

**KROK UNIVERSITY
REGULATIONS ON THE DEVELOPMENT, UPDATING AND REVIEW OF
EDUCATIONAL PROGRAMS AT KROK UNIVERSITY AND
EDUCATIONAL-PROFESSIONAL PROGRAMS OF THE PROFESSIONAL
COLLEGE OF KROK UNIVER**

*Translated into English from the official version
and approved by the Rector of KROK University on March 28, 2024*

1. GENERAL PROVISIONS

1. The Temporary Regulation on the Development, Updating, and Review of Educational Programs at KROK University and Educational-Professional Programs at the Vocational College of KROK University (hereinafter referred to as the Regulation) is the primary regulatory document that governs the procedure for developing, updating, and reviewing educational programs at KROK University (hereinafter referred to as the University) and educational-professional programs at the Vocational College of KROK University (hereinafter referred to as the College). This Regulation is an integral part of the internal quality assurance system for education and educational activities.

2. Regulatory Acts Used in the Development of the Regulation:

Law of Ukraine "On Education" dated September 5, 2017, No. 2145-VIII.

Law of Ukraine "On Higher Education" dated July 1, 2014, No. 1556-VII.

Law of Ukraine "On Professional Pre-Higher Education" dated June 6, 2019, No. 2745-VIII.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), adopted at the Ministerial Conference in Yerevan, May 14–15, 2015.

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). – Kyiv: CS Ltd., 2015. – 32 p.

Resolution of the Cabinet of Ministers of Ukraine dated April 29, 2015, No. 266 "On Approval of the List of Fields of Knowledge and Specialties for Higher Education."

Resolution of the Cabinet of Ministers of Ukraine dated December 30, 2015, No. 1187 (as amended by Resolution No. 347 dated May 10, 2018) "On Approval of Licensing Conditions for Educational Activities of Educational Institutions."

Resolution of the Cabinet of Ministers of Ukraine dated November 23, 2011, No. 1341 "On Approval of the National Qualifications Framework."

Resolution of the Cabinet of Ministers of Ukraine dated March 23, 2016, No. 261 "On Approval of the Procedure for Training Higher Education Applicants for the Degree of Doctor of Philosophy and Doctor of Sciences in Higher Education Institutions (Scientific Institutions)."

Regulation on Accreditation of Educational Programs for Higher Education Applicants, Order of the Ministry of Education and Science of Ukraine dated July 11, 2019, No. 977.

Law of Ukraine "On Amendments to Certain Laws of Ukraine Regarding the Improvement of Educational Activities in the Field of Higher Education" dated December 18, 2019, No. 392-IX.

3. List of University Documents Used in the Development and Implementation of this Regulation:

University Charter.

Regulation on the Internal Quality Assurance System.

Code of Academic Integrity of KROK University, Order of KROK University dated October 18, 2018, No. 108-3.

Temporary Regulation on the Procedure and Conditions for Students' Selection of Academic Disciplines at KROK University, Order of KROK University dated May 14, 2019, No. 45-2.

Regulation on the Organization of the Educational Process at the Vocational College of KROK University, Protocol No. 4 dated December 21, 2023.

2. PROGRAM DEVELOPMENT

An educational (educational-professional, educational-scientific, or educational-creative) program is a unified set of educational components (academic disciplines, individual assignments, internships, assessment activities, etc.) aimed at achieving the learning outcomes defined by the program, which entitles the learner to obtain a specified educational or educational and professional qualification(s). An educational program may define a single specialization within its scope or may not include any specialization.

At the second (master's) level of higher education, interdisciplinary educational-scientific programs may be developed, provided they do not contradict the relevant higher education standards.

Educational programs are used to define and assess the quality of higher education and the results of the university's educational activities, as well as the learning outcomes in the relevant specialties. Educational-professional programs are used to define and assess the quality of professional pre-higher education and the results of the educational institution's activities, as well as the learning outcomes in the relevant specialties.

An educational program is developed for each specialty and level of higher education. An educational-professional program is developed for each specialty of the educational-professional degree of professional pre-higher education.

Educational programs are developed in accordance with the approved Strategy (Priorities) for the University's development.

Educational programs are developed taking into account the concept of educational activity and the principles embedded therein.

3. REQUIREMENTS FOR EDUCATIONAL PROGRAMS

This Regulation establishes the following requirements for an educational program / educational-professional program:

An educational program / educational-professional program must comply with the requirements of the professional standard (if available), the higher education standard for a specific specialty according to the level of higher education at which it is to be implemented, and the professional pre-higher education standard according to the level of education. In the absence of a higher

education / professional pre-higher education standard, educational programs / educational-professional programs are developed in accordance with the National Qualifications Framework.

An educational program must include:

- 1) The number of ECTS credits required to obtain the corresponding degree of higher / professional pre-higher education;
- 2) Requirements for the educational level of individuals eligible to begin studies under the program and the expected learning outcomes;
- 3) A list of educational components and their logical sequence;
- 4) A list of mandatory competencies of the graduate;
- 5) The normative content of training for higher education applicants, formulated in terms of learning outcomes;
- 6) Forms of attestation for higher / professional pre-higher education applicants;
- 7) Requirements for the development of educational programs for a field of knowledge, two fields of knowledge, or a group of specialties (in standards for the junior bachelor level), interdisciplinary educational-scientific programs (in standards for master's and PhD levels);
- 8) Requirements of professional standards (if available).

Educational programs in specialties required for access to professions subject to additional regulation may include additional requirements regarding the structure and content of the educational program and the content of graduate attestation.

Educational programs / educational-professional programs in the same specialty cannot be implemented solely through elective components of the educational program.

Educational programs / educational-professional programs in the same specialty must differ by at least 25% in mandatory components.

4. PROCEDURE FOR THE DEVELOPMENT AND APPROVAL OF EDUCATIONAL PROGRAMS

4.1. To develop an educational program, the graduating department (for interdisciplinary programs – a group of departments) or the graduating cycle commissions of the College shall, by their decision, approve a working group, the head of which serves as the guarantor of the educational program / responsible person. The requirements for the guarantor of the educational program are defined in the Instruction on the Selection of the Educational Program Guarantor.

The working group may include: representatives of student self-government, students of the relevant specialty, successful graduates, leading academic staff of the University who are experts in the chosen subject area, leading researchers in the field, representatives of potential employer companies, practicing lecturers, and representatives of professional associations. Members of the scientific-methodological commission of the specialty (scientific-methodological

commissions of specialties) may be involved in the working groups upon consent.

Educational programs and educational-professional programs are approved by the Academic Council of the University.

4.2. Main stages of development and approval of EP/EPP:

- 4.2.1. During the development of an educational program / educational-professional program, the working group must take into account international and national experience in developing similar programs, professional achievements, and examples of best practices in the relevant field or area of activity, considering the needs of regional and local labor markets.
- 4.2.2. Review of the educational program at the meeting of the department(s) / graduating cycle commissions of the College.
- 4.2.3. Publication of the draft educational program / educational-professional program on the University website.
- 4.2.4. External evaluation (peer review) of the draft educational program / educational-professional program.
- 4.2.5. Review and approval of the educational program / educational-professional program by the Academic Council of the University.
- 4.2.6. Educational-professional (educational-scientific) programs for higher education and professional pre-higher education applicants should, as a rule, be developed using the established format (Appendix 1).
- 4.3. Based on the educational program / educational-professional program, a curriculum for the respective EP/EPP is developed.

5. MONITORING, REVIEW, AND UPDATING OF EDUCATIONAL PROGRAMS

Regular monitoring, review, and updating of educational programs aim to ensure that the provision of educational services remains at an appropriate level and creates a favorable and effective learning environment for students.

1. Grounds for updating and reviewing educational programs may include:
 - Changes in the requirements of the higher education / professional pre-higher education standard for the relevant specialty, or professional standards;
 - Changes in the University's development strategy (priorities);
 - Conclusions and suggestions from employers during the evaluation of the educational program;
 - Results of the educational program quality assessment (self-analysis of the educational program according to accreditation requirements, surveys of higher education / professional pre-higher education applicants, graduates, employers, internal and external audits, and other procedures);
 - Recommendations from the National Agency for Higher Education Quality Assurance or independent agencies for educational program quality assessment.

The update of the educational program is evaluated by the guarantor / responsible person of the respective educational program, reviewed at the meeting of the graduating department / cycle commissions, and submitted with justification for approval by the Academic Council.

Students and other stakeholders (successful graduates, leading academic staff of the University who are experts in the chosen subject area, leading researchers in the field, representatives of potential employer companies, practicing lecturers, representatives of professional associations) are involved in the process of monitoring, reviewing, and updating educational programs.

Monitoring, review, and updating are carried out based on the evaluation of the educational program according to the following parameters:

- The content of the program in light of the latest research in the relevant field of knowledge, ensuring that the program meets current requirements;
- Changes in societal needs / market conditions;
- Expectations, needs, and satisfaction of students regarding the program.

The collected information is analyzed and used to adapt the program to ensure its compliance with current requirements. The updated educational program, once approved, is published on the University website.

**Appendix 1
to the Regulations**

**HIGHER EDUCATIONAL INSTITUTION
UNIVERSITY OF ECONOMICS AND LAW "KROK"**

EDUCATIONAL PROGRAM "NAME" First/second level of higher education/educational and professional degree of professional pre-higher education field of knowledge No. "NAME" in specialty No. "NAME"

APPROVED
BY THE ACADEMIC COUNCIL OF THE HIGHER EDUCATIONAL
INSTITUTION "UNIVERSITY OF ECONOMICS AND LAW "KROK"
Chairman of the Academic Council

(minutes No. of " " 202_)

FOREWORD

Developed by a working group (scientific and methodological commission of specialty No. "Name") consisting of:

1. ...
2. ...
3. ...

...

Reviews-feedback from external stakeholders (if available):

- 1.
- 2.
- 3.

1. Profile of the educational program in the specialty No. "Name" (by specialization "name", if available)

1 – General information	
Full name of higher education institution and structural unit	KROK UNIVERSITY
Qualification	The degree of higher education and the full name of the qualification in the original language are indicated, which are awarded on the basis of successful completion of this educational program. If, based on the results of successful completion of the OP, the higher educational institution has the right to award professional qualification(s), then its name (list of titles) is provided and the procedures for their award are indicated.
Official name of the educational program	
Type of diploma and scope of the educational program	Type of diploma – single, double, joint The scope is indicated in ECTS credits and years. Example: Master's degree, single, 90 ECTS credits, study period 1.5 years
Availability of accreditation	Information is provided on the accreditation of the OP, including foreign or international. The following is indicated: - the name of the organization that provided accreditation to this program; - the country where this organization is located; - the accreditation period
Cycle/level Example:	NQF of Ukraine – level 7, FQ-EHEA – second cycle, EQF-LLL – level 7
Prerequisites	Requirements for prior education. If necessary, indicate what limits the transition to this OP. Example: Possession of a bachelor's degree
Language(s) of instruction	
Internet address of permanent placement of the educational program description	The address of the page of this educational program is indicated in the Information Package/Course Catalog of the higher education institution.
2 – Purpose of the educational program	
Clear and concise wording (in one to two sentences)	
3 - Characteristics of the educational program	
Subject area (field of knowledge, specialty, specialization (if any))	Note: If the OP is multi- or interdisciplinary, then the list of its main components is indicated, as well as the approximate volume of each component as a % of the total OP. If the OP is specialized (formal specialization within the specialty with this reflected in the document on higher education), then it must be registered with the National Academy of Higher Education.
Orientation of the educational program	Educational and professional (for junior bachelor, bachelor, master); Educational and scientific (master, PhD). According to ISCED, educational and professional and educational and scientific programs can have an academic or applied orientation. It is advisable to briefly describe the scientific orientation

	and professional (specialization) accents
Main focus of the educational program and specialization	General/special education in the field/subject area/ specialty Keywords
Program Features	For example: mandatory semester of international mobility; implemented in English; requires special practice, etc. The consistency of this OP with programs in other countries, the experimental nature of the OP and other features provided by the Law of Ukraine “On Higher Education” in the context of academic autonomy may also be indicated
4 – Graduates’ suitability for employment and further education	
Employment suitability	Briefly indicates types of economic activity, professional job titles (according to the State Code of Professional Conduct) Professional certification opportunities
Further education	Indicates opportunities for continuing education at a higher level.
5 – Teaching and assessment	
Teaching and learning	Briefly (up to 3 lines) describe the main approaches, methods and technologies used in this program. For example: student-centered learning, self-study, problem-based learning, learning through laboratory practice, etc.
Assessment	For example: oral and written exams, practice, essays, presentations, project work, etc.
6 – Software competencies	
Integral competence	Formulated by specifying the integral competence of the corresponding higher education standard in the context of the features of a given educational program.
General Competencies (GC)	It is recommended, if necessary, taking into account the specifics of a specific educational program, to select (additional to those defined by the standard) competencies from the list of general competencies of the Tuning project. The following are distinguished: - competencies defined by the higher education standard of the specialty and, if available, in the professional standard, - competencies defined by the higher education institution It is assumed that the higher education standard will define 8–12 general competencies, which are mainly selected from the list of the Tuning project.
Professional competencies of the specialty (PC)	Correlates with the description of the corresponding qualification level of the NQF, the names of the competencies are formulated taking into account the categories of NQF competencies: knowledge, skills, communication, autonomy and responsibility. It is recommended to use international models (Tuning

	project, QAA standards, etc.) The following are distinguished: - competencies defined by the higher education standard of the specialty and, if available, in the professional standard, - competencies defined by the HEI. If the educational program provides for the presence of several informal specializations, then it is advisable to formulate program competencies for each specialization separately. It is assumed that the higher education standard will define 15-18 professional (special) competencies
7 – Program learning outcomes	
	The following are distinguished: - program learning outcomes defined by the higher education standard of the specialty (the standard defines the normative content of training - 15-20 generalized learning outcomes that correlate with program competencies) and, if available, by the professional standard. - program learning outcomes defined by the higher education institution (as a rule, no more than 5). Program learning outcomes are formulated in an active form, taking into account different levels of complexity in the cognitive sphere (Bloom's taxonomy), as well as in the affective and psychomotor spheres
8 – Resource provision for program implementation	
Staffing	Specific characteristics of staffing are indicated, including the possible participation of foreign specialists.
Material and technical support	Specific characteristics of material and technical support are indicated
Information and educational and methodological support	Specific characteristics of information and educational and methodological support are indicated
9 – Academic mobility	
National credit mobility	Indicates, for example, concluded agreements on academic mobility, on double graduation, etc.
International credit mobility	Indicates, for example, concluded agreements on international academic mobility (Erasmus+ K1), on double graduation, on long-term international projects that involve the inclusion of student education, etc.
Education of foreign applicants for higher education	Terms and features of OP in the context of education of foreign citizens.

2. List of components of the educational-professional/scientific program and their logical sequence

List of components of the OP

Code n/a	Components of the educational program (courses, course projects (papers),	Number of credits	Final control form
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	internships, qualification work)		
1	2	3	4
Required components of the educational program			
Educational component 1			
Educational component 2			
Educational component 3			
...			
...			
Total required components:			
Elective components of the educational program			
<i>Selective block 1 (if available)</i>			
Selective block 1.1			
Selective block 1.2			
Selective block 1.3			
<i>Selective block 2 (if available)</i>			
Selective block 2.1			
Selective block 2.2			
Selective block 2.3			
Total volume of elective components:			
TOTAL SCOPE OF THE EDUCATIONAL PROGRAM			

2.1. Structural and Logical Scheme of the EP / EPP

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

It is recommended to present this as a graph.

According to the Law of Ukraine "On Higher Education", students have the right to "choose academic disciplines within the limits provided by the relevant educational program and the working curriculum, in an amount of no less than 25 percent of the total number of ECTS credits allocated for the given level of higher education. At the same time, learners of a certain level of higher education have the right to choose academic disciplines offered for other levels of higher education, subject to approval by the head of the relevant faculty or department."

According to the Law of Ukraine "On Professional Pre-Higher Education", learners have the right to "choose academic disciplines within the limits provided by the relevant educational-professional program and curriculum, in an amount of no less than 10 percent of the total number of ECTS credits. At the same time, learners of professional pre-higher education have the right to choose academic disciplines offered for higher education learners, subject to approval by the head of the professional pre-higher education institution."

3. Form of Attestation for Higher Education Learners

Information is provided about the types (forms) of final attestation and the documents awarded to graduates upon successful completion (in accordance with the requirements of the standards). Example:

Attestation of graduates of the educational program in specialty No. "Title" is conducted in the form of a defense of a master's qualification thesis and results in the issuance of a standard-format document certifying the award of a master's degree with the qualification: Master in _____ with specialization in _____.

Attestation is conducted openly and publicly.

4. Matrix of correspondence of program competencies to educational program components

	Educational component 1	Educational component 12	...	Educational component n	Elective disciplines 1	Elective disciplines 2	...	Elective disciplines n
General competence 1								
General competence 2	•			•				
General competence 3								
Optional competence 1	•				•			
Optional competence 2	•							
Optional competence 3	•							

5. Matrix of ensuring program learning outcomes (PLO) by corresponding components of the educational program

	Educational component 1	Educational component 12	...	Educational component n	Elective disciplines 1	Elective disciplines 2	...	Elective disciplines n
Program learning outcomes 1								
Program learning outcomes 2	•			•				
...								
Program learning outcomes k	•				•			