



Co-funded by
the European Union

Erasmus+KA2 DEFEP project
Distance Education for Future: best EU practices in response to the requests
of modern higher education seekers and labor market

STANDARD INSTRUCTIONS AND METHODOLOGICAL RECOMMENDATIONS ON THE DEVELOPMENT OF EDUCATIONAL PROGRAMS AND CURRICULA (for distance higher education)



UNIVERSITÄT
DES
SAARLANDES



Universidad
Rey Juan Carlos



PREAMBLE

- The Standard instructions and methodical recommendations are not original texts and the compilers do not claim authorship and original source.
- The Standard instructions and methodical recommendations were developed within the framework of the Erasmus+KA2 DEFEP project "Distance Education for Future: best EU practices in response to the requests of modern higher education seekers and labor market".
- The Standard instructions and methodical recommendations were created on the basis of existing European and domestic practices, regulatory documents, methodological developments of individual institutions of higher education, as well as materials and cases of the Ministry of Education and Science of Ukraine, the National Agency for Higher Education Quality Assurance, etc.
- The Standard instructions and methodical recommendations take into account the experience of partner universities in the DEFEP project from Ukraine, Moldova, Germany, Spain, Italy, the results of a sociological survey, an analytical report and a monograph carried out within the framework of the project.

- The Standard instructions and methodical recommendations are applicable to distance higher education.
- The Standard instructions and methodical recommendations consider the features associated with the distance format of organizing the educational process in the distance form. At the same time, the main principles and the technology of developing educational programs and curricula, described in the Standard instructions and methodical recommendations, are universal for all forms of higher education.
- Based on the Standard instructions and methodical recommendations, the institution of higher education develops its own Instructions and methodical recommendations on the development of educational programs and curricula (hereinafter – the Instructions) or implements the norms of the Standard Instructions relating to the distance higher education into the relevant regulations of the institution of higher education.

CONTENT

1. GENERAL PROVISIONS	4
2. REQUIREMENTS FOR EDUCATIONAL PROGRAMS AND THEIR DOCUMENTARY SUPPORT	5
3. STRUCTURE AND CONTENT OF EDUCATIONAL PROGRAM	6
4. STRUCTURE AND CONTENT OF CURRICULUM	9
5. SCOPE OF EDUCATIONAL PROGRAMS AND DURATION OF STUDY	10
6. PROCEDURE FOR DEVELOPING EDUCATIONAL PROGRAM	11
7. PROCEDURE FOR IMPLEMENTATION, MONITORING, PERIODIC REVIEW, AND CLOSURE OF EDUCATIONAL PROGRAM	16
8. CALENDAR PLAN-SCHEDULE FOR DEVELOPMENT, APPROVAL, MONITORING, AND PERIODIC REVIEW OF EDUCATIONAL PROGRAMS	21
9. ANTI-CORRUPTION WARNINGS	21
10. FINAL PROVISIONS	22

1. GENERAL PROVISIONS

1.1. The Instructions and methodical recommendations on the development of educational programs and curricula (hereinafter – the Instructions) are prepared in accordance with the requirements:

- the Law of Ukraine "On Education" dated September 5, 2017 No. 2145-VIII (Article 44. Accreditation of educational program);
- the Law of Ukraine "On Higher Education" dated July 1, 2014 No. 1556-VII;
- the Resolution of the Cabinet of Ministers of Ukraine dated November 23, 2011 No. 1341 "On the Approval of the National Qualifications Framework";
- the Resolution of the Cabinet of Ministers of Ukraine dated December 30, 2015 No. 1187 "On the Approval of the Licensing Conditions for Conducting Educational Activities";
- the Order of the Ministry of Education and Science dated April 25, 2013 No. 466 "On the Approval of the Regulation on Distance Learning";
- the Order of the Ministry of Education and Science dated July 11, 2019 No. 977 "On the Approval of the Regulation on the Accreditation of Educational Programs, according to which Higher Education Seekers are Trained";
- other normative and legal acts of Ukraine and local acts of the institution of higher education (hereinafter – IHE).

1.2. Educational program (hereinafter – EP) is a comprehensive set of educational components (academic disciplines, individual tasks, internships, control measures, etc.) aimed at achieving the learning outcomes specified by such a program, which gives the right to obtain a certain educational or educational and professional qualification(s). EP can be educational-professional, educational-scientific or educational-creative.

1.3. Educational-professional/educational-creative program is implemented at the initial (short cycle), first and second levels of higher education, educational-scientific program is implemented at the second (master's) and third (educational-scientific) levels of higher education.

1.4. EP must be relevant and meet modern trends and requirements of the labor market; practice-oriented; include innovative approaches; take into account international standards and expand opportunities for international exchange and cooperation; ensure the development of seekers' critical thinking and high quality of education.

1.5. EP is developed and approved in accordance with the Regulation in force in IHE.

1.6. The normative documents of HEI clearly define procedures for:

- formation of a working (project) group and appointment of the EP guarantor;
- development of EP and curriculum;
- approval of EP and curriculum;

- publication of EP on the official website of IHE before the start of the admission campaign.

2. REQUIREMENTS FOR EDUCATIONAL PROGRAMS AND THEIR DOCUMENTARY SUPPORT

2.1. Educational program is developed based on the higher education standard for the relevant specialty (if available) and depending on the level of higher education at which it is implemented.

2.2. The higher education standards define the following requirements for EP:

- the amount of ECTS credits required for obtaining the corresponding degree of higher education;
- requirements for the level of education of persons who can start studying in this program, and the results of their studies;
- a list of mandatory graduate competencies;
- normative content of the training of higher education seekers, formulated in terms of learning outcomes;
- attestation forms of higher education seekers and requirements for publishing qualification requirements;
- requirements for the creation of educational programs for training in a field of knowledge, two fields of knowledge or a group of specialties (in the standards of the junior bachelor's level), interdisciplinary educational-scientific programs (in the standards of the master's and doctor of philosophy levels);
- requirements for the presence of a system of internal quality assurance of higher education;
- requirements of professional standards (if available).

2.3. The higher education standards of specialties necessary for access to professions for which additional regulation is introduced may contain additional requirements for admission rules, the structure of educational program, the content of education, the organization of the educational process, and the attestation of graduates. The normative content of higher education seekers' training for the corresponding educational programs is formed in terms of program learning outcomes.

2.4. The European practice of EP development involves a competency-based approach with the use of ECTS, where in order to achieve the planned learning outcomes in the EP (educational component), a certain amount of time is expected by a seeker, i.e. a necessary and sufficient amount of educational load, expressed in ECTS credits (1 ECTS credit equals 30 hours).

2.5. Adopting or changing the educational activity standard serves as a basis for developing a new EP or revising an existing one.

2.6. The EP Guarantor is appointed for each EP from the members of the project group.

2.7. Educational programs may be developed and implemented at IHE within the licensed scope at higher education levels:

- several – within the framework of one specialty;
 - specific (one) – on the border of several specialties – interdisciplinary.
- 2.8. A person has the right to obtain higher education in various forms or to combine them. The main forms of higher education are:
- institutional (full-time (full-time, evening tuition), part-time, distance, online);
 - dual.
- 2.9. The form of higher education cannot be a reason for changing the main components of EP (learning outcomes, competencies, mandatory components, volume of credits, etc.).

3. STRUCTURE AND CONTENT OF EDUCATIONAL PROGRAM

- 3.1. The content of educational program should:
- correspond to the subject area of the specialty determined for it (specialties, if the educational program is interdisciplinary);
 - display a logically interconnected system of educational components, mastering which allows the higher education seeker to achieve the stated goals of the educational program and program learning outcomes;
 - envisage the acquisition of social (soft skills) and special (professional, subject-specific) competencies by the higher education seekers, corresponding to the declared goals;
 - take into account the requirements of the relevant professional standard (if available).
- 3.2. The EP structure includes the following components:
- foreword (or preamble);
 - EP profile;
 - list of educational components and the logical sequence of their study;
 - attestation forms of higher education seekers;
 - matrix of competency provision by EP educational components;
 - matrix of learning outcomes provision by the relevant EP components;
 - explanatory note. Mandatory components of the explanatory note are:
 - a) Matrix of correspondence of competencies / learning outcomes defined by the Standard and the educational program to the NQF descriptors;
 - b) Matrix of correspondence of learning outcomes and competencies defined by the Standard and the educational program.
- 3.3. EP components correspond to the following characteristics:
- 3.3.1. Foreword (or preamble) provides brief comprehensive information about EP, its name, level of higher education at which it is implemented, specialty, field of knowledge, qualification; composition of the working (project group), which includes the guarantor, scientific and pedagogical workers, and involved stakeholders; approval of EP at a department meeting, the Academic Council of the educational and scientific institute / faculty, the Scientific and Methodical Council of the University, the

University Academic Council; information on reviews-feedback of external stakeholders (if available) is provided.

3.3.2. EP profile determines its characteristic features and place in the educational space, correlation with the subject matter of scientific research (if necessary). It is developed to facilitate the understanding of EP by interested parties: applicants, higher education seekers, employers, researchers, teachers, graduates of IHE, professionals, managers of IHE, quality assurance agencies, licensing and accreditation bodies, etc. EP profile data is part of the information package of IHE, on the basis of which the European diploma supplement is formed.

Mandatory elements of the EP profile are the following:

- *general information*. It contains the following information: full name of the IHE and the structural unit where the EP is implemented, degree of higher education and qualification title (The title of the educational qualification is formed from the name of the degree of higher education and specialty. If, based on the results of successfully completing the educational program, the institution of higher education has the right to assign a professional qualification(s), then the title (list of titles) and the procedures for their assignment are indicated), title of EP (in Ukrainian, English), type of diploma and scope of EP, duration of study, accreditation status, cycle/level, prerequisites, language(s) of teaching, EP validity period, internet address of permanent location of EP description;
- *purpose and objectives of EP*. The purpose of EP has a clear and short formulation. The objectives of the program are consistent with the mission and strategy of the IHE, determine the features (uniqueness) of EP, contribute to the development of an integrated approach to knowledge;
- *EP characteristics* contain information about the subject area (field of knowledge, specialty, specialization (if available)); EP orientation; its main focus, which highlights the object(s) of study, learning objectives, theoretical content of the subject area, methods, techniques, and technologies, tools and equipment; features of EP, which take into account innovative approaches, international and domestic advanced experience in the implementation of education;
- *graduates' suitability for employment and further education* emphasizes the types of economic activities and professional job titles (according to the National Classification of Occupations) that a graduate can perform; opportunities for continuing education at a higher educational level are also indicated;
- *teaching and assessment* — the peculiarities of teaching, learning and assessment are briefly mentioned. When describing the main approaches, methods, and technologies of teaching and learning, as well as forms of current and final control of educational components and EPs generally focus on modern educational tools;
- *EP program competencies* that must be achieved as a result of training include integral competency, formulated by specifying the integral

competency of the relevant higher education standard in the context of the specifics of the EP, and general and special (professional, subject-specific) competencies defined by the standard, which can be supplemented by IHE (not more than 1–2) taking into account the specifics of the EP and the peculiarities of its implementation, as well as the needs of the regional or sectoral labor market (targeted demand of employers);

- *program learning outcomes according to EP* are formulated taking into account the requirements of professional standards and higher education standards, the provisions of the National Qualifications Framework, the established necessary scope of EP in ECTS credits, recommendations and needs of stakeholders, trends in the development of the specialty, labor market, industry and regional context, as well as the experience of similar domestic and foreign EPs. Program learning outcomes include 15-20 generalized learning outcomes that correlate with program competencies and are defined by the higher education standard of the specialty and, if available, by the professional standard. IHE, taking into account the specifics of the EP and the peculiarities of its implementation, includes program learning outcomes (as a rule, no more than 5), which determine its uniqueness;
- *resource support for program implementation* includes the characteristics of personnel support (where the requirements are clearly defined for the scientific and pedagogical workers who implement the teaching process and possess sufficient knowledge, skills, competencies and have the appropriate experience), material and technical support (where specific software, equipment and facilities are reflected, which are used for EP implementation), informational and educational-methodical support (where the list, specific characteristics, content of informational and educational-methodical support is indicated). For the implementation of distance learning, the resource support must comply with clauses 5.1, 5.2, 5.3 of Section V of the Regulation on distance learning, approved by the Order of the Ministry of Education and Science No. 466 dated April 25, 2013;
- *academic mobility* displays information on national and international credit mobility, where academic mobility agreements, double diplomas, long-term international projects that involve students' study under this EP and the conditions and features of the implementation of the EP for the study of foreign citizens are indicated.

3.3.3. List of EP components and their logical sequence. EP components (academic disciplines, course projects (works), internship, qualification papers) are divided into mandatory (include a cycle of general and professional and practical training) and optional (include professionally oriented and other optional disciplines). For each educational component, the number of credits and the form of final control are indicated. Mandatory educational components must ensure the achievement of all learning outcomes defined by the EP. Optional educational components in the structure of the EP must make up at least 25% of its total scope. It is recommended to present

the description of the logical sequence of studying EP components in the form of a structural and logical scheme with a division by semesters.

3.3.4. The attestation form of higher education seekers – information is provided on the types (forms) of attestation and documents that a graduate receives based on its successful completion. The attestation form must correspond to the higher education standard of the specialty. For the distance higher education, the attestation form must take into account the specifics of the EP implementation using methods and technologies of distance learning.

3.3.5. Matrix of correspondence of program competencies to EP components is a reflection of the structural and logical connections between the content of the EP (list of academic disciplines) and the planned program competencies.

3.3.6. Matrix of provision of program learning outcomes by the relevant EP components is a reflection of the structural and logical connections between the content of the EP (list of academic disciplines) and the planned program outcomes. The correlation of learning outcomes with program competencies is verified using the matrix of correspondence of program competencies and program learning outcomes under the EP.

4. STRUCTURE AND CONTENT OF CURRICULUM

4.1. Schedule of the educational process and curriculum. On the basis of the educational (educational-professional / educational-scientific) program and the higher education standard of the relevant specialty, IHE develops a curriculum that includes a schedule of the educational process, determines the list and scope of academic disciplines in ECTS credits, the sequence of studying disciplines, forms of conducting educational classes and their scope, forms of current and final control.

4.2. University has a formalized procedure for developing, reviewing and approving the curriculum (by the Academic Council of the Faculty and the University Academic Council). Compliance with EP requirements is confirmed by the signatures of the guarantor, dean, vice-rectors, rector.

4.3. Mandatory structural elements of the EP curriculum are the following:

- schedule of the educational process – contains the distribution of the types of educational load of education seekers by weeks (theoretical training, examination session, internship, vacations, final attestation are distinguished);
- summary data on the time budget – includes the distribution by courses and weeks of theoretical training, examination session, internship, completion of qualification work, final attestation, vacations.
- internship – distribution by courses and weeks of educational, industrial, pre-diploma internship;
- attestation – the form of the final attestation (examination, qualification (diploma) work) and semester are specified in the section;

- curriculum contains information about mandatory and optional educational components (academic disciplines) determined by the EP. For each academic discipline, the type of control (exams, credits, course works) with distribution by semesters, the number of ECTS credits, the corresponding number of hours with distribution by types of classes – lectures, practical and laboratory classes, self-study hours or other types of work determined by the IHE, are provided.

4.4. Curriculum also contains the weekly distribution of study hours by courses and semesters. The average weekly load for full-time bachelor's degree students is usually up to 24 classroom hours, master's – up to 16, Ph.D. – up to 8 classroom hours.

4.5. The procedure for the student's choice of optional disciplines under the EP is regulated by the relevant Regulation of the University.

5. SCOPE OF EDUCATIONAL PROGRAMS AND DURATION OF STUDY

5.1. Obtaining higher education at each level requires a person to successfully complete the respective educational (educational-professional, educational-scientific or educational-creative) program, which is the basis for awarding the corresponding degree of higher education, namely:

- bachelor's degree;
- master's degree;
- doctor of philosophy.

5.2. The scope of EP training of:

- bachelor's degree based on complete general secondary education – 240 ECTS credits (for obtaining a bachelor's degree based on a junior bachelor's educational degree or based on professional pre-higher education, the institution of higher education has the right to recognize and transfer ECTS credits, the maximum amount of which is determined by the higher education standard);
- master's degree under the educational-professional training program – 90 ECTS credits;
- master's degree under the educational-scientific training program – 120 ECTS credits (research component – at least 30%);
- doctor of philosophy – 30-60 ECTS credits.

5.3. Duration of study under the EP training:

- bachelors: 3 years and 10 months, under the shortened program – 2 years and 10 months and 1 year and 10 months;
- masters: under the educational-professional program – 1 year and 4 months, under the educational-scientific program – 2 years;
- doctors of philosophy – 4 years.

5.4. The scope of one ECTS credit is 30 hours, the educational load of one academic year (as a rule) is 60 ECTS credits.

6. PROCEDURE FOR DEVELOPING EDUCATIONAL PROGRAM

6.1. New EP is developed based on educational activity standards and higher education standards, taking into account the requirements of professional standards in the relevant professional field (if the latter are available).

6.2. The development of a new EP includes the following stages:

- formation of a project group and appointment of the EP guarantor (head of the project group) (hereinafter – the guarantor) (Stage I);
- development of EP and curriculum (Stage II);
- approval of EP (Stage III).

6.2.1. *Stage I. Formation of a project group and appointment of the EP guarantor.*

The new EP is developed at the initiative of the management of the IHE, educational and scientific institute / faculty or an initiative group from among the scientific and pedagogical staff.

The development of a new EP is preceded by a comparative analysis of EPs of similar directions operating in leading foreign and domestic IHE – their duration, the list of academic disciplines, the level of teaching, etc.

Development, monitoring, and review of each EP is carried out by project groups.

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

In order to ensure participation of interested parties in the development, monitoring and review of the EP, it is recommended to include their representatives (employers, higher education seekers, professionals, and other stakeholders) in the project group or involve them in the activities of the project group in other forms.

The project group is managed by its head, the EP guarantor.

Project groups perform the following tasks:

- choose the EP type;
- determine the relevance of the EP;
- form the program profile;
- identify the forms of education and organization of the educational process;
- identify the educational components;
- develop a curriculum and other normative documents that organizationally support the process of training higher education seekers under the relevant EP, taking into account the recommendations;
- carry out an analysis of the EP's compliance with the Licensing Conditions;
- summarize proposals and form recommendations for improving the existing EP;
- participate in EP monitoring (summarize proposals and recommendations, carry out self-examination and self-assessment) and periodic review of EP.

At the request of the project group, the relevant services of the IHE are obliged to

provide the information necessary for the development of the EP within the period specified by the EP guarantor.

6.3. *Stage II. Development of EP and curriculum project.*

The project group conducts an analysis of the relevance of the EP and an assessment of the sufficiency of available resources. The analysis of the relevance of EP consists in establishing the public need for EP, its potential through consultations with interested parties (higher education seekers, graduates, employers, scientific community, professionals, etc.), clarifying the fulfillment of the basic conditions for its implementation.

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

The project group, based on the projected structure of the EP, taking into account the Licensing Conditions, based on the results of consultations with the relevant services of the IHE, carries out a preliminary general assessment of the sufficiency of available resources (personnel, financial, organizational, etc.) for its implementation and the need to attract external resources.

Identification of EP profile. The program profile is compiled by the project group as a brief document created to present general information about the EP in an established form.

The identification of the profile consists in: defining the purpose of the EP (up to two sentences); EP objectives (which must correspond to the mission and strategy of the IHE); general and professional competencies that must be achieved as a result of education; final (program) learning outcomes taking into account: a) provisions of the National Qualifications Framework; b) requirements of the higher education standards and establishment of the necessary scope of EP in ECTS credits; c) requirements of professional standards; d) positions and needs of stakeholders; e) trends in the development of the specialty, labor market, industry and regional context, as well as the experience of similar domestic and foreign EPs.

When formulating competencies and learning outcomes, the active role of labor market representatives should be ensured in the process of forming the competency description of the model of the future professional.

Competencies (described by types: integral, general, special) determine the specificity of EP. Graduate's competencies reflect the employer's (customer's) perspective on the potential employee's educational and professional training.

The basis for formulating the EP competencies is a list of competencies of the higher education standard for the relevant specialty. This list can be supplemented with competencies determined by the specific of needs of the regional or sectoral labor market (targeted request of employers).

Program learning outcomes are an agreed set of statements that specify what a higher education seeker should know, understand and be able to do after successful completion of training under the EP.

The list of program learning outcomes must correlate with the defined list of general and special (professional, subject) competencies.

For certain EPs, especially in the case of regulated professions, the division of

competencies by types is not applied. In such a case, it should be noted in the EP description.

The correlation of learning outcomes with competencies is checked using the matrix of correspondence of competencies with the program learning outcomes under the EP.

The project group determines the content of the EP and develops the curriculum.

Based on competencies and learning outcomes, the project group:

- determines the total time budget – the scope of ECTS credits necessary to achieve the specified outcomes, which must be distributed;
- carries out the structuring of learning outcomes (academic disciplines, other components of the educational course, internships, research projects, laboratory work, and other relevant educational activities) and distributes ECTS credits necessary to achieve the specified outcomes;
- determination of the number of ECTS credits for the educational component is carried out by assessing the load necessary to achieve learning outcomes.

The minimum number of ECTS credits for the educational component is 3 ECTS credits. Project groups should prevent excessive fragmentation of educational components.

Defining competencies and formulating learning outcomes for the educational component. Based on the competencies and learning outcomes declared and by the OP, the project group must formulate the learning outcomes that must be achieved within the educational component.

Defining approaches to teaching, learning, and assessment. The project group must agree on the best approach to developing and assessing the competencies and achieving desired learning outcomes, as well as envisage various approaches to learning, teaching, and assessment.

Checking the coverage of key general and subject-specific competencies. The project group must check the development of key general and specific competencies, as well as check whether all programmatic key general and specific competencies are covered by EP units.

Project groups must conduct a test on the alignment of learning outcomes and competencies:

- alignment of program learning outcomes with the National Qualifications Framework;
- alignment of program learning outcomes with higher education standards;
- alignment of the results of the study (of academic discipline) with the learning outcomes declared in the EP (Matrix of providing program learning outcomes (PLO) by the relevant components of the EP);
- alignment of educational components with EP competencies (Matrix of providing competencies by EP components);
- alignment of teaching methods with relevant learning outcomes to achieve the desired learning outcomes;
- alignment of assessment methods according to the learning outcomes.

Selection of educational technologies and curriculum development. It is mandatory for the project group to incorporate the agreed learning outcomes into the EP and relevant academic disciplines into the curricula of professionals. According to the profile of the educational program and the list of its educational components, the project group develops the EP curriculum.

At the same time, it should be taken into account that the scope of classroom work for higher education seekers is set within the range of 1/3 to 2/3 of the scope of 1 ECTS credit, the rest of the scope is allocated for their self-study (for distance and dual education, the scope of classroom work can be changed).

The EP curriculum for distance learning should provide for each EC (academic discipline):

- at least 8 hours of distance classes in asynchronous and synchronous mode per 1 ECTS credit;
- at least 2 hours of distance classes in asynchronous and synchronous mode per 1 ECTS credit for each educational component of practical training (internship, preparation and defence of the qualification work, attestation (qualification) exam);
- at least 8 hours of distance classes in synchronous mode for a workshop from the cycle of practical training;
- the ratio of asynchronous and synchronous classes is indicated in the curriculum and/or in the work program of the academic discipline, taking into account the specifics of the academic discipline;
- the remaining hours are allocated for the seeker's self-study.

The schedule for internship in the EP curriculum for part-time education must be consistent with the schedule of the educational process and should not coincide with the session period.

The schedule for internship in the EP curriculum for distance education may coincide with the educational process.

Development of academic discipline program. Academic discipline programs according to the tasks of the project groups are developed at the departments of educational and scientific institutes/faculties in accordance with the requirements of the developed EPs.

EP should provide for the acquisition of social skills (soft skills) by higher education seekers through the inclusion of relevant educational components.

The program of the academic discipline is developed for the duration of the curriculum. The content of educational components should be reviewed and adjusted annually, taking into account scientific achievements and modern practice in the relevant field.

The forms and methods of learning and teaching at the EP should contribute to the achievement of program learning outcomes.

The project group, as well as the scientific and pedagogical workers who implement it, are responsible for the quality of the EP. In order to control the quality of EPs and their improvement, various procedures for assessing and recognizing the quality of EPs can be carried out: external, internal, and indirect.

The main procedures for external assessment and recognition of EP quality are:

- EP accreditation;
- international expertise of EP – 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.

For all EPs, it is recommended to regularly conduct an assessment of the training of specialists and the required competencies (learning outcomes) from the perspective of employers, as well as the required learning outcomes from the perspective of graduates. The procedure for such assessment includes a survey of employers and graduates (questionnaires, interviews, sociological research, etc.).

The main procedures for the internal assessment of EP quality include self-examination of the EP, which can be carried out both as part of external quality assessment procedures (accreditation of any kind, international expertise), and at the initiative of the EP guarantor for the purpose of planned quality control procedures.

Making changes to the EP that are within the competence of the Academic Council of the IHE is approved at its meeting based on the recommendations provided by the EP guarantor.

6.4. ***Stage III. Opening and approval of EP.***

All new EPs must go through a unified opening and approval procedure, which includes their sequential consideration by the following units:

- the academic council of the educational and scientific institute / faculty, a positive decision of which is the basis for consideration of the EP by the scientific-methodical / scientific-expert council of the IHE;
- the scientific-methodical / scientific-expert council of the IHE, which assesses the compliance of the new EP with all the requirements imposed on the EP. The conclusion on the adoption of the EP by the scientific-methodical / scientific-expert council is advisory to the Academic Council of the IHE;
- the academic council of the IHE.

The list of documents required for the opening and approval of the EP, which are submitted for consideration at the meeting of the scientific-methodical council of the IHE:

- EP project;
- curriculum project;
- extract from the minutes of the meeting of the academic council of the educational and scientific institute / faculty.

Based on the results of the EP review, the Academic Council of the IHE can make a decision on its opening and approval, sending it for review, or refusing to open and approve it.

EP can be included in the Admission Rules and enrollment of higher education seekers can be announced for study under it only upon the EP approval.

If no enrollment of higher education seekers for the EP has been made due to its insufficient demand, the project group may in the future

- initiate the EP closure procedure;

- carry out the EP improvement in order to increase its competitiveness and attractiveness in the market of educational services, provide improvement materials to the Academic Council of the IHE.

7. PROCEDURE FOR IMPLEMENTATION, MONITORING, PERIODIC REVIEW, AND CLOSURE OF EDUCATIONAL PROGRAM

7.1. Procedure for EP implementation. The procedure for EP implementation is determined by the Regulation on the Organization of the Educational Process of the IHE. To plan the educational process for each academic year, the director of the educational and scientific institute / dean's office of the faculty together with the department(s) recommend to develop a work curriculum for each EP. The work curriculum specifies annual features of organizing the educational process for each EP.

7.2. EP management. EP management is carried out at the administrative and academic levels.

7.3. Administrative EP management is carried out by the directorate of the educational and scientific institute / dean's office of the faculty where it is implemented. If EP is implemented by more than one educational and scientific institute / faculty, administrative management is assigned to one of them.

Functions of administrative EP management include:

- organization and management of material-technical and infrastructural support;
- informational and educational-methodical support in terms of providing access to informational, library and other general resources of the educational and scientific institute / faculty;
- career guidance work with potential applicants;
- interaction with graduates, employers, professionals, etc.;
- recommendations regarding the composition of examination commissions;
- coordination of EP quality assurance implemented in the educational and scientific institute / faculty;
- organization of EP self-examination carrying out.

7.4. Academic EP management is carried out by the EP guarantor. The tasks of the academic EP management are:

- quality control of work of scientific and pedagogical workers, who ensure the EP implementation;
- analysis and implementation of the best practices of international and domestic higher education into the content and technology of EP implementation;
- interaction with structural units of IHE on issues of project, research work, internship of higher education seekers;
- interaction with employers and graduates to clarify the requirements for graduate competencies and assessment of the selected technologies for the EP implementation and the quality of specialist training;

- preparation of EP for quality assessment procedures (including accreditation, certification, expertise).

7.5. **EP monitoring.** EP monitoring is carried out in order to determine whether the assignment of credits, specified learning outcomes and the calculated educational load are achievable, realistic, and adequate. Monitoring is usually carried out by the project group. Experts such as scientific and pedagogical staff, practising professionals, higher education seekers may be involved in monitoring. An essential element for checking and reviewing the allocation of credits is feedback from interested parties. The project group should inform higher education seekers and scientific and pedagogical staff about the purpose of monitoring and the way it will be carried out in order to ensure accuracy and a high percentage of given responses.

Monitoring can be carried out in different ways – questionnaires, surveys, interviews (including higher education seekers and graduates for analyzing their own experience), monitoring of achieved results, assessment of EP compliance with EP quality assurance criteria, etc. Completion time data and assessment results of programs and their components should also be used.

7.6. **Main EP quality assurance criteria.** Requirements for EP and learning outcomes:

- implemented in accordance with the development plan and the IHE Statute;
- contributes to fulfilling the mission and achieving the objectives of the IHE;
- takes into account the needs of the labor market and the target group (applicants, parents, employers);
- focused on a specific profession;
- the name is consistent with the content;
- teaching methods and forms, including the scope of self-study of higher education seekers and industrial practice, contribute to the achievement of the EP objectives;
- objectives and learning outcomes under the EP should be formulated in such a way as to serve as a basis for assessing the knowledge and skills of graduates who studied under this program;
- objectives and learning outcomes under the EP should be adequate and comparable to the learning outcomes of the corresponding level of higher education;
- objectives and learning outcomes under the EP should meet the requirements and trends of the legislation regulating the relevant professional field;
- if there is a professional standard, objectives and learning outcomes should take into account the need to acquire and apply the knowledge and skills specified in the standard;
- practical training (internships), which is necessary to achieve learning outcomes, should ensure the acquisition and application of effective work methods by higher education seekers;
- the organization of internships should be clearly regulated, the requirements for its successful completion should be defined;

- higher education seekers should be provided with instructions on undertaking internships and appropriate guidance in the work environment.

7.7. EP development and requirements for scientific and pedagogical workers who implement it.

Requirements for EP development:

- EP development is a continuous process;
- higher education seekers and employers are involved in EP development;
- the feedback system (with the participation of higher education seekers, graduates, employers, teachers) is effective, and its results are practical;
- admission requirements for higher education seekers are based on the qualities necessary to achieve learning outcomes;
- the counseling system of higher education seekers (regarding education, careers, etc.) is effective;
- assessment of learning outcomes includes feedback from higher education seekers, which supports their development;
- higher education seekers participate in international mobility programs;
- higher education seekers are involved in the decision-making process at various institutional levels.

Requirements for the development of scientific and pedagogical staff involved in EP implementation:

- scientific and pedagogical workers are familiar with the EP objectives and their role in achieving them;
- qualification of scientific and pedagogical staff meets the requirements established by the legislation;
- scientific and pedagogical workers have an appropriate level of teaching competency and participate in scientific research and development;
- the personnel development system is effective: scientific and pedagogical workers have opportunities for self-improvement and self-development, regular interviews (questionnaires) are conducted and/or other methods of personnel development are applied;
- invited scientific and pedagogical workers (including those from foreign institutions of higher education) are engaged in teaching within the EP;
- scientific and pedagogical workers regularly use their knowledge and skills outside IHE and participate in conferences.

In order to implement distance learning, scientific and pedagogical workers must enhance their qualifications regarding the organization and mastery of distance learning technologies (at least once every 5 years and with a scope of at least 108 academic hours). Their qualification must be confirmed by a document on advanced training in the field of distance learning.

7.8. **The educational environment of IHE:**

- includes all the premises necessary for conducting training (lecture halls, training rooms, laboratories, rooms for self-study and rest for higher education seekers, etc.);

- has sufficient potential, taking into account the quantitative composition of higher education seekers;
- equipped according to modern requirements (video projectors, Internet, etc.).

7.9. For the implementation of distance learning, scientific-methodical support includes:

- methodical recommendations for the development and use of pedagogical-psychological and information-communication technologies of distance learning;
- criteria, means and quality control systems of distance learning;
- substantial, didactic and methodical content of distance courses of academic disciplines of EP.
- system-technical support of distance learning, which includes:
 - 1) hardware (personal computers, network equipment, uninterruptible power sources, servers, video conferencing equipment, etc.) that ensures the development and use of the distance learning platform and other web resources for educational purposes, management of the educational process and necessary types of educational interaction between distance learning subjects in synchronous and asynchronous modes;
 - 2) information and communication support with channel bandwidth, which provides all subjects of distance learning with round-the-clock access to web resources and web services for the implementation of the educational process in synchronous and asynchronous modes;
 - 3) general and special purpose software (including for persons with special needs), which must be licensed or based on open-source software products;
- distance courses of academic disciplines necessary to provide distance learning, which may contain the following web resources united by a single pedagogical scenario: methodical recommendations for their use, sequence of task execution, features of control, etc.; educational process planning documents (curricula, educational-thematic plans, class timetables); video and audio recordings of lectures, seminars, etc.; multimedia lecture materials; terminological dictionaries; practical tasks with methodical recommendations for their execution; virtual laboratory works with methodical recommendations for their execution; virtual simulators with methodical recommendations for their use; packages of test tasks for conducting control measures, testing with automated verification of results, testing with verification by a teacher; business games with methodical recommendations for their use; electronic libraries or links to them; bibliographies;
- other educational resources.

The list of distance courses of academic disciplines and other additional web resources necessary for providing distance learning under EP is determined by the educational institution depending on the profile of the academic discipline.

7.10. **EP review.** EP review for the purpose of their improvement is carried out in the form of an update.

The grounds for updating the EP can be:

- initiative and proposals of the EP guarantor or the scientific and pedagogical staff implementing it or other stakeholders;
- quality assessment results;
- objective changes of the infrastructural, personnel nature and/or other resource conditions of EP implementation.

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

Curricula are subject to monitoring and periodic review in accordance with EP changes.

All updated EPs must undergo a unified approval procedure and contain their sequential review by the following units:

- department (joint meeting of departments), the positive decision of which is the basis for transferring materials to the director of the educational and scientific institute / dean of the faculty (the minutes of the department must indicate what exactly has been updated in the EP);
- academic council of the educational and scientific institute / faculty, the positive decision of which is the basis for considering the EP by the scientific and methodical council of the IHE (the minutes of the educational and scientific institute / faculty must indicate what exactly has been updated in the EP);
- scientific and methodical council of the IHE, which evaluates the compliance of the updated EP with all the requirements imposed on the EP. The conclusion on the approval of the EP by the scientific and methodical council is advisory to the Academic Council of the IHE;
- academic council of the IHE.

The list of documents necessary for the approval of the updated EP submitted to the meeting of the scientific and methodical council of the IHE:

- project of the updated EP;
- curriculum;
- minutes of the meeting of the academic council of the educational and scientific institute / faculty.

Based on the results of the EP review, the academic council of the IHE may make a decision on its approval or referral for further revision.

7.11. **EP closure.** EP can be closed and removed from the list of EPs implemented in the IHE under the following conditions:

- at the initiative of the EP guarantor or the head of the department (departments) where it is implemented;
- at the initiative of the educational and scientific institute / faculty, in case of their refusal to implement the EP;
- at the initiative of the IHE (at the request of the admissions committee), in the event of no enrollees for the study under the EP within 2 years;

- in case of EP reformatting. In this case, a merged or split EP is developed and approved as a new one, and for those EPs that were implemented before reformatting, the enrollment of higher education seekers for training is stopped. After the completion of the study of higher education seekers in the final course (year), the EP is removed from the list of EPs implemented in the IHE;
- at the initiative of the IHE, if as a result of any of the procedures of external or internal quality assessment of the EP, conclusions about its low quality were obtained.

The decision to close the EP and remove it from the list of EPs implemented in the IHE is made by the Academic Council of the IHE.

8. CALENDAR PLAN-SCHEDULE FOR DEVELOPMENT, APPROVAL, MONITORING, AND PERIODIC REVIEW OF EDUCATIONAL PROGRAMS

8.1. Compositions of project (working) groups and guarantors of EPs, which are developed for the first time, and those implemented in the IHE, are (if necessary) approved within 1-1.5 months from the beginning of the academic year.

8.2. Project groups develop or update EP by December 1 (taking into account the recommendations of all interested stakeholders and based on reports on both the EP self-assessment and external assessments).

8.3. All EP projects are made public on the official website of the IHE no later than one month before their approval.

8.4. Within a month, project groups revise EP, taking into account the received suggestions, comments, and recommendations.

8.5. By June 1, EPs, the implementation of which begins in the current year, must undergo all approval procedures.

8.6. All approved EPs are made public on the official website of the IHE before the start of the admission of seekers in the current calendar year.

9. ANTI-CORRUPTION WARNINGS

9.1. Participants of the educational process fully adhere to the fundamental principles of corruption prevention, ensure regular assessment of corruption risks in their activities, take appropriate measures to prevent and resolve conflicts of interest and corrupt actions that may arise in the performance of their duties.

9.2. Participants of the educational process are obliged to comply with the requirements of the Law of Ukraine "On Prevention of Corruption".

9.3. Participants of the educational process are strictly prohibited from directly or indirectly using their official powers or opportunities related to them to receive an unlawful benefit or accepting such a benefit or accepting a promise/offer of such a

benefit for themselves or other persons or make promises/offers or an unlawful benefit to a person, specified in the first part of Article 3 of the Law of Ukraine "On Prevention of Corruption", or at their request to other individuals or legal entities with the aim of inducing this person to unlawfully use the official powers granted to them or related opportunities.

9.4. For the commission of corruption or corruption-related offenses, participants of the educational process are subject to criminal, administrative, civil and disciplinary liability in accordance with the procedure established by law.

10.FINAL PROVISIONS

10.1. Changes and / or additions to the Instructions are considered and approved by the University Academic Council and enter into force by the order of the rector of the University or a person authorized to perform his/her duties.

10.2. Information about the EP is posted on the IHE website.

10.3. The EP guarantor is responsible for the completeness and timeliness of posting information about the EP on the IHE website.