Ministry of Education and Science of Ukraine

Rivne State University for the Humanities

Approved by the Academic Council of RDSU

_____ prof. R.M. Postolovsky

(protocol No. 1 dated January 27, 2022)

The educational program will be implemented

from September 1, 2022.

_____ prof. R.M. Postolovsky

(Order No. 10-01-01 dated January 27, 2022)

**Educational and professional program**

**"Secondary education (Informatics)"**

First (bachelor) level of higher education

for specialty 014 Secondary education (by subject specializations)

specialization 014.09 Informatics

fields of knowledge 01 Education/Pedagogy

Qualification: Bachelor of secondary education (Informatics). Computer science teacher.

Rivne 2022

**Letter of approval**
**educational and professional program**

**The first level of higher education**

**Bachelor degree of higher education**

**Specialty 014 (Secondary education by subject specialties)**

**Specialization 014.09 Secondary education (Informatics)**

**Field of knowledge 01 Education/Pedagogy**

**Qualification Bachelor of secondary education (informatics). Computer science teacher.**

**Introduced:**

**the working group consists of:**

**Pavlova N.S., candidate of pedagogy, associate professor, guarantor of OPP**

**I.S. Voytovych, doctor of pedagogy, professor**

**N.M. Hnedko, candidate of pedagogy, associate professor**

**Dubych K.P., candidate of technology Ph.D., Associate Professor**

**Department of information and communication technologies and methods of teaching computer science**
**Protocol No. 1 of January 25, 2022.**

**Head of the department prof. Voytovych I.S.**

**Agreed**

**Educational and methodological commission of the faculty**

**Protocol No. 1 dated January 25, 2022.**

**The head of the NMK of the faculty Assoc. Antoniuk M.S.**

**Dean of the faculty prof. Shakhraichuk M.I.**

**Head of the NMR of RSHU prof. Voytovych I.S.**

# PREFACE

The educational and professional program "Secondary Education (Informatics)" is a document that regulates regulatory, competence, qualification, organizational, educational and methodical issues regarding the organization of the educational process for first (bachelor) level applicants in the field of knowledge 01 Education/Pedagogy in the specialty 014 Secondary education (by subject specialties) specializations 014.09 Secondary education (Informatics).

The educational and professional program is based on competency-based, problem-oriented and student-centered approaches to student learning.

The document was developed prior to the implementation of the Standard of Higher Education at the relevant level of higher education by a working group of teachers of the Rivne State Humanitarian University in the following composition:

*head of the working group (guarantor of the OPP):*

Nataliya Stepanivna Pavlova, Candidate of Pedagogical Sciences, Associate Professor of the Department of Information and Communication Technologies and Computer Science Teaching Methods of the Rivne State Humanitarian University;

*members of the working group:*

1. Ihor Stanislavovych Voytovych, Doctor of Pedagogical Sciences, Professor, Head of the Department of Information and Communication Technologies and Computer Science Teaching Methods of the Rivne State Humanitarian University;

2. Natalya Mykhaylivna Hnedko, Candidate of Pedagogical Sciences, Associate Professor of the Department of Information and Communication Technologies and Computer Science Teaching Methods of the Rivne State Humanitarian University;

3. Kateryna Petrivna Dubych, candidate of technical sciences, associate professor of the department of information and communication technologies and methods of teaching informatics of the Rivne State Humanitarian University.

*stakeholders:*

1. G.V. Tkachuk, Doctor of Pedagogical Sciences, Professor, Uman State Pedagogical University named after Pavlo Tychyna;
2. A. A. Nechidyuk, director of the Invertor STEM school in Rivne;
3. Humenyuk L.M., consultant of the CU "Center for Professional Development of Pedagogical Workers" of the Rivne City Council;
4. Grekul L.V., director of Volodymyr Korolenko Rivne secondary school 1.

## 1. Profile of the educational program in the specialty 014 Secondary education (by subject specializations) specialization 014.09 Informatics

| 1 – General information | |
|---|---|
| **Full name of the higher educational institution and structural division** | Rivne State University for the Humanities; Faculty of Mathematics and Informatics |
| **The degree of higher education and the title of the qualification in the original language** | First (bachelor) level of education Bachelor of secondary education (informatics). Informatics teacher |
| **The official name of the educational program** | Secondary education (Informatics) |
| **Type of diploma and scope of the educational program** | Bachelor's degree, single,<br>240 ECTS credits, 3 years 10 months<br>180 ECTS credits, 2 years 10 months |
| **Availability of accreditation** | ND No. 1889768 until July 1, 2027. |
| **Cycle/level** | NRK of Ukraine – level 6, FQ-EHEA – first cycle, EQF-LLL – level 6 |
| **Prerequisites** | Complete secondary education |
| **Language(s) of instruction** | State (Ukrainian) language |
| **Validity educational program** | For the term of study |
| **Internet address of the permanent placement of the description of the educational program** | http://rshu.edu.ua/navchannia/osvitni-prohramy/bakalavr |
| **2 – The purpose of the educational program** | |
| Training of qualified specialists for educational institutions of general secondary education who are able to organize and implement the educational process in informatics, to form the competence of the informatics field of education in the students, to effectively and appropriately use digital tools and application software, to introduce innovative educational technologies into professional activities in a balanced manner, and are also ready for further self-development, personal and professional growth. | |
| **3 - Characteristics of the educational program** | |

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| **Subject area** | Field of knowledge - 01 Education/Pedagogy, specialty - 014 Secondary education, specialization 014.09 Informatics.<br>Objects of study and activity: educational process in institutions of general secondary education; modern information and communication technologies and application software; professional activity of a computer science teacher.<br>The purpose of training: training specialists to carry out professional activities in institutions of general secondary education, formation of students' general and professional competencies in accordance with the specialty 014 Secondary education of specialization 014.09 Informatics at the bachelor's level. |

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| | Theoretical content of the subject area: notions and concepts from pedagogy, psychology, from the methodology of teaching informatics, as well as from informatics as a fundamental science and as a subject studied in institutions of general secondary education.<br>Methods, techniques and technologies: organizational, motivational, activity, research, reflective and integrated methods of training, professionally oriented training methods; educational, educational, project, development learning technologies. |
| **Orientation educational program** | Educational and professional. |
| **The main focus of the educational program and specialization** | General education in the field 01 Education/Pedagogy by specialty 014 Secondary education and specialization 014.09 Informatics.<br>Keywords: computer science teacher; competence of the computer science teacher; informatics educational branch; secondary education (informatics), bachelor of secondary education. |
| **Features of the program** | Integration of educational, cognitive, research and project activities, fundamental, theoretical and practical training of future informatics teachers taking into account the needs of the regional labor market. |
| **4 – Graduates' suitability for employment and further education** | |
| **Suitability for employment** | Bachelor of specialty 014 Secondary education of specialization 014.09 Informatics can hold the following positions (according to the National Classifier of Professions DK 003:2010):<br>2320 Teacher of institutions of general secondary education and specialized education<br>2359.2 Methodist of out-of-school education institutions |
| **Further education** | The possibility to continue studying in the program of the second (master's) level of higher education.<br>Acquisition of additional qualifications in the postgraduate education system. |
| **5 – Teaching and assessment** | |
| **Teaching and learning** | Student-centered, problem-based, practical, research, project-based learning using general and professionally-oriented methods of educational and cognitive activity.<br>Organization of the educational process using LMS Moodle, Google Workspace, MS Teams.<br>Teaching methods: verbal (lecture, discussion, consultation, interview, etc.); practical (laboratory and practical classes); visual (demonstration, etc.); innovative (game, dialog, project technologies, etc.); video method in combination with information technologies and computer learning tools (distance, multimedia, web-oriented, etc.); collective, individual and group educational, project, research work of students of higher education (writing course work; participation in the department's circles); passing pedagogical practices. |
| **Assessment** | Types of control: current, thematic, modular, final, self-control, mutual control.<br>Forms of control: current (oral and written survey, tests, defense of laboratory and practical works, presentation of educational and research projects, etc.); final (examinations, tests, reports on completion of practices, defense of coursework, certification exam).<br>Evaluation of educational achievements: 4-point national scale (excellent, good, satisfactory, unsatisfactory); 2-level national |

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| | scale (credited/not credited); 100-point system and ECTS scale (A, B, C, D, E, F, FX).<br>It is based on academic integrity. |
| **6 – Software competencies** | |
| **General competences (CG)** | ZK1. The ability to act responsibly and consciously on the basis of respect for the rights and freedom of the citizen, to realize one's own rights and duties; to realize the values of civil society and the need for its sustainable development.<br>ZK2. Ability for interpersonal communication, communication with representatives of various professional groups, work both individually and in a team.<br>ZK3. The ability to respect and appreciate the Ukrainian national culture, diversity and multiculturalism of the surrounding reality, to preserve and multiply the scientific achievements of society.<br>ZK4. Ability to personal and professional self-determination, self-realization and self-development throughout life.<br>ZK5. Ability to identify and solve problems of a professional nature, make effective decisions and take a responsible attitude to the performance of professional duties.<br>ZK6. Ability to generate new ideas, creativity, initiative and activity, motivating others to achieve the defined goal.<br>ZK7. Ability to communicate in Ukrainian both orally and in writing. |
| **Professional competences (FC)** | SK8. The ability to understand the importance of information in modern society, to carry out information processes, to be responsible for information security issues.<br>SK9. The ability to apply psychological and pedagogical knowledge, knowledge of informatics and its teaching methods and related disciplines in relation to modeling the educational process of informatics in ZZSO.<br>SK10. The ability to form a competent and educated personality by the means of the informatics field of education, using modern and effective teaching methods and technologies, taking into account the individual characteristics of the students of education.<br>SK11. The ability to use basic knowledge of the fundamental sections of mathematics, to the extent necessary for mastering the mathematical apparatus of the relevant specialty.<br>SK12. The ability to organize computing processes in information systems taking into account the architecture, configuration and functioning of operating systems, to select and use general and educational software.<br>SK13. Knowledge of information data models, the ability to navigate in the information space, search for and critically evaluate information, and use it in professional activities.<br>SK14. The ability to perform a full cycle of algorithmic analysis and synthesis of solving applied problems, analyze the complexity and effectiveness of constructed algorithms, implement them in the environment of programming languages.<br>SK15. The ability to evaluate and analyze the learning results of education seekers, to create conditions for self-evaluation and mutual evaluation of educational achievements.<br>SK16. Ability to analyze and process data based on mathematical logic, computational (artificial) intelligence methods, data visualization. |

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| | SK17. The ability to collect, analyze and interpret information (data) based on knowledge of informatics as a fundamental science and as a school subject and on interdisciplinary knowledge.<br>SK18. The ability to implement effective methods of work organization in accordance with the requirements of environmental and socio-political security.<br>SK19. The ability to use technical devices, software, services and resources and integrate them into the educational environment, independently master new information and communication technologies.<br>SK20. Ability to manage complex actions/projects, adhere to the norms of social, intercultural and interpersonal communication in a digital society, be responsible for making decisions in unpredictable conditions.<br>SK21. The ability to apply the basic provisions, methods, principles of natural and mathematical sciences for the successful solution of problems in informatics as a fundamental science.<br>SK22. The ability to carry out educational research in the chosen field, generalize and publicize the obtained results (in scientific publications, speeches, etc.).<br>SK23. Ability to apply psychological-pedagogical and subject awareness, designing and implementing educational/developmental projects. SK24. The ability to monitor one's own activities, determine conditions and resources for professional and personal development. |

**7 – Program learning outcomes**

PR1. Know the current legal and educational and methodological documents related to professional activity.
PR2. To understand the basics of socio-political life and economy from the point of view of fundamental general scientific knowledge and principles.
PR3. Possess a professional culture, carefully choose a communication strategy in communicating with groups and individuals, communicate with participants in the educational process based on the principles of humanization and trust.
PR4. Possess knowledge of informatics as a fundamental science and as an educational subject, to the extent necessary to achieve the goal and objectives of study under this educational program.
PR5. Know the principles of functioning and operation of technical devices and application software, requirements for their use in the educational process in general secondary education institutions.
PR6. Be able to convey knowledge, including professional content, to students, specialists and the general public in national and foreign languages.
PR7. To be able to plan and organize one's own professional activities and educational and cognitive activities of education seekers, to promote their socialization and professional self-determination, personal development of all participants in the educational process.
PR8. To be able to select and use software and information resources for solving practical tasks in subject and educational fields.
PR9. Use knowledge of psychological and pedagogical theories, knowledge of informatics, methods of teaching informatics and related fields in one's own professional activity.
PR10. Be able to design and implement educational/developmental projects for students of education, using information resources, communication technologies, digital devices.
PR11. To apply didactic and methodical principles of teaching the subject "Informatics" in general secondary education institutions in professional activities, to solve professional tasks using modern digital devices and technologies, innovations in education.
PR12. To be able to motivate students to active life in the conditions of the information society, realizing the impact of information and communication technologies, digital devices on personal development, development of science and society.

PR13. Be able to diagnose, forecast, adjust the educational and cognitive activities of education seekers to achieve mandatory learning outcomes in the field of IT education, develop individual learning trajectories (including with the aim of improving inclusiveness and accessibility) and create conditions for their practical implementation.
PR14. To use computer equipment, software, and digital devices in the educational process in accordance with current norms (specifications of educational computer complexes, license conditions), to provide them with educational and methodological support in order to create an educational environment and taking into account safety (including information safety) and expediency.
PR15. Be able to develop algorithms for solving computer science problems, analyze the complexity and effectiveness of algorithms; implement algorithms in programming languages; choose software for creating and debugging software projects,
PR16. Solve theoretical and applied problems related to the use of mathematical apparatus and the performance of specialized calculations.
PR17. Be able to design and develop application software products, cooperate in a team to create an information product, using the features (principles, models, methods and technologies) of various programming paradigms.
PR18. Possess logical-algorithmic, system-combinatorial, creative-critical and other types of thinking; methods and techniques for solving theoretical and applied problems in the field of computer science.
PR19. Apply methods and algorithms of mathematical logic, computational (artificial) intelligence, intelligent data analysis when solving specialized problems.
PR20. Provide equal opportunities and adhere to the principles of equality in professional activity, unite teams and coordinate their activities to achieve a common goal.

| **8 – Resource support for program implementation** | |
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| **Personnel software** | Scientific and pedagogical workers who carry out the educational process have an education, experience in scientific and pedagogical work, a level of scientific and professional activity that meets state requirements, and also work at the main place of work in the Rivne State humanities university. |
| **Material and technical software** | Material and technical support meets the state requirements for the provision of educational services in the field of higher education and is sufficient for ensuring the quality of the educational process. |
| **Informational and educational and methodical software** | Use of the informational educational environment of the Rivne State Humanities University and author's developments of the department's teaching staff. |
| **9 – Academic mobility** | |
| **National credit mobility** | On the basis of bilateral agreements between the Rivne State Humanities University and other higher education institutions. |
| **International credit mobility** | On the basis of bilateral agreements between the Rivne State Humanities University and foreign educational institutions. |
| **Foreign studies students of higher education** | Not provided by the program. |

## 1. List of components of the educational and professional program and their logical sequence

1. List of OPP components

| Code n/a | Components of the educational program (educational disciplines, coursework, practices) | Number of credits | Final control form |
|---|---|---|---|
| **Обов'язкові компоненти** | | | |
| Cycle of general training | | | |
| OK1 | Ukrainian language (by professional direction) | 3 | exam (1 semester) |
| OK2 | History of Ukraine | 3 | exam (1 semester) |
| OK3 | Information and communication technologies (in the field) | 3 | differentiated assessment (1 semester) |
| OK4 | History of Ukrainian Culture | 3 | exam (2 semester) |
| OK5 | Philosophy | 3 | exam (4th semester) |
| OK6 | Foreign language (by professional direction) | 10 | exam (6, 8 semesters) |
| Cycle of professional training | | | |
| OK7 | Introduction to | 3 | credit (1 semester) |
| OK8 | Architecture of computer systems and networks | 6 | exam (1 semester) |
| OK9 | Higher mathematics (in the field) | 6 | credits (1 semester), |
| OK10 | Computer graphics and multimedia technologies | 7 | exam (2 semester) |
| OK11 | Algorithmization and programming with teaching methods | 16 | credits (1, 2 semesters) |
| OK12 | Probability Theory and Mathematical Statistics | 5 | exam (1, 2 semesters) |
| OK13 | Web technologies in education | 10 | exam (2 semester) |
| OK14 | Computer discrete mathematics | 6 | credits (2nd semester), |
| OK15 | Psychology | 7 | exam (3rd semester) |
| OK16 | Pedagogy | 9 | exam (3rd semester) |
| OK17 | Databases | 6 | exam (3rd semester) |
| OK18 | Educational robotics | 3 | credits (4, 4 semester) |
| OK19 | Operating Systems | 5 | exam (3rd semester), |
| OK20 | Methodology of teaching informatics | 13 | credits (5, 5 semester) |
| OK21 | Designing tests and computer technologies in testing | 4 | exam (4th semester) |
| OK22 | Methods of using computer technology and digital technologies (in the industry) | 5 | exam (4th semester) |
| OK23 | Development of distance courses | 4 | exam (5th semester) |
| OK24 | Theory and practice of solving Olympiad problems in informatics and ICT | 4 | exam (5, 6 semesters) |
| OK25 | Educational (propaedeutic) practice | 6 | exam (6th semester) |
| OK26 | Production (pedagogical) practice | 24 | assessment (6th semester) |

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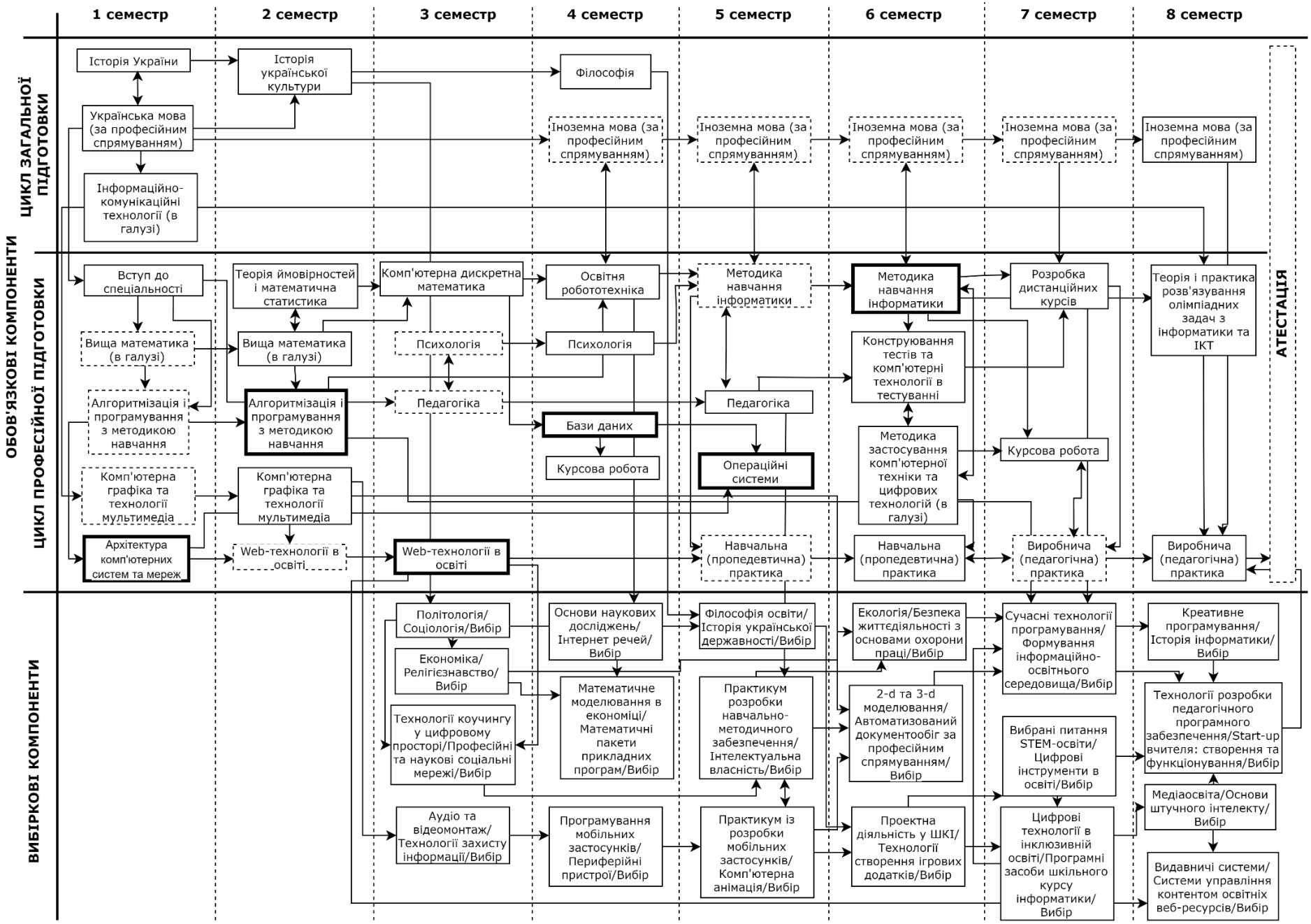
| OK27 | Coursework | 6 | grading is differentiated (4, 7 semesters) |
| **The total volume of mandatory components** | | **180** | |
| **Selective components** | | | |
| BK1/BK2/ BK3 | Political science/Sociology/Choice | 3 | credit (3rd semester) |
| BK4/BK5 /BK6 | Coaching technologies in the digital space/ Professional and scientific social | 3 | |
| BK7/BK8 /BK9 | network/Select | 3 | credit (3rd semester) |
| BK10/BK 11/BK12 | Audio and video editing/Protection technologies | 3 | credit (3rd semester) |
| BK13/BK 14/BK15 | information/Choice | 3 | credit (3rd semester) |
| BK16/BK 17/ BK18 | Economics/Religious studies/Ethics and aesthetics | 3 | credit (4th semester) |
| BK19/BK 20/BK21 | Basics of scientific research/Internet | 3 | |
| BK22/BK 23/BK24 | of things/Choice | 3 | exam (4th semester) |
| BK25/BK 26/BK27 | Mathematical modeling in | 3 | credit (4th semester) |
| BK28/BK 29/BK30 | economics/Mathematical packages of applied programs/Choice | 3 | credit (5th semester) |
| BK31/BK 32/BK33 | Mobile programming | 3 | exam (5th semester) |
| BK34/BK 35/ BK36 | applications/Peripheral devices/Select | 3 | |
| BK37/BK 38/BK39 | Philosophy of education/History of Ukrainian | 3 | credit (5th semester) |
| BK40/BK 41/BK42 | of statehood/Choice | 3 | |
| BK43BK4 4/BK45 | Mobile application development workshop/Computer animation/Choice | 3 | assessment (6th semester) |
| BK46/BK 47/BK48 | Workshop on the development of educational and methodological support/Intellectual | 3 | assessment (6th semester) |
| BK49/BK 50/BK51 | property/Choice | 3 | assessment (6th semester) |
| BK52/BK 53/BK54 | 2-d and 3-d modeling/Automated | 3 | |
| BK55/BK 56/BK57 | document flow by professional direction/Choice | 3 | exam (7th semester) |
| BK58/BK 59/BK60 | Project activity in ShKI/Technology | 3 | assessment (7th semester) |
| **The total amount of sample components:** | | **60** | |
| **GENERAL SCOPE OF THE EDUCATIONAL PROGRAM** | | **240** | |

## 2.1. Структурно-логічна схема ОПП



## 1. Forms of attestation of higher education applicants

Attestation of graduates of the educational program in the specialty 014 Secondary education in the specialization 09 Informatics is carried out in the form of an attestation exam, which is held at an open meeting of the examination committee with the participation of at least half of the members of the committee with the mandatory presence of the chairman of the committee and consists of testing theoretical knowledge and practical skills. The attestation exam (exam) provides for the assessment of mandatory learning outcomes determined by this educational program. The attestation ends with the issuance of a document of the established model awarding the graduate with a bachelor’s degree with the assignment of a qualification "Bachelor of secondary education (informatics). Informatics teacher". Attestation is carried out openly and publicly.

## 1. Matrix of correspondence of program competencies to mandatory components of the educational program

| | ОК 1 | ОК 2 | ОК 3 | ОК 4 | ОК 5 | ОК 6 | ОК 7 | ОК 8 | ОК 9 | ОК 10 | ОК 11 | ОК 12 | ОК 13 | ОК 14 | ОК 15 | ОК 16 | ОК 17 | ОК 18 | ОК 19 | ОК 20 | ОК 21 | ОК 22 | ОК 23 | ОК 24 | ОК 25 | ОК 26 | ОК 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ЗК1 | | • | | • | • | | | | | | | | | | • | • | | | | | | | | | • | • | |
| ЗК2 | • | | • | | | • | | | | | • | | • | | • | • | | | | | | | • | | • | • | • |
| ЗК3 | • | | | • | • | | | | | | | | | | | | | | | | | | | | | | |
| ЗК4 | | | • | | | • | • | • | | | • | | • | | • | | | | | | | | • | | • | • | • |
| ЗК5 | | | • | | | | • | • | • | • | • | • | • | • | | | • | • | • | • | • | • | • | • | • | • | • |
| ЗК6 | | | | | | | • | | | • | | | • | | • | • | | • | | • | • | • | | • | | • | • |
| ЗК7 | • | • | | • | • | | | | | | | | | | | | | | | | | | | | • | • | • |
| СК8 | | | | | | | | | | | | | | | | | | | | | | • | • | | | • | • |
| СК9 | | | | | | | • | | | | | | | | • | • | | | | • | • | • | • | | • | • | • |
| СК10 | | | | | | | | | | | | | | | • | • | | | | • | | | • | • | | • | |
| СК11 | | | | | | | | | • | | • | • | | • | | | | | | | | | | | | | |
| СК12 | | | | | | | | • | | | | | | | | | • | | • | | | | | | | | • |
| СК13 | | | | | | | | | | • | | | • | | | | • | | • | | | • | | | | | • |
| СК14 | | | | | | | | | | | • | | | • | | | | • | | | | | | | | | |
| СК15 | | | | | | | | | | | | | | | • | • | | | | • | • | | | • | • | • | |
| СК16 | | | | | | | | | • | • | | • | | • | | | | • | | | | | | | | | |
| СК17 | | | • | | | | • | | | | | | • | | | | | | | | • | | • | | • | • | • |
| СК18 | | • | | | • | | | | | | | | | | | | | | | | | | | | | • | |
| СК19 | | | • | | | | | • | | • | | | • | | | | • | • | • | | | • | | | • | • | • |
| СК20 | • | | | | | • | | | | | | | | | | | | | | | | | | | | • | • |
| СК21 | | | | | | | | | • | | • | • | | • | | | | • | | | | | | | | | |
| СК22 | • | | | | | • | | | | | | | | | | | • | | | | | | | • | | • | • |
| СК23 | | | | | | | | | | | | | | | • | • | | | | • | | | | • | | • | • |
| СК24 | | • | • | • | | • | | | | | | | | | • | • | | | | • | | | • | | • | • | • |

## Matrix of correspondence of program competencies to selective components of the educational program

| | ВК1/ ВК2/ ВК3 | ВК4/ ВК5/ ВК6 | ВК7/ ВК8/ ВК9 | ВК10/ ВК11/ ВК12 | ВК13/ ВК14/ ВК15 | ВК16/ ВК17/ ВК18 | ВК19/ ВК20/ ВК21 | ВК22/ ВК23/ ВК24 | ВК25/ ВК26/ ВК27 | ВК28/ ВК29/ ВК30 | ВК31/ ВК32/ ВК33 | ВК34/ ВК35/ ВК36 | ВК37/ ВК38/ ВК39 | ВК40/ ВК41/ ВК42 | ВК43/ ВК44/ ВК45 | ВК46/ ВК47/ ВК48 | ВК49/ ВК50/ ВК51 | ВК52/ ВК53/ ВК54 | ВК55/ ВК56/ ВК57 | ВК58/ ВК59/ ВК60 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ЗК1** | •/•/ | | | •/•/• | | | | •/ •/ | | | | | •/•/ | | | | | | | |
| **ЗК2** | | • /•/ | | | /•/ | | | | •/ / | •/ / | /•/ | •/•/ | | /•/ | •/ / | | / •/ | •/ •/ | •/ / | •/ •/ |
| **ЗК3** | •/•/ | | /•/ | | •/ / | | | •/•/ | | /•/ | | | | | | | | | | |
| **ЗК4** | | •/•/ | | /•/• | | | | | | | | | | /•/ | /•/ | /•/ | | /•/ | | |
| **ЗК5** | | •/•/ | •/•/ | | •/ • / | •/•/ | •/•/ | | •/•/ | •/•/ | •/•/ | •/ / | | •/•/ | •/•/ | •/ • | •/ / | •/ •/ | •/ •/ | •/•/ |
| **ЗК6** | | | •/ / | | •/ / | | | | •/•/ | •/ / | •/ / | •/•/ | | /•/ | •/ / | •/ / | •/ / | •/ / | •/ / | •/•/ |
| **ЗК7** | | /•/ | /•/ | | | | | | | | /•/ | | | /•/ | | | | /•/ | | •/•/ |
| **СК8** | •/ / | /• / | /•/ | •/ • / | | | | •/•/ | | /•/ | | | | | | | / • / | | | |
| **СК9** | | •/ / | | | | | | | | •/ / | / • / | •/ / | | / • / | •/ / | •/ / | | •/ • / | | / • / |
| **СК10** | | | | | | | | | | | | •/ / | | / • / | / • / | •/ • / | | | | |
| **СК11** | / • / | | | | | •/•/ | | | | | | | | | | | | | | |
| **СК12** | | | •/ / | | | | •/ • / | | •/ • / | | •/ • / | / • / | | | •/ • / | / • / | | | | |
| **СК13** | | | / • / | | | | | | | •/ / | | | | | •/ / | | | | | |
| **СК14** | | | | | | •/•/ | | | •/ / | | | /•/ | | •/ / | | | •/ / | | | |
| **СК15** | | | | | | | | | | | | •/ / | | | | •/ / | | •/ / | | / • / |
| **СК16** | / • / | | | | | •/•/ | | | | | | | | •/ / | | | | | •/ / | •/ / |
| **СК17** | | / • / | / • / | | •/ / | | | | | | | •/ / | | / • / | •/ • / | / • / | / •/ | •/ • / | / • / | / • / |
| **СК18** | | | / • / | •/ • / | | | | •/ • / | | | | | •/•/ | | | | | | | |
| **СК19** | | •/ • / | •/ / | | / • / | | •/ • / | | •/ • / | •/ / | •/ • / | •/ • / | •/ • / | •/ / | •/ • / | •/ • / | •/ / | | •/ / | •/ / |
| **СК20** | •/ • / | | | | | | | | | | /•/ | / • / | | | | •/• / | | •/ • / | | / •/ |
| **СК21** | | | | | | •/ • / | •/ / | | •/ / | | | •/ / | | | | | •/ / | | / • / | |
| **СК22** | | | •/ / | | •/ / | | | | | •/ • / | | / • / | | | •/ / | | | | | |
| **СК23** | | •/ / | •/ / | | | | | | | •/ • / | •/ / | •/ / | | | | •/ •/ | | •/ • / | •/ / | /•/ |
| **СК24** | / • / | / • / | | | •/ / | | | | | •/ • / | | | | | | | | •/ • / | | / • / |

Note: OK and - mandatory components; VKi – selective components; Ki - general, professional competences

## 1. Matrix of provision of program learning outcomes (PLP) to the corresponding mandatory components of educational programs

| | ОК 1 | ОК 2 | ОК 3 | ОК 4 | ОК 5 | ОК 6 | ОК 7 | ОК 8 | ОК 9 | ОК 10 | ОК 11 | ОК 12 | ОК 13 | ОК 14 | ОК 15 | ОК 16 | ОК 17 | ОК 18 | ОК 19 | ОК 20 | ОК 21 | ОК 22 | ОК 23 | ОК 24 | ОК 25 | ОК 26 | ОК 27 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ПР1** | | | | | | | • | | | | | | | | • | | | | | • | | • | | | • | • | • |
| **ПР2** | | • | | • | • | | • | | | | | | | | | | | | | | | | | | | | |
| **ПР3** | • | • | | • | • | • | • | | | | | | | | • | • | | | | | | | | | • | • | • |
| **ПР4** | | | | | | | • | • | | | • | | | | | | | | • | • | | | | • | • | • | • |
| **ПР5** | | | | | | | | • | | | | | | | | | | • | • | | | • | • | | | | |
| **ПР6** | • | | | | • | • | | | | | | | | | | | | | | | | | • | | | • | • |
| **ПР7** | | | | | | | | | | | | | | | • | • | | | | • | | | • | • | • | • | • |
| **ПР8** | | | • | | | • | | | | • | | | • | | | | • | | | | | • | • | | | | • |
| **ПР9** | | • | | • | | | | | | | | | | | • | • | | | | | • | • | • | • | • | • | • |
| **ПР10** | | | • | | | | | | | | | | | | | | | • | | | | | • | • | • | • | • |
| **ПР11** | | | | | | | | | | | | | • | | | | • | • | | • | | • | | | • | • | • |
| **ПР12** | | • | | • | | | | | | | | | | | • | • | | | | • | | | | | | • | • |
| **ПР13** | | | | | | | | | | | | | | | | • | | | | • | • | | | | | • | • |
| **ПР14** | | | • | | | | | • | | | | | • | | | | | • | • | • | • | • | • | | | • | • |
| **ПР15** | | | | | | | | | | | • | | | | | | | • | | | | | | • | | | |
| **ПР16** | | | | | | | | | • | | | • | | • | | | | | | | | | | | | | |
| **ПР17** | | | | | | | | | | • | | | • | | | | • | | | | | | | • | | | • |
| **ПР18** | | | | | | | | | • | • | • | • | | • | | | • | | | | | | | | | | |
| **ПР19** | | | | | | | | | • | | • | • | | • | | | • | • | | | | | | | | | |
| **ПР20** | • | | | | • | | | | | | | | | | • | • | | | | | | | | | | • | • |

## The matrix of provision of program learning outcomes (PLP) to the relevant selective components of the educational program

| | ВК1/ ВК2/ ВК3 | ВК4/ ВК5/ ВК6 | ВК7/ ВК8/ ВК9 | ВК10/ ВК11/ ВК12 | ВК13/ ВК14/ ВК15 | ВК16/ ВК17/ ВК18 | ВК19/ ВК20/ ВК21 | ВК22/ ВК23/ ВК24 | ВК25/ ВК26/ ВК27 | ВК28/ ВК29/ ВК30 | ВК31/ ВК32/ ВК33 | ВК34/ ВК35/ ВК36 | ВК37/ ВК38/ ВК39 | ВК40/ ВК41/ ВК42 | ВК43/ ВК44/ ВК45 | ВК46/ ВК47/ ВК48 | ВК49/ ВК50/ ВК51 | ВК52/ ВК53/ ВК54 | ВК55/ ВК56/ ВК57 | ВК58/ ВК59/ ВК60 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ПР1** | •// | •/•/ | | | •/ / | | | | | /• / | / •/ | | | /•/ | | •/ / | | •/ / | | |
| **ПР2** | •/•/ | | | •/•/• | | | | /• / | | | | | •/•/ | | | | /•/ | | | |
| **ПР3** | /• / | •/•/ | | •/•/• | | | | | | | | | | | / •/ | • / / | | | | |
| **ПР4** | | | | | /• / | | | | | •/ / | | | | | •/ •/ | | | | | •/ / |
| **ПР5** | | | •/• | | | | /•/ | | | | | | | | •/ •/ | •/ •/ | | | | |
| **ПР6** | | •/•/ | | | | | | • / / | | •/ / | / •/ | | | | | | | | •/ / | |
| **ПР7** | /• / | | | | | | | • / / | | | | • / / | | /•/ | | •/ / | | | | |
| **ПР8** | | | •/ / | | | •/•/ | •/•/ | | •/ •/ | / •/ | •/ •/ | / •/ | | | /• / | /•/ | •/ / | | | •/ / |
| **ПР9** | | | | | | | | /• / | | | | • / / | | /•/ | | | | | | |
| **ПР10** | | •/•/ | | | | | | | | | | | | | /• / | | | /•/ | •/ / | |
| **ПР11** | | •/•/ | | | | | | | | •/ / | /• / | • / / | | | | | | •// | | /•/ |
| **ПР12** | | •/•/ | /•/ | | | | | /• / | | | | • / / | •/ / | | | •/ / | /•/ | •/•/ | | |
| **ПР13** | | | | | | | | | | •/ / | | | | | | •/ / | | /•/ | | |
| **ПР14** | | •/ / | •/•/ | | | | •/ / | | •/ •/ | •/ / | /• / | | /•/ | | /• / | /•/ | • / / | | | •/•/ |
| **ПР15** | | | | | | | •/ / | | •/ •/ | | | /•/ | | •/ / | | | | | | |
| **ПР16** | | | | | | •/•/ | •/ / | | •/ / | | | | | | | | | | | |
| **ПР17** | | | | | /• / | | •/ / | | •/ •/ | | •/ / | /•/ | | •/•/ | | | | | /•/ | |
| **ПР18** | | | | | •/ / | •/•/ | •/ / | | •/ / | | | /•/ | | •/ / | | | •/ / | •/•/ | /•/ | |
| **ПР19** | | | | | | •/•/ | | | •/ / | | | | | •/ / | | | •/ / | | /•/ | |
| **ПР20** | /• / | •// | /• / | | | | | | | | | •// | | /•/ | | •/ / | | /•/ | •// | /•/ |

Note:
OKi - mandatory components VKi - optional components
PRi - program learning outcomes

## 1. System of internal quality assurance of higher education

Rivne State Humanities University operates a system of ensuring the quality of educational activities and the quality of higher education by the institution of higher education (internal quality assurance system), which provides for:

- determination of the principles and procedures for ensuring the quality of higher education;
- implementation of monitoring and periodic review of educational programs;
- annual evaluation of the activities of higher education applicants, scientific and pedagogical workers, and regular publication of the results of such evaluations on the institution's official website and in any other way;
- improving the qualifications of pedagogical, scientific and scientific-pedagogical workers;
- provision of the necessary resources for the organization of the educational process, including independent work of students, according to each educational program;
- functioning of information systems for effective management of the educational process;
- ensuring publicity of information about educational programs, degrees of higher education and qualifications; informing all interested parties about the state of the quality of education and educational activities of the University through information resources;
- observance of academic integrity by employees and students of higher education, including prevention and detection of academic plagiarism;
- organization and monitoring of the quality of higher education and educational activities;
- organization of surveys (questionnaires, etc.) of subjects of the educational process and persons involved in the educational process on issues of education quality;
- coordination of the actions of subjects of the educational process to ensure the quality of education;
- implementation of other measures aimed at internal quality assurance of higher education at the University.

Guarantor of the educational and professional program,
head of the working group  Pavlova N.S.