

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**  
**RIVNE STATE HUMANITARIAN UNIVERSITY**

**PROFESSIONAL EDUCATION PROGRAM**

**«PRIMARY EDUCATION»**

Of the first level (bachelor's) of higher education

by specialty 013 “Primary education”

minor subject – 053 “ Psychology”

branches of knowledge 01 “Education / Pedagogy”


Qualification : Teacher of Primary School. Psychologist.

**APPROVED BY THE ACADEMIC COUNCIL**

**Chairman of the Academic Council**

Professor R.M. Postolovskyi /   
(protocol No. \_\_\_\_\_ dated \_\_\_\_\_, 2019)

The educational program will come into effect from \_\_\_\_\_, 2019

Rector Professor R.M. Postolovskyi /   
(decree No. \_\_\_\_\_ dated \_\_\_\_\_, 2019)

Rivne, 2019

The professional education program of branch of knowledge 01 “Education / Pedagogy”, specialty 013 “Primary education” and minor subject 053 “ Psychology” 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):**

*Siranchuk Nataliia Nikolaevna*, doctor of pedagogical sciences, professor

**project group members:**

*Surjuk Tatiana Borisovna*, candidate of pedagogical sciences, associate professor

*Ivanova Lydia Ivanovna* candidate of pedagogical sciences, associate professor

*Luk’yanik Lyudmila Vasilivna* 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. 1 of February 31, 2019

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 February 31, 2019, No. 18-01-01 as a document had been set up to implementation of Standards University Education according to level of university education by specialty 013 “Primary education”, 053 “ Psychology”.

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<b>1. Bachelor's program profile by specialty 013 "Primary education", 053 " Psychology"</b>	
<b>1 – General information</b>	
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", 053 " Psychology".
Type of diploma and the volume of Professional Education Program	Bachelor's diploma. Unitary 240 ECTS credits / 3 years 10 months
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
<b>2 – The purpose of the educational program</b>	
	Educational program is obliged to provide students with their professional competence that they can use teaching children in

	<p>elementary school. The student must learn teaching methodology all educational branches with the basis of the requirements specified in the vocational Education Standard.</p>
<p><b>3 – Characteristics of the educational program</b></p>	
<p>Subject area (branch of knowledge, specialty)</p>	<p><i>Object of study and activity:</i> pedagogical process, methodological training system elementary school children all educational branches with psychological and pedagogical patterns education, development and raising of junior pupils.</p> <p><i>The theoretical content of the subject area is based on:</i></p> <p>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.</p> <p><i>Methods, methodologies, technologies</i> 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.</p> <p><i>Tools and equipment:</i> the applicant Higher Education must learn psychological and pedagogical tools, learn use material and ideal</p>

	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. <i>Key words:</i> 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.
<b>4 – Employment of graduates of the educational program and further education</b>	
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: <i>3310 - primary education teacher (with a diploma Associate Degree)</i> <i>2331 – elementary institution teacher</i>
Further education (academic rights)	Possible continuation of education by the degree of higher education “Master” in specialty 013 “Primary education” or other related specialties.
<b>5 – Teaching and evaluation</b>	
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.
<b>6 – Program competencies</b>	
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)	<p><b><i>GC-1. General education competence.</i></b> 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.</p> <p><b><i>GC-2. Research competence.</i></b> Ability to research, process and analyze the collected information, in particular, pedagogical and psychological information as well as leads to logical conclusion.</p> <p><b><i>GC-3. Communicative competence.</i></b> 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.</p> <p><b><i>GC-4. Civil competence.</i></b> Ability to collaboration with colleagues, other resource personnel, parents and pupils regarding the teaching and development of the teaching. Ability to classroom management, the</p>

	<p>teacher's conduct, the relational aspect of relations regarding the teaching, and the ethics of the teaching.</p> <p><b>GC-5. Ethical competence.</b> 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.</p> <p><b>GC-5. Sociocultural competence.</b> 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.</p> <p><b>GC-6. Interpersonal competence.</b> 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.</p> <p><b>GC-7. Adaptive competence.</b> 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,</p> <p><b>GC-8. Reflexive competence.</b> 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.</p> <p><b>GC-8. Athletic competence.</b> Ability to</p>
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	<p>organize athletic and recreational activities. Ability to physical activity for health as well as sport and recreation in all their forms are considered a right of all.</p> <p><b><i>GC-8. Informational and communicational competence.</i></b> 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.</p>
Special (Professional) Competence (SC)	<p><b><i>SC-1. Substantive competence.</i></b> 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.</p> <p><i>Substantive competence have in the form: philological, mathematical, technological, scientific, art.</i></p> <p><b><i>SC-1.1. Philological competence.</i></b> 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.</p> <p><b><i>SC-1.2. Mathematical competence.</i></b> 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).</p> <p><b><i>SC-1.3. Technological competence.</i></b> 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</p>



	<p>distinctive from those of their competitors.</p> <p><b>SC-1.4. Scientific competence.</b> Ability to using of natural and sciences knowledge and skills at affordable levels for elementary school pupils.</p> <p><b>SC-1.5. Art competence.</b></p> <p>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.</p> <p><b>SC-2. Psychological competence.</b> 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.</p> <p><b>SC-3. Pedagogical competence.</b> 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.</p> <p><b>SC-4. Methodological competence.</b></p> <p>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</p>
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	<p>methodological knowledge with the aim of successful performance of the job.</p> <p><b>SC-5. Professional @ communicative competence.</b></p> <p>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.</p>
<b>7 – Program learning outcomes</b>	
Knowledge (Kn)	<p>1) to know modern teaching methodology all educational branches with the basis of the requirements specified in the vocational Education Standard;</p> <p>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;</p> <p>3) to know the age-old features of junior pupils, individual differences in motion of cognitive processes of elementary school pupils;</p> <p>4) to know conformities to law and theory of process of educational cognition, modern educational technologies;</p> <p>5) to know essence of the methodical departmental of elementary school pupils</p>

	<p>educational branches with the basis of the requirements specified in the vocational Education Standard;</p> <p>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.</p>
Ability (Ab)	<p>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;</p> <p>2) to use methodologies of study of individual features of motion of cognitive processes for junior pupils;</p> <p>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;</p> <p>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;</p> <p>5) to design content and methodology of realization of educator measures for the elementary school pupils;</p> <p>6) to conduct lesson at elementary school, the</p>

	<p>lesson review in relation to the achievement of its objective and tasks, to estimate efficiency of the applied forms;</p> <p>7) to plane of the professional activity, realization of professional activity is purposefully in a logical sequence.</p>
Communication (Com)	<p>1) to carry out communication, oriented on style of speech communication in the process of decision of professionally-pedagogical tasks;</p> <p>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;</p> <p>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.</p>
Autonomy and responsibility (A@R)	<p>1) acceptance of decisions in difficult and unforeseeable terms, that needs application of new approaches and prognostication;</p> <p>2) responsibilities are for development of professional knowledge and practices, estimation of strategic development of command;</p> <p>3) capacities are for further studies that largely is autonomous and independent.</p>
<b>8 – Resource support for the implementation of the program</b>	
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
<b>9 – The main components of the educational program</b>	

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.
<b>10 – Academic mobility</b>	
(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)	
<b>National Credit Mobility</b>	Based on the bilateral agreements between Rivne State University for the Humanities and higher education establishments and scientific institutions of Ukraine.
<b>International Credit Mobility</b>	Based on the bilateral agreements between Rivne State University for the Humanities and foreign education institutions.
<b>International education applicants</b>	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				
OC 01	2	Philosophy	3	Exam
OC 02	1	Modern Information Technologies	3	Test
OC 03	1	History of Ukrainian Culture	3	Exam
OC 04	1	Modern Ukrainian Language with Practical Work	7	Exam
OC 05	1	General Psychology	3	Exam
OC 06	1	Math	6	Exam
OC 07	1	Professional Communication in a Foreign Language	3	Test
OC 08	2	Professional Communication in a Ukrainian Language	3	Test
OC 09	2	Nature Fundamentals	3	Exam
OC 10	2	Elementary School Didactics	3	Exam
OC 11	3	Theory of Upbringing	4	Exam
OC 12	4	Basis of Inclusive Pedagogical	3	Test
OC13	2	Pedagogical Skill	3	Test
OC14	4	Pedagogical Technologies at Elementary School	3	Exam
OC15	1	Pedagogical Psychology	3	Test
OC16	2	Methodology of Studies of Ukrainian	8	Exam
OC17	3	Methodology of Studies Literary Reading	4	Exam
OC18	2	Literary Education Junior Pupils	3	Test
OC19	3	Basis of Defectology	4	Test
OC20	3	Basis of Culture and Elocution Speech	3	Test

OC21	3	Methodology of Studies the Educational Branch "Math"	6	Exam
OC22	3	Methodology of Studies the Educational Branch "Nature"	4	Exam
OC23	4	Informatics with Methodology of Studies	3	Exam
OC24	4	Technology with Methodology of Studies	3	Test
OC25	2	Methodology of Studies the Educational Branch "Social and Health keeping education "	3	Test
OC26	3	Methodology of Studies the Educational Branch "Civil and historical education"	3	Test
OC27	4	Methodology of Studies the Educational Branch "Art education"	3	Exam
OC28	4	Integrated Thematic-project Training at Elementary School	4	Test
OC29	1	Methodology of Studies the Educational Branch "PE"	3	Test
PP01	3	Educated Practice (the first days pupils at the school)	3	
PP02	4	Professional (pedagogical) practice	9	
A01	6	Attes/tation	9	
PA01	6	Preparation for Attestation		
A02	6	Comprehensive qualifying exam at professional practices		
<b>2. Discipline of choice</b>				
CC01/CC02	2	History of World Civilizations/ Values of European Civilization	3	Test
CC03/CC04	6	Law knowledge/ Sociology/ Political knowledge	3	Test
CC05/CC06	3	Economy/ Religious knowledge/ Ethics and aesthetics	3	Exam
CC07/CC08	1	Philosophy of Education/ Philosophy of Science	3	Test
CC09/CC10	8	Theory and practice of education/ Management in education	3	Test
CC 11	5,4	Practical Work by General Psychology	11	Exam, test
CC 12	7,6	Social Psychology	11	Exam, test
CC 13	3	Psychological diagnostics	5	Test
CC14	7	Methodology of Organization of Psychotraining	4	Exam
CC15	3	Experimental Psychology	5	Test





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		•				•		•			•	•			•	•
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ВП 18	•		•			•						•				•
ВП 19	•	•	•		•	•					•	•				•
ВП 20	•		•			•						•				•
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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;

O3 – compulsory courses of general training of the curriculum of a specialty;

B3 – disciplines of choice from the cycle of general preparation of the curriculum of a specialty;

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

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

3K – number of competencies in the list of general competencies of the program profile;

CK – 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

	3H 01	3H 02	3H 03	3H 04	3H 05	3H 06	YM 01	YM 02	YM 03	YM 04	YM 05	YM 06	YM 07	KOM 01	KOM 02	KOM 03	AiB 01	AiB 02	AiB 03
O3 01	•				•		•							•	•	•	•		
O3 02	•			•									•			•		•	
O3 03					•		•							•		•		•	
O3 04	•			•												•		•	
O3 05	•			•	•		•							•		•	•		
O3 06	•				•								•			•		•	
O3 07			•					•								•			•
O3 08			•					•								•			•

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

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ОП 25	•			•	•		•		•	•	•	•	•		•	•		•
ОП 26						•						•		•	•		•	•
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ВП 29	•	•		•	•	•	•		•	•	•	•	•	•	•	•	•		•
ВП 30							•							•	•	•	•		

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

- – programmatic learning outcomes that are achieved;
- ОЗ – compulsory courses of general training of the curriculum of a specialty;
- ВЗ – disciplines of choice from the cycle of general preparation of the curriculum of a specialty;
- ОП – compulsory disciplines of the cycle of professional training of the specialty curriculum;
- ВП – 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;
- КОМ – serial number of the category "communication" in the list of programmatic learning outcomes in the program profile;
- АiV – 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**

doktor of pedagogical sciences,  
professor  
*Siranchuk Nataliia*