MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

RIVNE STATE HUMANITARIAN UNIVERSITY

APPROVED

By the decision of the academic council

Rivne State Humanitarian University

Meeting minutes No. 7 of August 31, 2016

The head of the academic council

_____ prof. Postolovsky R. M.

PROFESSIONAL EDUCATION PROGRAM

LEVEL OF UNIVERSITY EDUCATION	first
DEGREE	bachelor
BRANCH OF KNOWLEDGE	01 “Education / Pedagogy”
SPECIALTY	013 “Primary education”
QUALIFICATION	Bachelor of Primary Education, Teacher of Primary School. Teacher of Informatics at Primary School.

Rivne – 2016

The professional education program of branch of knowledge 01 “Education / Pedagogy”, specialty 013 “Primary education” had been set up to implementation of Standards University Education according to level of university education by the project group Rivne State Humanitarian University as part of:

project group leader (guarantor of the educational program):

Koval Anna Petrovna, doktor of pedagogical sciences, professor

project group members:

Siranchuk Nataliia Nikolaevna, candidate of pedagogical sciences, associate professor

Petrenko Oxana Borisovna, doktor of pedagogical sciences, professor

Kolupayeva Tatiana Evstafievna candidate of pedagogical sciences, associate professor

Surjuk Tatiana Borisovna, candidate of pedagogical sciences, associate professor

Ivanova Lydia Ivanovna candidate of pedagogical sciences, associate professor.

The professional education program had discussed and approved at the meeting of the academic council of the Rivne State Humanitarian University.

Minutes No. 7 of August 31, 2016

Head of the Academic Council

Of the RSHU prof. Postolovsky R.M.

Entered into force by order of the Rector of the Rivne State Humanitarian University from August 31, 2016, No. 144-01-01 as a temporary document had been set up to implementation of Standards University Education according to level of university education by specialty 013 “Primary education”

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1. Bechelor's program profile by specialty 013 "Primary education"	
1 – General information	
Full name of the institution of higher education and the structural unit	Rivne State Humanitarian University
The official name of the educational and professional program	Professional Education Program bachelor's in the branch of knowledge 01 "Education / Pedagogy" by specialty 013 "Primary education"
Type of diploma and the volume of Professional Education Program	Bachelor's diploma. Unitary 240 ECTS credits / 4 years
Accrediting organization	National Agency for Quality Assurance in Higher Education
Cycle / Level	NQF of Ukraine – level 6, FQ-EHEA – first cycle, EQF-LLL – level 6
Prerequisites	Full secondary general education with number of years of education 11(or 12); educational associate bachelor's degrees; educational associate bachelor's degrees with closely related trades in the branch of knowledge 01 "Education / Pedagogy"
Language (s) of teaching	Ukrainian
Basic concepts and their definition	The program uses the basic concepts and their definitions according to the Law of Ukraine "On Higher Education" No 1556-VII of 01.07.2014, "Guidelines on the development of higher education", approved by the order of Ministry of Education and Science of Ukraine No 600 of 01.06.2016
2 – The purpose of the educational program	
	Educational program is obliged to provide students with their professional competence that they can use teaching children in elementary school. The student must learn teaching methodology all educational branches with the basis of the requirements specified in the vocational Education Standard.
3 – Characteristics of the educational program	
Subject area (branch of knowledge, specialty)	*Object of study and activity:* pedagogical process, methodological training system elementary school children all educational branches with psychological and pedagogical

	patterns education, development and raising of junior pupils. *The theoretical content of the subject area is based on:* theoretical content of the process teaching children in elementary school all educational branches like native language, foreign language, math, science, crafts, art, music, computer resources with the basis of the requirements specified in the vocational education standard and pedagogical patterns education, development and raising of junior pupils. *Methods, methodologies, technologies* that a student must master to become a professional teacher: verbal, visual, practical methods, method game, explanatory and illustrative, reproductive, research, part-search, inductive, deductive methods. Methodologies all educational branches like native language, foreign language, math, science, crafts, art, music, computer resources are important to provide students with their professional competence. Technologies differentiated learning, developmental, communicative, personally oriented, activity etc. use during education. *Tools and equipment:* the applicant Higher Education must learn psychological and pedagogical tools, learn use material and ideal education tools as well as IT of technologies into practice primary education.
Orientation of the educational program	Professional
The main focus of the educational program and specialization	There are possibility to acquire the necessary competence for professional activity elementary school teacher and knowledge, ability, skills with the basis of the requirements specified in the vocational education standard. *Key words:* education, primary education, education, development, professional competence, educational branches, methodologies, technologies.

Features and differences	Professional Education Program is developed taking into account own long-term experience of training specialists in specialty 013 "Primary education" and relevant experience of the leading national universities.
4 – Employment of graduates of the educational program and further education	
Professional rights	Professional Education Program help young people to enter the job market in mainstream schools. According to the current version of the National Classifier of Ukraine: Classification of professions (SC 003: 2016), a bachelor of primary education, elementary school teacher may hold the following positions: *3310 - primary education teacher (with a diploma Associate Degree)* *2331 – elementary institution teacher*
Further education (academic rights)	Possible continuation of education by the degree of higher education "Master" in specialty 013 "Primary education" or other related specialties.
5 – Teaching and evaluation	
Teaching and learning	Teaching and learning usually takes the form of a series of lectures, interactive lectures, practical classes, laboratory classes, self-study, individual classes, consultations, pedagogic practice in the school, preparation of coursework and theses.
Assessment	The forms of assessment are oral questioning, quizzes, tests, pass/fail examinations, course papers and get of the bachelor's thesis, reports to pedagogic practice, as well as interviews.
6 – Program competencies	
Integral competence	The ability independently and comprehensively solve complex specialized pedagogical tasks and practical problems in professional activity. There are using a theoretical and practical patterns education with psychological and pedagogical methods, technologies. There are using methodologies all educational branches like native language, foreign language, math, science, crafts, art, music, computer resources.
General competence (GC)	***GC-1. General education competence.*** Ability to independent learning and to think for themselves, in particular, using innovation scientific approach, modern apprentices,

	methodologies, teacher's technologies, education and development in elementary school etc. ***GC-2. Research competence.*** Ability to research, process and analyze the collected information, in particular, pedagogical and psychological information as well as leads to logical conclusion. ***GC-3. Communicative competence.*** Ability to communicate in the State language and possess knowledge of official style of documents execution. Ability to literary language (orally and in writing) in various spheres communication. Ability to understand innovative program communicate behavior and generate their own which are in line with the goal, areas, communicative situation. Ability to preventing and resolving conflicts that might arise during professional activity. ***GC-4. Civil competence.*** Ability to collaboration with colleagues, other resource personnel, parents and pupils regarding the teaching and development of the teaching. Ability to classroom management, the teacher's conduct, the relational aspect of relations regarding the teaching, and the ethics of the teaching. ***GC-5. Ethical competence.*** Ability to high levels of professionalism through the drawing up of codes of ethics and asset disclosure mechanisms in order to establish a new culture of ethics and professional responsibility. ***GC-5. Sociocultural competence.*** Ability to apply the knowledge related to the social structure and national specific of society, with the features of social roles. Ability to orientation in social situations, understanding of social context of artistic works. Ability to respect a multicultural and ethnic diversity, give equal possibilities to the pupils of different nationalities and different abilities. ***GC-6. Interpersonal competence.*** Ability to interpersonal. In particular, ability to successfully to co-operate with guidance, colleagues, pupils and their parents. Possessing the algorithms of structural decision of pedagogical conflicts. Ability to be critical and containing self-criticism, persistent in relation to the put tasks and contracted. ***GC-7. Adaptive competence.***

	Ability to adaptation in a professional environment. Classroom management, the teacher's conduct, the relational aspect of relations regarding the teaching, and the ethics of the teaching. The professional basis for communication, collaboration with colleagues, collaboration with parents, cross-professionalism and school development, ***GC-8. Reflexive competence.*** Ability to systematically assess the pupils' learning outcome, evaluate the learning environment and the teaching, and use the results as a basis for feedback and future lesson planning and development of the teaching. Ability to possibilities and limitations of assessment and feedback with regard to teaching and learning. ***GC-8. Athletic competence.*** Ability to organize athletic and recreational activities. Ability to physical activity for heals as well as sport and recreation in all their forms are consider a right of all. ***GC-8. Informational and communicational competence.*** Planning ability implement and develop lessons with and on ICT and media that support the pupils' ability to become critical explorers, analytical receivers, goal-oriented and creative producers and responsible participants.
Special (Professional) Competence (SC)	**SC-1.** ***Substantive competence.*** Ability to using knowledge and skills professional academic disciplines that are theoretical framework with educational branches for the basis of the requirements specified in the vocational Education Standard. *Substantive competence have in the form*: philological, mathematical, technological, scientific, art. *SC-1.1. Philological competence.* Philological competence is basic to understanding the relationships between the modern philology and the humanities, as it comprises the necessary knowledge of the structure of the native and foreign languages, the ability to interpret complex linguistic phenomena in the native and foreign languages. *SC-1.2. Mathematical competence.* Ability to develop and apply mathematical thinking in order to solve a range of problems in everyday

	situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). *SC-1.3. Technological competence.* Ability to organization position in the reality that having of technology can provide a competitive advantage. Organizations incessantly search for innovations to make their products distinctive from those of their competitors. *SC-1.4. Scientific competence.* Ability to using of natural and sciences knowledge and skills at affordable levels for elementary school pupils. *SC-1.5. Art competence.* Ability to understanding passion, navigating the intricacies of building up own art collection and securing art legacy for future generations. Turning vision into reality requires long-term partnerships built on understanding and trust, which for pupils form the foundation for shaping great wealth. ***SC-2. Psychological competence.*** Ability to using personal skills and knowledge for a professional position, as well as the psychological skills and emotional intelligence to do the job. Ability to using emotional intelligence, self-awareness, impulse control, persistence, self-motivation and empathy that is required for the professional position. ***SC-3. Pedagogical competence.*** Ability awareness of "alternative instructional methods or technologies". Pedagogical competence requires that instructors actively think about and interrogate their own practices in the classroom, being aware of the possible strategies for engagement, and actively choosing the methods that best fit their goals and topics. Ability to creating modelling critical engagement for the pupils. Ability to enthusiasm for teaching, a willingness to continually challenge paradigms and create new ways of learning. ***SC-4. Methodological competence.*** The concept of competence is complex and does not only refer to knowledge and skills, but also includes a number of other elements such

	as ethical values, social status, possession of a diploma, knowledge of different skills, etc. The methodological competencies are the objective of the training of students in the courses devoted to the theory and practice of teaching, and all the above describe methods, techniques and procedures are subordinate to this goal – the practical application of methodological knowledge with the aim of successful performance of the job. ***SC-5. Professional @ communicative competence.*** Ability to provides for such organization of the process of education at which the conditions are created for implementation of the goals and tasks of productive interaction of all the subjects of the education process: teacher – pupil, pupil – pupil. In these conditions, the possibilities of each subject discipline for the formation of professional communicative competence of the future teachers and for satisfying their communicative demands are determined. The subjects and tasks are included in the content of the program and learning sessions at mastering which professionally important communicative skills and professional communication abilities are developed and improved.
7 – Program learning outcomes	
Knowledge (Kn)	1) to know modern teaching methodology all educational branches with the basis of the requirements specified in the vocational Education Standard; 2) to know the objectives, task, content, methods, organizational forms and facilities of primary education, essence of processes of education, studies and development of students of initial school (pedagogical competence of PCC); to know the structure of the calendar-thematic planning, feature of journalizing of account of success of students; to know the specific of educator work on lessons and in extracurricular activity; 3) to know the age-old features of junior pupils, individual differences in motion of cognitive processes of elementary school pupils; 4) to know conformities to law and theory of process of educational cognition, modern educational technologies;

	5) to know essence of the methodical departmental of elementary school pupils educational branches with the basis of the requirements specified in the vocational Education Standard; 6) to know the content of normative documents that regulate primary education: the State Standard of primary education, subject educational curricula of elementary school pupils, assessment criteria of evaluation of educational attainment of elementary school pupils.
Ability (Ab)	1) to use knowledge, ability and skills, educational branches with the basis of the requirements specified in the vocational Education Standard of primary general education with educational-cognitive and professionally-orientated tasks; 2) to use methodologies of study of individual features of motion of cognitive processes for junior pupils; 3) to design the process of studies for junior pupils of certain object : to develop the projects of lessons and their fragments, methodology of prosecution of separate types of tasks, to create methodology of preparatory work, acquaintance and forming of presentations and concepts, abilities and skills with the objective of capture of certain elements the content of the program pupils; conduct lesson at elementary school, the lesson review in relation to the achievement of it objective and tasks, to estimate efficiency of the applied forms, methods, facilities and technologies; 4) to use monitoring of quality of educational achievements of pupils from a certain theme; to carry out control and evaluation of educational achievements of pupils according to the criteria of evaluation and in accordance with the State requirements to the level of educational achievements of pupils, certain in the program from a certain object; 5) to design content and methodology of realization of educator measures for the elementary school pupils; 6) to conduct lesson at elementary school, the lesson review in relation to the achievement of it objective and tasks, to estimate efficiency of the applied forms;

	7) to plane of the professional activity, realization of professional activity is purposefully in a logical sequence.
Communication (Com)	1) to carry out communication, oriented on style of speech communication in the process of decision of professionally-pedagogical tasks; 2) to forecast, to design and correct pedagogical communication with other subjects of educationally-educator process for the elementary school on principles of ethics of professional communication, applying the rules of speech etiquette; 3) to use verbal communication for the sake of increase of level of professional culture of future teacher; to use foreign languages in professional activity.
Autonomy and responsibility (A@R)	1) acceptance of decisions in difficult and unforeseeable terms, that needs application of new approaches and prognostication; 2) responsibilities are for development of professional knowledge and practices, estimation of strategic development of command; 3) capacities are for further studies that largely is autonomous and independent.
8 – Resource support for the implementation of the program	
Specific characteristics of staffing	Conducting lectures on educational disciplines by scientific and pedagogical workers of the corresponding specialty having a degree and / or academic rank and operating at the place of work is more than 50% of the number of hours specified by the curriculum; who have a Ph.D. degree or a professor's degree – more than 10%.
Specific characteristics of logistics	Use of modern software in the chosen specialty.
Specific characteristics of information and methodological support	Use of the virtual learning environment of Rivne State Humanitarian University and the author's development of the teaching staff
9 – The main components of the educational program	
List of educational components (disciplines, practices, coursework and qualification works)	The matrix of compliance of program competences with the curriculum and the structure of the curriculum give in the Appendices.
10 – Academic mobility	
(regulated by the Cabinet of Ministers of Ukraine Resolution № 579 "On Approval of the Regulation for Implementation Procedure of Academic Mobility Right", August 12, 2015)	

National Credit Mobility	Based on the bilateral agreements between Rivne State University for the Humanities and higher education establishments and scientific institutions of Ukraine.
International Credit Mobility	Based on the bilateral agreements between Rivne State University for the Humanities and foreign education institutions.
International applicants education	Possible.

1. Distribution of the content of the educational program by groups of components and training cycles

№	Training cycle	Educational load of the applicant of higher education (credits - %)		
		The normative components of the educational-professional program	Selective components of the educational and professional program	Total for the whole period of study
1.	General training cycle	51 / 21,2	15/ 6,3	66 / 27,5
2.	Cycle of professional training	101,5 / 42,3	45,5 / 18,9	147 / 61,2
3.	Practical training	24/ 10	0 / 0	24 / 10
4.	Course works	2/0,8	0/0	2/0,8
5.	Preparation for certification	1/0,5	0/0	1/0,5
Total for the whole period of study		179,5/ 74,8	60,5 / 25,2	240/ 100

2. List of educational program components

Discipline code	Semester	Components of the educational program (academic disciplines, practice, thesis)	Number of credits	Form of final control
1. General Training Cycle				
1.1. Compulsory academic disciplines (51 credits)				
O3 01	5	Ukrainian language (professional direction)	3	Exam

О3 02	1	History of Ukraine	3	Exam
О3 03	2	History of Ukrainian Culture	4	Exam
О3 04	5	Philosophy	3	Exam
О3 05	6	Modern information technology teaching	3	Exam
О3 06	1	Ecology	3	Test
О3 07	1	Bases of medical knowledge, wellness and health with methodology of studies	6	Test
О3 08	8	Anatomy and physiology of children with the basics of genetics	3	Test
О3 09	1,2	Math	8	Exam Exam
О3 10	1,2	Bases of Natural Science	7	Test Exam
О3 11	2	Modern Ukrainian Language with practical work	9	Exam
1.2. Discipline of choice				
В3 01	3	Philosophy of Education	3	Test
В3 02		Philosophy of Science		
В3 03	2	History of World Civilizations	3	Test
В3 04		Values of European Civilization		
В3 05	4	Economy	3	Exam
В3 06		Religious knowledge		
В3 07		Ethics and aesthetics		
В3 08	6	Law knowledge	3	Test
В3 09		Sociology		
В3 10		Political knowledge		
В3 11		Theory and practice of education	3	Test
В3 12		Management in education		
2. Cycle of professional training				
2.1 Compulsory academic disciplines (101,5 credits)				
ОП 01	2	Foreign Language (professional direction)	6	Exam
ОП 02	2	General Psychology	3	Exam
ОП 03	4	Age-old psychology	3	Exam
ОП 04	3	Pedagogical psychology	3	Exam

ОП 05	8	Basis of psycho diagnostics	3	Test
ОП 06	7	History of pedagogy	3	Exam
ОП 07	2	Basis of pedagogy	4	Test
ОП 08	3	Didactics	5	Exam
ОП 09	4	Theory and methodology of education	3	Exam
ОП 10	4	Pedagogical Skill	3	Test
ОП 11	5	Bases of pedagogical research	3	Test
ОП 12	8	Pedagogical Technologies at Elementary School	3	Exam
ОП 13	3	Children's Literature	3	Exam
ОП 14	4,5	Methodology of studies of Ukrainian	9	Test Exam
ОП 15	5	Methodology of studies literary reading	4	Test
ОП 16	4	Methodology of studies Foreign Language	3	Exam
ОП 17	4,6	Methodology of studies the educational branch "Math" (at elementary school)	7	Test Exam
ОП 18	6	Methodology of studies the educational branch "Nature"(at elementary school)	3,5	Exam
ОП 19	8	Methodology of studies the educational branch "Society"(at elementary school)	3	Exam
ОП 20	6	PE with methodology of studies	3	Test
ОП 21	7	Crafts with practical work	5	Test
ОП 22	3	Informatics with methodology of studies	3	Exam
ОП 23	6	Art with methodology of studies	4	Exam
ОП 24	8	Basis of culture and elocution	3	Test
ОП 25	7	Music and bases of choreography with methodology of studies	3	Test
ОП 26	1,1	Life Safety and bases of labour protection	3	Test Exam
ОП 27	7	Methodology of psycho-pedagogical researches of pupils	3	Test

1.2. Discipline of choice(45,5 credits)

Choice 1				
ВП 01	5	Drawing	11,5	Exam
ВП 02		General Psychology with practical work		
ВП 03	6	Painting	10	Exam
ВП 04		Social Psychology		
ВП 05	7	Basis of design	5	
ВП 06		Psychodiagnostics		Test
ВП 07	7	School course of arts with teaching methodology	4	Exam
ВП 08		Methodology of organization of psychotraining		
ВП 09	3	Composition	5	
ВП 10		Experimental psychology		Test
ВП 11	3	Basis of Art literacy	3	Test
ВП 12		Introduction and language of specialty (Psychology)		
ВП 13	5	Arts and crafts	4	
ВП 14		Psychophysiology		Test
ВП 15	7	Artwork	3	
ВП 16		Psychological counseling		Test
Choice 2				
ВП 17	5	Informatics with programming elements	11,5	Exam
ВП 18		Practical course of foreign language		
ВП 19	6	Methodology of teaching computer science at elementary school	10	Exam
ВП 20		School course of foreign language with teaching methodology		
ВП 21	7	Computer graphics and animation basics	5	
ВП 22		Theoretical course of a foreign language		Test
ВП 23	7	Hardware and system management	4	Exam
ВП 24		English phonetics and grammar with practical work		
ВП 25	3	Visual programming	5	Test
ВП 26		Modern foreign methodology of teaching a foreign language		
ВП 27	3	Basics of the Internet	3	
ВП 28		Introduction to German linguistics		Test
ВП 29	5	Multimedia Learning Tools	4	
ВП 30		History of English		Test
ВП 31	7	Information security during work with a personal computer	3	

ВП 32		Literature of the country whose language is being studied		Test
3.Practical training (27 credits)				
ПП 01	2	Educated practice (field)	3	Test
ОП 02	6d	Educated practice (psychological and pedagogical)	6	Test
ОП 03	8d	Pedagogical practice	15	Test
К 01	4	Course works	2	
ПА		Preparation for certification	1	

3. Matrix of compliance of program competencies to the components of the educational program

	ЗК 01	ЗК 02	ЗК 03	ЗК 04	ЗК 05	ЗК 06	ЗК 07	ЗК 08	ЗК 09	ЗК 10	ЗК 11	СК 01	СК 02	СК 03	СК 04	СК 05
О3 01	•	•	•		•		•	•			•	•				•
О3 02	•			•	•	•										
О3 03		•	•	•	•	•		•								•
О3 04	•	•				•	•		•							•
О3 05	•	•	•				•	•			•	•				•
О3 06				•	•			•	•	•			•			
О3 07				•	•	•				•			•			
О3 08	•						•	•	•	•		•	•			
О3 09	•	•						•	•		•	•			•	•
О3 10	•	•						•				•			•	•
О3 11	•	•	•	•	•	•	•	•	•			•			•	•
В3 01	•	•				•	•		•							
В3 02		•				•		•								•
В3 03		•	•	•	•	•										•

ВЗ 04		•	•	•	•	•										•
ВЗ 05		•	•				•	•	•				•			•
ОП 01	•		•				•				•	•			•	
ОП 02	•		•			•			•	•		•	•			•
ОП 03	•	•						•	•	•		•	•			
ОП 04	•	•					•	•	•	•		•	•			•
ОП 05		•	•		•		•		•	•		•	•			
ОП 06	•			•		•					•	•		•		•
ОП 07	•					•	•	•	•			•		•		•
ОП 08	•		•				•	•	•			•		•	•	•
ОП 09	•	•	•	•		•	•	•	•	•				•		•
ОП 10		•	•		•		•	•	•				•	•	•	•
ОП 11	•	•			•	•	•				•	•		•		•
ОП 12		•	•					•	•	•	•			•		
ОП 13	•			•		•			•			•			•	
ОП 14	•	•	•		•	•	•	•	•		•	•	•	•	•	•
ОП 15	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
ОП 16	•		•			•	•	•	•		•	•	•	•	•	•
ОП 17	•	•	•				•	•	•		•	•	•	•	•	•
ОП 18	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
ОП 19	•		•	•	•	•	•		•		•	•	•	•	•	•
ОП 20	•			•				•	•	•		•	•	•	•	•

ОП 21	•	•	•	•				•	•			•	•	•	•	•
ОП 22	•		•				•	•	•		•	•	•	•	•	•
ОП 23	•	•	•		•	•		•	•	•		•	•	•	•	•
ОП 24	•	•	•	•	•		•	•	•		•	•	•	•	•	•
ОП 25	•		•		•			•	•	•		•	•	•	•	•
ОП 26				•			•				•	•				•
ОП 27		•	•		•		•	•	•		•		•	•		•
ВП 01		•				•		•	•			•		•	•	•
ВП 02			•					•	•			•	•			•
ВП 03		•				•		•	•		•	•		•	•	•
ВП 04		•	•				•	•	•	•		•	•			•
ВП 05		•				•		•	•			•		•	•	•
ВП 06		•	•			•	•	•			•	•	•			•
ВП 07		•				•		•	•			•		•	•	•
ВП 08		•	•				•	•	•	•		•	•			•
ВП 09	•		•		•	•					•	•		•	•	•
ВП 10	•	•	•		•		•	•	•	•		•	•		•	•
ВП 11		•				•		•			•	•			•	•
ВП 12		•	•		•		•	•	•	•		•	•			•
ВП 13		•	•			•	•					•				•
ВП 14	•	•								•		•	•			•
ВП 15		•	•			•	•	•	•			•			•	•

ВП 16		•	•					•	•	•		•	•		•	•
ВП 17	•		•					•	•		•	•				•
ВП 18	•		•			•						•				•
ВП 19	•	•	•		•	•					•	•				•
ВП 20	•		•			•						•				•
ВП 21		•	•					•	•		•	•			•	•
ВП 22		•	•			•	•	•	•			•	•			•
ВП 23	•	•						•			•	•				•
ВП 24	•	•				•						•				
ВП 25		•	•					•	•		•	•	•	•	•	•
ВП 26		•	•			•	•	•	•			•	•			•
ВП 27		•	•					•	•		•	•	•		•	•
ВП 28	•		•			•						•		•	•	•
ВП 29	•		•				•	•	•		•	•		•	•	•
ВП 30		•	•			•		•	•			•				•
ВП 31	•		•		•		•				•	•	•			
ВП 32		•	•					•	•		•	•	•	•	•	•
ПП01	•	•		•	•					•	•					
ПП02	•	•	•			•	•	•	•		•	•	•	•	•	•
ПП03	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
К 01	•	•						•	•		•	•	•	•	•	•
ПА	•	•									•	•				

Symbols for the matrix of compliance with program competencies for educational program components

• – competency acquired;

ОЗj – compulsory courses of general training of the curriculum of a specialty;

ВЗj – disciplines of choice from the cycle of general preparation of the curriculum of a specialty;

ОПj – compulsory disciplines of the cycle of professional training of the specialty curriculum;

ВПj – discipline of choice from the cycle of professional training of the curriculum of a specialty;

ЗКj – number of competencies in the list of general competencies of the program profile;

СКj – the number of competencies in the list of special competencies of the program profile.

4. A matrix providing programmatic learning outcomes for relevant educational program components

	Зн 01	Зн 02	Зн 03	Зн 04	Зн 05	Зн 06	Ум 01	Ум 02	Ум 03	Ум 04	Ум 05	Ум 06	Ум 07	Ком 01	Ком 02	Ком 03	АіВ 01	АіВ 02	АіВ 03
ОЗ 01	•				•		•							•	•	•	•		
ОЗ 02	•			•									•			•		•	
ОЗ 03					•		•							•		•		•	
ОЗ 04	•			•												•		•	
ОЗ 05	•			•	•		•							•		•	•		
ОЗ 06	•				•								•			•		•	
ОЗ 07			•					•								•			•
ОЗ 08			•					•								•			•

ОЗ 09	•				•		•							•		•	•		
ОЗ 10	•				•		•							•		•	•		
ОЗ 11	•				•		•							•	•	•	•		
ВЗ 01	•	•		•	•		•							•	•	•	•	•	
ВЗ 02				•									•	•		•	•	•	
ВЗ 03				•									•	•	•	•	•	•	
ВЗ 04				•										•		•	•	•	
ВЗ 05	•	•		•	•	•	•							•	•	•	•	•	
ОП 01	•				•	•											•		
ОП 02			•	•			•											•	
ОП 03			•	•			•										•		•
ОП 04	•		•	•			•										•		•
ОП 05				•			•									•			•
ОП 06					•			•						•	•	•			
ОП 07														•	•	•			•
ОП 08	•		•			•	•		•	•	•	•		•					
ОП 09		•	•			•	•						•	•	•				
ОП 10		•	•						•	•	•	•	•	•	•	•	•		•
ОП 11	•	•	•					•		•	•	•	•	•	•	•			
ОП 12			•	•					•	•	•	•	•	•	•	•	•		•
ОП 13	•						•							•		•	•		
ОП 14	•			•	•		•		•	•	•	•	•	•		•	•		•

ОП 15	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 16	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 17	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 18	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 19	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 20	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 21	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 22	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 23	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 24	•	•		•	•		•						•	•	•	•	•	•	•
ОП 25	•			•	•		•		•	•	•	•	•	•		•	•		•
ОП 26						•							•		•	•		•	•
ОП 27		•	•	•				•						•	•	•			•
ВП 01	•	•	•		•		•		•	•	•	•		•	•	•			•
ВП 02			•	•		•		•						•	•	•		•	
ВП 03	•	•	•		•		•		•	•	•	•		•	•	•			•
ВП 04			•	•				•						•	•	•	•		
ВП 05	•	•	•		•		•		•	•	•	•		•	•	•			•
ВП 06			•	•		•		•						•	•	•		•	
ВП 07	•	•	•	•	•		•		•	•	•	•		•	•	•			•
ВП 08			•					•						•	•	•	•		

ВП 09	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•			•
ВП 10			•	•				•						•	•	•	•		
ВП 11	•	•	•	•	•		•		•	•	•	•		•	•	•			•
ВП 12			•	•				•						•	•	•	•		
ВП 13	•	•	•	•	•		•		•	•	•	•		•	•	•			•
ВП 14			•	•				•						•	•	•	•		
ВП 15	•	•	•	•	•		•		•	•	•	•		•	•	•			•
ВП 16			•	•				•						•	•	•	•		
ВП 17	•	•		•	•		•			•						•	•		
ВП 18							•							•	•	•	•	•	
ВП 19	•			•		•	•			•					•	•	•	•	
ВП 20	•						•							•	•	•	•		
ВП 21	•			•	•		•			•						•	•		•
ВП 22	•			•		•	•							•		•	•		
ВП 23	•			•			•			•						•	•		
ВП 24							•							•	•	•	•	•	
ВП 25		•		•	•		•					•	•	•	•	•	•		•
ВП 26	•			•		•	•							•		•	•		
ВП 27		•		•	•		•			•						•	•		•
ВП 28	•	•	•	•	•	•	•		•	•	•	•	•	•	•				•
ВП 29	•	•		•	•	•	•		•	•	•	•	•	•	•	•	•		•
ВП 30							•							•	•	•	•		

ВП 31	•			•			•			•		•	•			•		•	•
ВП 32		•		•	•	•			•	•	•	•		•	•	•	•	•	•
ПП01	•	•		•	•					•	•		•	•	•	•	•		
ПП02	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ПП03	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
К 01	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
ПА	•	•	•	•	•	•	•	•	•	•	•	•			•			•	

Symbols for the matrix of providing programmatic learning outcomes by the relevant components of the educational program:

• – programmatic learning outcomes that are achieved;

ОЗj – compulsory courses of general training of the curriculum of a specialty;

ВЗj – disciplines of choice from the cycle of general preparation of the curriculum of a specialty;

ОПj – compulsory disciplines of the cycle of professional training of the specialty curriculum;

ВПj – discipline of choice from the cycle of professional training of the curriculum of a specialty;

Зн – the serial number of the "knowledge" category in the list of programmatic learning outcomes in the program profile;

Вм – serial number of the category of "skill" in the list of programmatic learning outcomes in the program profile;

Комі – serial number of the category "communication" in the list of programmatic learning outcomes in the program profile;

AiVi – the serial number of the category "autonomy and responsibility" in the list of programmatic learning outcomes in the program profile.

II. Attestation

Student attestation carried out by the examination commission after the completion of education at the educational level in order to establish the actual compliance of the level of training with the requirements of the educational program. A system of programmatic learning outcomes, defined in the educational curriculum of a specialist, provide for the student's certification. Form of attestation: qualification examination or get of the bachelor’s thesis.

The qualifying work involves conducting analysis and theoretical development (simulation and research of processes and objects) of actual issues, problems in the relevant field of knowledge. The list of qualification papers for a specialty determine by the graduation department at the beginning of the academic year. The subject of

qualifying works should be directly relate to the generalized object of the activity of a specialist of the corresponding educational level. The list of themes approve by the order of the rector before the beginning of pedagogical practice. Students have the right to offer their own topic for qualification work.
The task of the qualification work should reflect all the production functions and typical tasks of the specialist's work and must timely brought to the student (before the beginning of the pedagogical practice).
Managers of qualification works can be professors, associate professors of the graduation department, as well as leading specialists of the manufacturing sector of the relevant branch.
Attestation of applicants for higher education of a bachelor's degree carried out by an examination commission, which may include representatives of employers and their associations, in accordance with the provisions of the examination committee, approved by the Academic Council of Rivne State Humanitarian University.

III. System of internal quality assurance of higher education

The Rivne State Humanitarian University has a system for providing higher education institutions with quality of educational activity and quality of higher education (internal quality assurance system), which provides for the following procedures and measures:
1) definition of principles and procedures for ensuring the quality of higher education;
2) monitoring and periodic review of educational programs;
3) the annual assessment of higher education graduates, scientific and pedagogical and pedagogical staff of a higher educational institution, and regular publication of the results of such assessment on the official website of the higher educational institution, on information stands and in any other way;
4) ensure the professional development of pedagogical, scientific and scientific and pedagogical workers;
5) ensure the availability of the necessary resources for the organization of the educational process, including the independent work of students for each educational program;
6) ensure the availability of information systems for the effective management of the educational process;
7) ensure publicity of information about educational programs, degrees of higher education and qualifications;
8) ensure an effective system for preventing and detecting academic plagiarism in scientific works of higher education and higher education graduates;
9) and other procedures and activities.
The system of providing higher education institutions with the quality of educational activity and the quality of higher education, upon submission by the Rivne State Humanitarian University, can assessed by the National Agency for the Quality Assurance of Higher Education or independent institutions accredited by it. The

education system to determine whether it is consistent with requirements provision of quality education by the National Agency for the Quality Assurance of Higher Education, and international standards and guidelines for quality assurance.

Guarantor of the Educational Program, leader of the project's team ***Koval Anna Petrovna,*** doktor of pedagogical sciences, professor