.12.2 The curriculum is developed for the duration of the curriculum, if necessary, it may be amended. In order to ensure the integrity of educational material, to ensure the professional orientation of the content of education, to prevent duplication, to take into account interdisciplinary links, the programs of academic disciplines are considered by the methodical council of the faculty.

4.5.12.3 On the basis of the working program of the discipline for the current academic year, the departments develop educational and methodological support.

4.6. Stage V. Development of a system for evaluating the quality of the educational program in order to improve it

4.6.1 Responsibility for the quality of the educational program is borne by the project team, as well as research and teaching staff who implement it. In order to control the quality of educational programs and their improvement, various procedures are conducted to assess and recognize the quality of EP: external, internal.

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

- accreditation of educational programs (EP may not have accreditation. According to the non-accredited educational program, the University has the right to prepare and issue its own documents on higher education in the manner and model specified by the Academic Council of the University (paragraph 6 of Article 7 of the Law "On Higher Education" »);

- certification of educational programs - the procedure for establishing the compliance of qualitative characteristics of educational programs with certain quality standards of the organization, which certifies EP;

- international examination of educational programs - a procedure for assessing the quality of EP by recognized and authoritative international experts in the scientific and educational field in which such EP is implemented.

4.6.3 For all OPs, it is recommended to regularly evaluate the training of specialists and the required competencies (learning outcomes) from the point of view of employers, as well as the required learning outcomes from the point of view of graduates. The procedure for such an assessment is a survey of employers and graduates (questionnaires, interviews, opinion polls, etc.).

4.6.4 Internal audit of the educational program - procedures for checking the quality of various elements of documentation of educational programs by the 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 (eg, programs of academic disciplines, working curricula and individual curricula, internship programs); availability and completeness of the necessary documentation within the framework of the EP, etc.

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

4.6.4.1 Depending on the purposes of the self-examination, the procedures and terms of its conduct are determined. A commission (consisting of 3-5 people from among the scientific and pedagogical staff of the faculty implementing the EP) is appointed to conduct a self-examination of the EP and prepare a report; it is possible to involve representatives of employers, higher education seekers, graduates in the self-examination of the EP.

4.6.4.2 Self-examination may be conducted by the project team at the discretion of the guarantor of the educational program. The results of the self-examination are drawn up in the form of a report on the results of the self-examination.

4.6.4.3 The report on the results of the self-examination of the EP is prepared by the members of the self-examination commission and agreed with all participants involved in this procedure; the report should 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.

4.6.4.4 The report on the results of self-examination is approved at the meeting of the academic council of the faculty.

4.6.5 Administrative inspections - procedures for checking the quality of the main work processes in the implementation of EP in order to establish their compliance with existing requirements and standards (activities of the project group EP, implementation of individual elements (disciplines, practices, project activities) within the EP, interaction of individual teachers of the program with applicants for higher education, the activities of the guarantor EP, etc.). Checks can be carried out within the competence of the educational and methodical department, scientific department; guarantor EP.

4.6.6 Making changes in the EP related to the competence of the Academic Council of the University is approved at a meeting of the Academic Council of the University on the basis of recommendations provided by the guarantor of the educational program, approved by the educational commission and approved by the educational council.

5. PROCEDURE FOR APPROVAL, OPENING, ACCREDITATION AND CLOSURE OF THE EDUCATIONAL PROGRAM

5.1. Approval of EP

5.1.1 All new OPs must pass a single approval procedure, which includes their consistent consideration by the following units:
- *project group* , the submission of which is the basis for consideration of materials by the educational and methodical commission of the specialty. The project team should check the balance and realism of the program, in particular to check whether the developed program is balanced, whether the credits are allocated rationally, whether students are able to complete individual disciplines and the entire educational program in time, check the completeness of documentation ;
- *educational and methodical commission of the specialty* , which checks the balance and realism of the program, the rationality of the distribution of loans, the completeness of documentation and compliance of the educational program with the License Conditions. A positive decision is the basis for the transfer of materials to the meeting of the educational and methodical council of the faculty;
- *educational and methodical council of the faculty* , the positive decision of which is the basis for the transfer of materials for consideration by the academic council of the faculty;
- the *academic council of the faculty* , the positive decision of which is the basis for consideration of the EP by the educational and methodical council of the university;
- *educational and methodical council of the university* , the positive decision of which is the basis for the transfer of materials for consideration by the academic council of the university;
- *Academic Council of the University, a* positive decision of which is the basis for approval of the EP and its implementation in due time.

5.1.2 All new educational and scientific programs must pass a single approval procedure, which includes their consistent consideration by the following units:
- *project group* , the submission of which is the basis for consideration of materials by the educational and methodical commission of the specialty. The project team should check the balance and realism of the program, in particular to check whether the developed program is balanced, whether the credits are allocated rationally, whether students are able to complete individual disciplines and the entire educational program in time, check the completeness of documentation of educational and scientific programs. License conditions;
- *educational and methodical commission of the specialty* , which checks the balance and realism of the program, the rationality of the distribution of loans, the completeness of the documentation and compliance of the educational and scientific program with the License Conditions. A positive decision is the basis for the transfer of materials to the meeting of the scientific and technical council of the university;

- *Scientific and Technical Council of the University* , a positive decision of which is the basis for the transfer of materials for consideration by the Academic Council of the University;
- *Academic Council of the University* , a positive decision of which is the basis for approval of the educational and scientific program and its implementation in due time.

5.1.3 ***The list of documents*** required for the opening of the educational program submitted to the meeting of the Academic Council of the University:
- a copy of the rector's order approving the composition of the project team;
- educational program (*Appendix 1.2*);
- schedule of the educational process;
- curriculum for training;
- extract from the minutes of the meeting of the academic council of the faculty (extract from the minutes of the scientific and technical council of the university for the educational and scientific program);
- external review of the leading employer in the industry.
5.1.4 As a result of consideration of the educational program at any stage of consideration both the positive decision, and the decision on its direction on completion can be accepted.
5.1.5 The curriculum for the training of specialists with higher education is approved by the decision of the Academic Council of the University and is put into effect by order of the Rector. The signature of the rector is sealed by the University.

5.2. Opening of EP and recruitment of higher education.

5.2.1 Recruitment of applicants for higher education to study for EP is carried out by the admissions committee of the University centrally, in accordance with the Rules of admission to the University.
5.2.2 The educational program may be included in the Rules of Admission and a set of higher education applicants may be announced for study only if the EP is approved and the University has a license to carry out educational activities (approximately until December 31 of the current year). the educational program opens.
5.2.3 If the educational program is not recruited for higher education due to its insufficient demand, the project team may further:
- to refuse its realization;
- to improve the EP in order to increase its competitiveness and attractiveness in the market of educational services, to provide materials for improvement to the Academic Council of the University.
In case of approval of the improvement by the academic council of the university, the recruitment of higher education students for training in the improved EP is carried out by the admissions committee of the university in the next calendar year.

5.3. Accreditation of the educational program.

5.3.1 The University provides the National Agency for Quality Assurance of Higher Education or his accredited independent institutions evaluation and quality assurance for its compliance with the requirements of the system of quality assurance approved by the National Agency for Quality Assurance in Higher Education training program and a written statement documents confirming the compliance of his educational activities with the standards of higher education in the relevant specialty.

5.3.2 Within two months from the date of submission of the application, the National Agency for Quality Assurance in Higher Education based on the results of the accreditation examination shall make a decision on accreditation or refusal to accredit the relevant educational program. The decision on accreditation of the educational program is made on the basis of the expert opinion of the corresponding branch expert council which is presented by the chairman of this expert council.

5.3.3 Within three working days from the date of the decision on accreditation of the educational program, the National Agency for Quality Assurance in Higher Education shall issue a certificate to the University.

5.3.4. The accreditation certificate states:
1) name and address of the institution of higher education;
2) specialty and level of higher education for which the educational program is accredited;
3) date of issuance of the certificate.

5.3.4 Accreditation certificate is issued for the first time for each accredited educational program for a period of five years, and for the second and subsequent accreditations - for a period of 10 years. The validity of the decision on conditional (deferred) accreditation is 1 year. Information on the issuance of the certificate is entered into the Unified State Electronic Database on Education.

5.3.5 The form of the accreditation certificate, the procedure for its execution, re-registration, issuance, storage and accounting shall be approved by the Cabinet of Ministers of Ukraine.

5.3.6 The certificate confirms the compliance of the educational program in a certain specialty and level of higher education with the standards of higher education and gives the right to issue a document on higher education of the state standard according to the accredited educational program.

5.3.7 In Ukraine, certificates of accreditation of educational programs issued by foreign accreditation agencies or quality assurance agencies of higher education are recognized, the list of which is approved by the Cabinet of Ministers of Ukraine.

5.4. Closure of EP

5.4.1 The educational program can be removed from the list of EP implemented at the University, under the following conditions:

- on the initiative of the faculty and the graduating department (departments), when they refuse to implement the EP;
- on the initiative of the University (at the request of the admissions committee), in the absence of a set of applicants for higher education to study for 2 years;
- in the case of reformatting the EP, in this case the educational program is developed and approved as new, and for those educational programs that were implemented before the reformatting, the recruitment of higher education applicants for study is terminated. the program is removed from the list of EP implemented at the University;
- on the initiative of the University (at the request of the educational and methodical department), if as a result of any of the procedures of external or internal evaluation of the quality of the educational program received conclusions about its low quality.

5.4.2 The decision to remove the educational program from the number of OPs implemented at the University is made by the Academic Council of the University.

5.5. Information about educational programs is posted on the website of the University on the relevant pages of the departments.

5.6. The dean of the faculty and the heads of the graduating departments are responsible for the completeness and timeliness of posting information about the educational program on the University website.

5.7. Information about the EP is entered by the project team into the EDBO in electronic form.

6. PROCEDURE FOR IMPLEMENTATION, MONITORING AND PERIODIC REVIEW OF THE EDUCATIONAL PROGRAM

6.1. The procedure for implementing the educational program is determined by the Regulations on the organization of the educational process of the University

To plan the educational process for each academic year, the dean of the faculty, together with the graduating department (s) draws up a working curriculum for each EP.
The working curriculum stipulates the annual features of the organization of the educational process for each EP and the content of the sample (a block of disciplines for free choice of higher education).

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

6.2.1 Administrative management of the EP is carried out by the dean's office of the relevant faculty where it is implemented. If the EP is implemented by more than one faculty, the administrative department is assigned to one of them.

Administrative management of the educational and scientific program is carried out by the vice-rector for scientific work.

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

- organization and management of logistics and infrastructure;
- informational and educational-methodical support in terms of providing access to information, library and other general resources of the faculty;
- career guidance work with potential entrants;
- interaction with graduates, employers, professionals, etc .;
- recommendations on the composition of examination commissions;
- coordination of quality assurance of the educational program implemented at the faculty;
- organization of self-examination of the educational program.

6.2.3 Academic management of the educational program is carried out by the guarantor of the EP.

6.2.4 The tasks of the academic management of EP are:

1) organization of collegial development of the educational program (profile, curricula, matrices of correspondences, methodical and information support of the educational process, including programs of educational disciplines (modules), research seminars, practices, final control, certification, etc., assessment tools);

2) control over the quality of work of scientific and pedagogical workers who ensure the implementation of EP;

3) analysis and implementation of the best experience of world and domestic higher education in the content and technology of implementation of EP;

4) interaction with the scientific department of the University on research issues, applicants for higher education;

5) interaction with employers and graduates to clarify the requirements for the competencies of the graduate and assess the selected technologies for the implementation of EP and the quality of training;

6) preparation of the educational program for quality assessment procedures (including accreditation, certification, examination).

6.3. The educational program is monitored in order to determine whether the purpose of loans, the specified learning outcomes and the calculated workload are achievable, realistic and adequate.

6.3.1 Monitoring is usually carried out by a project team. Experts can be involved in the monitoring: scientific and pedagogical workers, practitioners, graduates. Feedback from stakeholders is an essential element in verifying and reviewing the purpose of loans.

6.3.2 The project team should inform applicants for higher education and research and teaching staff about the purpose of monitoring and how to carry it out, in order to ensure the accuracy and high percentage of responses provided.

6.3.3 Monitoring can be conducted in various ways - questionnaires, surveys, interviews (including graduates and graduates to analyze their own experience), monitoring the results achieved, evaluation of OPs for compliance

with the criteria for ensuring the quality of educational programs, etc. Data on completion times and evaluation results of programs and their components should also be used. The system of obligatory methods and means of monitoring is determined by the methodical council of the university on the proposal of project groups.

6.3.4 The questionnaire of the educational program consists of the basic criteria of quality assurance, each criterion is estimated on levels: satisfies, partially satisfies, does not satisfy. In the process of monitoring, data is collected on these items with comments.

6.3.5 Based on the monitoring results, an analytical report is prepared and submitted to the methodological council of the university.

6.3.6 To formulate a conclusion based on the results of monitoring the educational program, a two-level scale is used:

- high quality - the educational program has a high level of achievement;
- Inadequate quality - the educational program has serious shortcomings.

6.4. The main criteria for ensuring the quality of educational programs

Requirements for the educational program and learning outcomes:
- implemented in accordance with the development plan and the Charter of the University;
- contributes to the mission and achievement of the goals of the University;
- takes into account the needs of the labor market and the target group (entrants, parents, employers);
- focused on a specific profession;
- the name is consistent with the content;
- methods and forms of education, including volumes of independent work of applicants for higher education and industrial practice, contribute to the achievement of the goals of the educational program;
- the goals and results of training in the educational program should be formulated in such a way as to serve as a basis for assessing the knowledge and skills of graduates who studied in this program;
- goals and learning outcomes of the educational program should be adequate and comparable with the learning outcomes of the relevant level of higher education;
- the goals and results of training in the educational program must meet the requirements and trends of the legislation governing the relevant professional field and standard of higher education;
- practical training (practice), which is necessary to achieve learning outcomes, should ensure the acquisition and application by applicants for higher education of effective methods of work;
- the organization of internships should be clearly regulated, the requirements for its successful completion are defined;
- Applicants for higher education should be provided with instructions for internships and appropriate guidance on the internship base.

6.5. Development of the educational program and requirements to the scientific and pedagogical workers who implement it

6.5.1 Requirements for the development of the educational program and research and teaching staff that implement it:
- EP development is a continuous process;
- applicants for higher education and employers are involved in development;
- research and teaching staff who implement the educational program, familiar with its goals and their role in achieving them;
- to eliminate shortcomings, an appropriate action plan is drawn up and implemented;
- the feedback system (with the participation of higher education seekers, graduates, employers, teachers) is effective, and its results are applied;
- qualification of scientific and pedagogical workers who implement the educational program, meets the requirements established by the legislation;
- research and teaching staff who implement the educational program have the appropriate level of teaching competence; participate in research and development; cooperate with stakeholders outside the University;
- the staff development system is effective: research and teaching staff who implement the educational program, have opportunities for self-improvement and self-development, conduct regular surveys and / or use other methods of employee development;
- invited scientific and pedagogical workers (including from foreign institutions of higher education) are involved in teaching within educational programs;
- the number of key research and teaching staff is sufficient to achieve the goals and learning outcomes;
- the composition of research and teaching staff who implement the educational program, by age ensures the stability of teaching at the University;
- requirements for admission to higher education are based on the qualities necessary to achieve learning outcomes;
- the system of counseling higher education seekers (for education, career, etc.) is effective;
- assessment of learning outcomes includes feedback from higher education students, which supports their development;
- applicants for higher education participate in international mobility programs;
- the percentage of higher education students participating in student mobility is stable or growing;
- Applicants for higher education are involved in the decision-making process at various institutional levels.
6.5.2 Learning environment of the University:
- includes all the premises necessary for training (classrooms, training rooms, laboratories, rooms for independent work and recreation of higher education, etc.);
- has sufficient potential, given the number of applicants for higher education;
- equipped in accordance with modern requirements.
6.6. Financial resources of the University for the implementation of the educational program:

- are sufficient to provide an educational program;
- are sufficient for the development of the educational program;
- financial data characterizing economic sustainability are available to the public.

6.7. View educational programs

6.7.1 Revision of educational programs in order to improve them is carried out in the form of renewal or modernization. The educational program can be updated annually in all components, except for the mission (goals) and program learning outcomes.

6.7.2 The current educational program is reviewed at least once in its validity not later than 1 semester before its completion.

6.7.3 The grounds for updating the EP may be:
- initiative and proposals of the guarantor of the educational program, applicants for higher education, employers, research and teaching staff who implement it;
- results of monitoring the evaluation of the quality of education;
- objective changes in the infrastructural, personnel nature and / or other resource conditions of the educational program;
- other facts that indicate failure to achieve the goals set by the educational program and / or non-compliance with quality assurance requirements, including

the excess of costs for the implementation of the educational program over the planned indicators, which makes it impossible to finance it in full, the results of monitoring the labor market, which revealed the inconsistency of the educational program to its needs.

6.7.4 Initiate proposals for changes in educational programs may:
- guarantors of educational programs;
- academic councils of faculties;
- Academic Council of the University;
- rector, vice-rectors in accordance with the division of powers;
- Student Council of the University;
- educational and methodical department of the university.

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

6.7.6 Curricula are subject to monitoring and periodic review (at least once per full course of study in the educational program).

The basis for the development of new curricula are:
- approval by the Cabinet of Ministers of Ukraine of a new list of specialties or amendments to the current list;
- approval of new standards of higher education;
- making changes to the cycle of disciplines (by decision of the Ministry of Education and Science of Ukraine or the Academic Council of the University);
- making changes to the disciplines of the cycle of independent choice of higher education (by decision of the Academic Council of the University).

6.7.7 Modernization of the educational program is aimed at a more significant change in its content and conditions of implementation than in the planned update, and

may also relate to the purpose (mission), program learning outcomes. Changing the type of educational program also refers to improvement.

6.7.8 Modernization of EP can be carried out with:

- the initiative of the Rector's Office in case of unsatisfactory conclusions about its quality as a result of the survey or analysis of the dynamics of recruitment of higher education;
- initiatives of the guarantor of the educational program and / or employers in the absence of a set of entrants;
- initiatives of the project group in order to take into account the changes that have taken place in the scientific and professional field in which the EP is implemented, as well as changes in the market of educational services or the labor market.
- the presence of conclusions about insufficient quality based on the results of various procedures for assessing the quality of EP;

6.7.9 If the total number of changes (for the entire period of the program) to the program competencies, program learning outcomes, list

compulsory educational components meet the definition of significant changes in accordance with the Regulations on the accreditation of educational programs, a new educational program is being developed.

6.7.10 Development of changes to the educational program is carried out by the guarantor of the educational program independently or with the participation of the project group. The draft changes are developed in the form of a comparative table with the previous and new edition and an explanatory note.

6.7.11 Re-approval of educational programs is initiated by the project team, support group, and implementing the EP, in case of significant updating. It is considered significant to update the composition of the EP (the composition of disciplines, practices and their volume in ECTS credits) by more than 50%.

7. FINAL PROVISIONS

7.1. This Regulation is mandatory for all participants in the educational process at the Lviv National University of Veterinary Medicine and Biotechnology named after SZ Gzhytsky.

7.2. Changes and additions to this Regulation, taking into account the proposals of deans, departments are made only by the Academic Council of the University on the proposal of the Vice-Rector for Research and Teaching.

7.3. The regulations come into force from the moment of approval by the order of the rector of the University.

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
LVIV NATIONAL STEPAN GZHYTSKYI UNIVERSITY OF VETERINARY
MEDICINE AND BIOTECHNOLOGY

EDUCATIONAL PROFESSIONAL PROGRAM

_____

training of applicants

_____ level of higher education

specialty _____

field of knowledge _____

Qualification: _____

APPROVED BY THE SCIENTIFIC
COUNCIL

Chairman of the Academic Council

_____

/_____/

(protocol № __   "___"_____)

The educational program is put into operation
with _____

Rector _____

/_____/

(order № __   "___"_____   )

Lviv – 20__

LETTER OF APPROVAL

educational and professional program

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DEVELOPED AND APPROVED

Educational and methodical commission of the specialty _____

Protocol №__ «__» _____ 20

Chairman of the educational and methodical commission of the specialty_____

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RECOMMENDED

Educational and methodical council of the faculty _____

Protocol №__ «__» _____ 20

Chairman of the educational and methodical council of the faculty_____

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AGREED

Academic Council of the Faculty

Protocol №__ «__» _____ 20

Chairman of the Academic Council of the Faculty_____

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GUARANTOR OF THE EDUCATIONAL PROGRAM

Academic title, position

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AGREED

Vice-rector for scientific and pedagogical
works of the Lviv National
Stepan Gzhytskyi University of
Veterinary Medicine and Biotechnology

_____

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PREFACE

Developed by a project team consisting of:
1. Name. Surname - head of the project group (guarantor of the educational program), scientific
degree, academic title, position, department G .;
2. Name. Surname –Scientific degree, academic title, position, department… .;
3. Name. Surname –Scientific degree, academic title, position, department….
4. Name. Surname –
…………………………………………………….

Reviews of external stakeholders (attached).

1. Profile of the educational and professional program

	1. General information	
1.1.	**Full name of the higher educational institution and structural subdivision**	Lviv National Stepan Gzhytskyi University of Veterinary Medicine and Biotechnology
1.2.	**Degree of higher education and title of qualification in the original language**	Indicate the degree of higher education and the full title of the qualification in the original language, which are awarded on the basis of successful completion of this educational program
1.3.	**The official name of the educational and professional program**	
1.4.	**Type of diploma and scope of educational and professional program**	Diploma type - single, double, joint The amount is indicated in ECTS credits and years. Example: Master's degree, single, 90 ECTS credits, study period 1 year 4 months.
1.5.	**Availability of accreditation**	Information on EP accreditation is provided, incl. foreign or international. Indicate: 4.1. the name of the organization that accredited this program; 4.2. the country where this organization is located; 4.3. accreditation period Example: primary accreditation
1.6.	**Cycle / level**	*Example:* *NFC of Ukraine - 7th level, FQ-ENEA - second cycle,* *EQF-LLL - 7th level*
1.7.	**Prerequisites**	Pre-education requirements. If necessary, it is indicated that limits the transition to this EP. Example: Having a bachelor's degree
1.8.	**Language (s) of instruction**	
1.9.	**Validity of the educational and professional program**	The term of the educational program until its next scheduled update is indicated. This period may not exceed the accreditation period
1.10	**Internet address of the permanent posting of the description of the educational-professional program**	The address of the page of this educational program in the Information package / Catalog of courses of higher education institution is specified
	2. The purpose of the educational and professional program	
Clear and concise wording (in one - two sentences)		

	3. Characteristics of the educational and professional program		
3.1	**Subject area (field of knowledge, specialty, specialization (if available))**	Remark: If the EP is multi- or interdisciplinary, it is indicated - a list of its main components, as well as the approximate volume of each component in% of the total EP. If the EP is specialized (formal specialization within the specialty with the reflection of this in the document on higher education), it must be registered in the NAFQAE
3.2.	**Orientation of the educational-professional program**	Educational and professional (for junior bachelor, bachelor, master); Educational-scientific (Doctor of Philosophy) According to ISCED, the educational-professional and educational-scientific program can have an academic or applied orientation. It is advisable to briefly describe the scientific orientation and professional (specialization) accents
3.3.	**The main focus of the educational-professional program and specialization**	General / special education in the field / subject area / specialty Keywords
3.4.	**Features of the educational and professional program**	*For example: compulsory 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 may also be indicated.*
4.	**Suitability of graduates for employment and further study**	
4.1.	**Suitability for employment**	Briefly indicate the types of economic activity, professional job titles (according to DKP) Opportunities for professional certification
4.2.	**Further training**	Opportunities for continuing education at the highest level are indicated

	5. Teaching and assessment	
5.1.	**Teaching and learning**	Briefly (up to 3 lines) describes the main approaches, methods and technologies used in this program. For example: student-centered learning, self-study, problem-oriented learning, learning through laboratory practice, etc.
5.2.	**Evaluation**	*For example: oral and written exams, practice, essays, presentations, project work, etc.*
	6. Program competencies	
6.1.	**Integral competencies**	Formulated by specifying the Integral Competence of the relevant standard of higher education in the context of the features of this educational program
6.2.	**General Competences (GC)**	It is recommended, if necessary, taking into account the specifics of a particular educational program to choose (in addition to those defined by the standard) competencies from the list of general competencies of the Tuning project. There are: 6.2. competencies defined by the standard of higher education in the specialty and, if available, in the professional standard; 6.3. competencies defined by the higher education institution. It is expected that the standard of higher education will define 8-12 general competencies, which are mainly selected from the list of the Tuning project.
6.3.	**Professional competencies (PC)**	Correlated with the description of the relevant qualification level of the NRC, the names of competencies are formulated taking into account the categories of competencies of the NFC: knowledge, skills, communication, autonomy and responsibility. It is recommended to use international standards (Tuning project, QAA standards, etc.). There are: competencies defined by the standard of higher education in the specialty and, if available, in the professional standard; - competencies defined by the Free Economic Zone. If the educational program provides for the presence of several informal specializations, then the program competencies should be formulated for each specialization in particular. It is assumed that the standard of higher education will define

		15-18 professional (special) competencies

	7. Program learning outcomes	
7.1.	**Program learning outcomes**	There are: - program learning outcomes defined by the standard of higher education in the specialty (the standard determines the normative content of training - 15-20 generalized learning outcomes that correlate with program competencies) and, if available, the professional standard; - program learning outcomes defined by the higher education institution (usually not more than 5). Program learning outcomes 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. If the institution of higher education considers it appropriate to classify the program learning outcomes, it is recommended to do so according to the following scheme (as in the Diploma Supplement): Knowledge and understanding, Application of knowledge and understanding. Formation of judgments
	8. Resource support for program implementation	
8.1.	**Staffing**	Specific characteristics of staffing are indicated, including possible participation of foreign specialists

| 8.2. | **Logistics** | Specific characteristics of logistics are indicated |
| 8.3 | **Information and educational and methodical support** | Specific characteristics of informational and educational-methodical providing are specified |

9. Academic mobility		
9.1.	**National credit mobility**	*For example, agreements on academic mobility, double graduation, etc. are indicated*
9.2.	**International credit mobility**	*For example, agreements on international academic mobility (Erasmus + K1), double graduation, long-term international projects involving the inclusion of student learning, etc. are indicated.*
9.3.	**Training of foreign applicants for higher education**	Conditions and features of EP in the context of training of foreign citizens

2. The list of components of the educational-professional program and their logical sequence

2.1. List of OEP components

Code n/a	Components of the educational-professional program (academic disciplines, course projects (works), practices, qualification work)	Number of credits	Form of final control
1	2	3	4
Mandatory components of OEP			
MC 1.			
MC 2.			
MC 3.			
The total amount of mandatory components:			
Selective components of OEP *			
Selective block 1 (if available)			
SB 1.1.			
SB 1.2.			
SB 1.3.			
Selective unit 2 (if available)			
SB 2.1.			
SB 2.2.			
SB 2.3.			
- • • •			
The total amount of sample components:			
The total amount of educational and professional program			

* According to the Law of Ukraine "On Higher Education", students have the right to "choose disciplines within the limits provided by the relevant educational program and work curriculum, in

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the amount of not less than 25 percent of the total ECTS credits provided for this level of higher education education. At the same time, applicants of a certain level of higher education have the right to choose academic disciplines offered for other levels of higher education, in agreement with the head of the relevant faculty or department.

Institutions of higher education independently determine the mechanisms for exercising the right of students to choose academic disciplines. Elective disciplines can be formed into blocks, then the student chooses a block of disciplines, after which all disciplines of the block become mandatory for study. It is recommended to use both block forms of choice and completely free choice of disciplines by students.

2.2. Structural and logical scheme of OEP

A brief description of the logical sequence of studying the components of the educational program. It is recommended to present in the form of a graph.

Course code	Components of OEP (academic disciplines, course projects (works), practices, qualification works)	Number of credits	Form of final control

3. Form of certification of applicants for higher education

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

Example:

Certification of graduates of the educational program of the specialty № "Name" is carried out in the form of defense of the qualifying thesis and ends with the issuance of a standard document on awarding him a master's degree with the appropriate qualification in the specialty.

Certification is carried out openly and publicly.

4. Structural and logical scheme of training

Appendix to the structural and logical scheme of master's training

5. Matrix of compliance with the learning outcomes and competencies defined by the Standard

Educational components	Competences	
	General	Special (professional)

	1	2	…	n	1	2	…	n
EC 1.								
EC 2.								
EC …								
EC n								

6. The matrix of providing program learning outcomes (PLO) with the relevant components of the educational-professional program

Educational components	Program learning outcomes			
	1	2	…	n
EC 1.				
EC 2.				
EC ...				
EC n				

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
LVIV NATIONAL STEPAN GZHYTSKYI UNIVERSITY OF VETERINARY
MEDICINE AND BIOTECHNOLOGY**

EDUCATIONAL AND SCIENTIFIC PROGRAM

_____

training of applicants

_____ level of higher education

specialty _____

field of knowledge _____

Qualification: _____

APPROVED BY THE SCIENTIFIC COUNCIL

Chairman of the Academic Council
_____ /_____/

(protocol № __ "___"_____ .)

The educational program is put into operation
with _____.

Rector _____
/_____/

(order № __ "___"_____   .)

Lviv – 20__

LETTER OF APPROVAL

of educational and scientific program

Guarantor of educational and scientific program _____

Educational and methodical commission of the specialty _____
Protocol № ___ «___» _____ 20 .

Head of Commission _____

Scientific and Technical Council of the University
Protocol № ___ «___» _____ 20 .

Chairman of the Scientific and Technical Council _____

Vice-rector for scientific work _____

PREFACE

Developed by a project team consisting of:
1. Name, Surname. - head of the project group (guarantor of the educational program), scientific
degree, academic title, position, department .;
2. Name, Surname. –Scientific degree, academic title, position, department… .;
3. Name, Surname –Scientific degree, academic title, position, department….
4. Name, Surname - ……………………………………………………….

Reviews of external stakeholders (attached).

2. Profile of the educational and scientific program

	1. General information	
1.1.	**Full name of the higher educational institution and structural subdivision**	Lviv National Stepan Gzhytskyi University of Veterinary Medicine and Biotechnology
1.2.	**Degree of higher education and title of qualification in the original language**	Indicate the degree of higher education and the full title of the qualification in the original language, which are awarded on the basis of successful completion of this educational program
1.3.	**The official name of the educational and scientific program**	
1.4.	**Type of diploma and scope of educational and scientific program**	Diploma type - single, double, joint The amount is indicated in ECTS credits and years. Example: Doctor of Philosophy, single, 35 ECTS credits, 4 years of study
1.5.	**Availability of accreditation**	Information on EP accreditation is provided, incl. foreign or international. Indicate: 4.1. the name of the organization that accredited this program; 4.2. the country where this organization is located; 4.3. accreditation period Example: primary accreditation
1.6.	**Cycle / level**	NFC of Ukraine - level 8, FQ-EHEA - the third cycle, EQF-LLL - level 8
1.7.	**Prerequisites**	Pre-education requirements. If necessary, it is indicated that limits the transition to this EP. Example: The second (master's) level (EL specialist) in the field of knowledge 21 "Veterinary Medicine", specialty 211 "Veterinary Medicine"
1.8.	**Language (s) of instruction**	
1.9.	**Validity of the educational and scientific program**	The term of the educational program until its next scheduled update is indicated. This period may not exceed the accreditation period
1.10	**Internet address of the permanent placement of the description of the educational and scientific program**	The address of the page of this educational program in the Information package / Catalog of courses of higher education institution is specified

2. The purpose of the educational and scientific program
Clear and concise wording (in one - two sentences)

3. Characteristics of the educational and scientific program		
3.1	**Subject area (field of knowledge, specialty, specialization (if available))**	Remark: If the EP is multi- or interdisciplinary, it is indicated - a list of its main components, as well as the approximate volume of each component in% of the total EP. If the EP is specialized (formal specialization within the specialty with the reflection of this in the document on higher education), it must be registered in the NAFQAE
3.2.	**Orientation of the educational and scientific program**	According to ISCED, an educational and research program can have an academic or applied orientation. It is advisable to briefly describe the scientific orientation and professional (specialization) accents
3.3.	**The main focus of the educational and scientific program and specialization**	General / special education in the field / subject area / specialty Keywords
3.4.	**Features of educational and scientific program**	*For example: compulsory 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 may also be indicated.*
4.	**Suitability of graduates for employment and further study**	
4.1.	**Suitability for employment**	Briefly indicate the types of economic activity, professional job titles (according to SCP) Opportunities for professional certification
4.2.	**Further training**	Opportunities for continuing education at the highest level are indicated

5. Teaching and assessment		
5.1.	**Teaching and learning**	Briefly (up to 3 lines) describes the main approaches, methods and technologies used in this program. For example: student-centered learning, self-study, problem-oriented learning, learning through laboratory practice, etc.
5.2.	**Evaluation**	*For example: oral and written exams, practice, essays, presentations, project work, etc.*
6. Program competencies		
6.1.	**Integral competencies**	Formulated by specifying the Integral Competence of the relevant standard of higher education in the context of the features of this educational program
6.2.	**General Competences (GC)**	It is recommended, if necessary, taking into account the specifics of a particular educational program to choose (in addition to those defined by the standard) competencies from the list of general competencies of the Tuning project. There are: 6.2. competencies defined by the standard of higher education in the specialty and, if available, in the professional standard; 6.3. competencies defined by the higher education institution. It is expected that the standard of higher education will define 8-12 general competencies, which are mainly selected from the list of the Tuning project.
6.3.	**Professional competencies (PC)**	Correlated with the description of the relevant qualification level of the NLC, the names of competencies are formulated taking into account the categories of competencies of the NLC: knowledge, skills, communication, autonomy and responsibility. It is recommended to use international standards (Tuning project, QAA standards, etc.). There are: competencies defined by the standard of higher education in the specialty and, if available, in the professional standard; - competencies defined by the Free Economic Zone. If the educational program provides for the presence of several informal specializations, then the program competencies should be formulated for each specialization in particular. It is assumed that the standard of higher

		education will define 15-18 professional (special) competencies
		45

	7. Program learning outcomes	
7.1.	**Program learning outcomes**	There are: - program learning outcomes defined by the standard of higher education in the specialty (the standard determines the normative content of training - 15-20 generalized learning outcomes that correlate with program competencies) and, if available, the professional standard; - program learning outcomes defined by the higher education institution (usually not more than 5). Program learning outcomes 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. If the institution of higher education considers it appropriate to classify the program learning outcomes, it is recommended to do so according to the following scheme (as in the Diploma Supplement): Knowledge and understanding, Application of knowledge and understanding. Formation of judgments
	8. Resource support for program implementation	
8.1.	**Staffing**	Specific characteristics of staffing are indicated, including possible participation of foreign specialists
8.2.	**Logistics**	Specific characteristics of logistics are indicated
8.3	**Information and educational and methodical support**	Specific characteristics of informational and educational-methodical providing are specified
	9. Academic mobility	
9.1.	**National credit mobility**	*For example, agreements on academic mobility, double graduation, etc. are indicated*
9.2.	**International credit mobility**	*For example, agreements on international academic mobility (Erasmus + K1), double graduation, long-term international projects involving the inclusion of student learning, etc. are indicated.*
9.3.	**Training of foreign applicants for higher education**	Conditions and features of EP in the context of training of foreign citizens

2. List of components of the educational and scientific program and their logical sequence
2.1. List of ELP components

Code n / a	Components of the educational and scientific program (academic disciplines, course projects (works), practices, qualification work)	Number of credits	Form of final control
1	2	3	4
Mandatory components of EPP			
MC 1.			
MC 2.			
MC 3.			
The total amount of mandatory components:			
Selective components of ELP *			
Selective block 1 (if available)			
SC 1.1.			
SC 1.2.			
SC 1.3.			
Selective unit 2 (if available)			
SC 2.1.			
SC 2.2.			
SC 2.3.			
- • • •			
The total amount of sample components:			
The total amount of educational and scientific program			

* According to the Law of Ukraine "On Higher Education", students have the right to "choose disciplines within the limits provided by the relevant educational program and work curriculum, in the amount of not less than 25 percent of the total ECTS credits provided for this level of higher education education. At the same time, applicants of a certain level of higher education have the right to choose academic disciplines offered for other levels of higher education, in agreement with the head of the relevant faculty or department.

Institutions of higher education independently determine the mechanisms for exercising the right of students to choose academic disciplines. Elective disciplines can be formed into blocks, then the student chooses a block of disciplines, after which all disciplines of the block become mandatory for study. It is recommended to use both block forms of choice and completely free choice of disciplines by students.

2.2. Structural and logical scheme of the educational and scientific program

A brief description of the logical sequence of studying the components of the educational program.

The educational and scientific program contains two main components:

• educational;

• scientific.

The educational component in accordance with the Law of Ukraine "On Higher Education" contains compulsory disciplines (components) and elective disciplines. The share of the latter in the structure of the educational program must be at least 25% of the total number of ECTS credits.

In this educational and scientific program, the ratio between compulsory and elective disciplines is ___% : ___%.

The implementation of the educational component takes place during the first two years of postgraduate study in this educational and scientific program and provides for the following distribution of study time:

First semester:

__ weeks - research work.

Second semester:

__ weeks - theoretical training and research work.

__ weeks - session.

__ weeks - research work.

__ weeks - vacation.

Third semester:

__ weeks - theoretical training and research work.

__ weeks - session.

__ weeks - research work.

__ weeks - vacation.

Fourth semester:

__ weeks - theoretical training and research work.

__ weeks - session.

__ weeks - research work.

__ weeks - vacation.

The third and fourth years of study are set aside for research work. At the end of the fourth year of study, five weeks are scheduled to be considered for a dissertation in a professional seminar.

3. Form of certification of applicants for higher education

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

Annual certification of applicants by the supervisor (supervisors), hearing reports at the meeting of the department and presentations at the meeting of the scientific and technical council.

Preliminary examination of the dissertation at a professional seminar subject to the implementation of educational and scientific program, individual work plan and a positive opinion of the supervisor (s).

Public defense of the dissertation at a meeting of the specialized academic council.4.

4. Matrix of compliance with the learning outcomes and competencies defined by the Standard

Educational components		Competences							
		General				Special (professional)			
		1	2	…	n	1	2	…	n
EC 1.									
EC 2.									
EC …									
EC n									

5. The matrix of providing program learning outcomes (PLO) with the relevant components of the educational and scientific program

Educational components		Program learning outcomes			
		1	2	…	n
EC 1.					
EC 2.					
EC ...					
EC n					

6. The scientific component of the educational and scientific program

To perform the scientific component, the graduate student conducts his own research according to the individual plan of the robot, the report on its implementation is approved annually at a meeting of the department, scientific and technical council and the academic council of the university. The applicant studies the literature, works out methods and conducts his own research, obtaining the results that are used to substantiate the hypotheses.

In the second, third and fourth years of study, the results of scientific research are tested at conferences, symposia, and seminars.

The results of scientific research are published in scientific publications in accordance with the requirements of the Ministry of Education and Science of Ukraine. The applicant participates in the implementation of budgetary, economic contract and departmental research work. 3 months before the end of postgraduate studies, a manuscript of the dissertation for the degree of Doctor of Philosophy is prepared and a preliminary examination of the dissertation is conducted at a professional seminar.

7. The main directions of scientific research