

METHODOLOGICAL AND REGULATORY BASE FOR DEVELOPING EDUCATIONAL PROGRAMMES IN UKRAINE

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European modernization of higher education in Ukraine primarily caused by civilizational changes: economic globalization, innovative development, informatization and more. The desire to integrate not only the economic organizations of the European Union, but also to the educational environment raises serious commitments for Ukraine. Ukraine's accession to the Bologna Declaration in May 2005 and changes in the state policy in the field of higher education, including approval of the National Qualifications Framework [1] and the Law of Ukraine "On Higher Education" [2] affirm improvements in this area.

The key concept of the Bologna process is the quality of higher education. Quality assurance is very important to build trust and enhance the attractiveness of the EHEA proposals, including the provision of foreign education.

As stated in the Yerevan communiqué [3], enhancing the quality and relevance of learning and teaching is the main mission of the EHEA. It should be promote a stronger link between teaching, learning and research at all study levels, and provide incentives for institutions, teachers and students to intensify activities that develop creativity, innovation and entrepreneurship. Study programmes should enable students to develop the competences that can best satisfy personal aspirations and societal needs, through effective learning activities.

These should be supported by transparent descriptions of learning outcomes and workload, flexible learning paths and appropriate teaching and assessment methods. It is essential to recognize and support quality teaching, and to provide opportunities for enhancing academics' teaching competences. Moreover, students, as full members of the academic community, as well as other stakeholders, will actively involved in curriculum design and in quality assurance.

Conscious introduction of learning outcomes is the necessary to consolidate EHEA. Development, understanding and practical use of learning outcomes is crucial to the success

of ECTS, the Diploma Supplement, recognition, qualifications frameworks and quality assurance that are interdependent. This necessitates coordination of training credits as a result of the training, and the load of students, and the inclusion of achievement to learning evaluation procedures.

The development and the use of qualifications frameworks improves transparency and provides higher education to become more open and flexible. Normative documents that regulate the content of training students in a particular specialty are Educational Programmes.

The coordination of the educational programme with NQF is provided by the alignment process, which establishes rules for the development of the programme learning outcomes.

There is widespread recognition that skills and human capital have become the backbone of economic prosperity and social well-being in the 21st century. In contemporary knowledge-intensive economies and societies, individual and societal progress is increasingly driven by technological advances.

Learning outcomes offer a means by which attention can be focused on the actual achievements of students and this represents a more realistic and genuine measure of the value of education than measures of teaching input. Thus, the adoption of "learning paradigm" in High Education puts the learner at the heart of the educational process, a proposition that appeals to both teachers and students alike.

Learning outcomes approach is a key to a meaningful education. Focusing on learning outcomes is essential to inform diagnosis and improve teaching processes and student learning. While there is a long tradition of assessment of learning outcomes within institutions' courses and programmes, emphasis on learning outcomes has become more important in recent years. Focusing on learning outcomes can help HEIs and systems move further in this direction.

The problem of quality assurance in accordance with the new paradigm of organization of educational process is crucial in EHEA and accordingly reflected in communiqués and declarations conference of European Ministers responsible for higher education.

The quality assurance system for higher education in Europe outlined in "Standards and Guidelines for Quality Assurance in the European Higher Education Area" [4]. This document contains a list of European standards for quality assurance, consisting of: external quality assurance of higher education; quality assurance activities (independent or state) agencies external quality assurance; internal quality assurance in higher education.

The purpose of these standards and guidelines is to provide a source of assistance and guidance to both higher education institutions in developing their own quality assurance systems and agencies undertaking external quality assurance, as well as to contribute to a common frame of reference, which can be used by institutions and agencies alike. It is not the intention that these standards and guidelines should dictate practice or be interpreted as prescriptive or unchangeable. In some countries of the EHEA the ministry of education or an equivalent organisation has the responsibility for some of the areas covered by the standards and guidelines. Where this is the case, that ministry or organisation should ensure that appropriate quality assurance mechanisms are in place and subject to independent reviews.

Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

The policy statement is expected to include:

- The relationship between teaching and research in the institution;

- The institution's strategy for quality and standards;

- The organization of the quality assurance system;

- The responsibilities of departments, schools, faculties and other organizational units and individuals for the assurance of quality;

- The involvement of students in quality assurance;

- The ways in which the policy is implemented, monitored and revised.

Revision European standards and guidelines for internal quality assurance within higher education institutions [5] has been approved by the Ministerial Conference in Yerevan, on 14-15 May 2015 and are realized in following direction:

1. Policy for quality assurance.
2. Design and approval of programmes.
3. Student-centred learning, teaching and assessment.
4. Student admission, progression, recognition and certification.
5. Teaching staff.
6. Learning resources and student support.
7. Information management.
8. Public information.
9. On-going monitoring and periodic review of programmes.
10. Cyclical external quality assurance.

Law of Ukraine "On Higher Education" [2] for the first time in the practice of Ukrainian higher education has standardized national quality assurance system that meets the standards and guidelines for quality assurance in the European Higher Education.

This is anticipates to introduce of a radically new model of higher education quality, which is measured, comparable and competitive. It is based on competence approach and the respective culture of continuous improvement of the quality of higher education on the basis of independence, objectivity and transparency, confidence and subsidiarity, partnership and collegial responsibility. Conceptually new tools and concepts are introduced in HEI's practice, so as the National Qualifications Framework, the European Credit Transfer-funded system, classification levels, disciplines and specialties of higher education, standards, education and standards of higher

education, licensing (educational activities) and accreditation, internal and external quality assurance and quality assurance of the National Agency for Quality Assurance in Higher Education institutions and independent assessment and quality assurance, educational programmes, degrees, competencies, learning outcomes, credits.

According to the Law of Ukraine "On Higher Education" [2], the educational program should contain the following elements:

- The amount of ECTS credits needed to obtain the corresponding degree of higher education;
- The list of competencies;
- Normative content of training seekers of higher education formed in terms of learning outcomes;
- Forms of the certification of higher education applicants;
- Requirements to internal quality assurance;
- Requirements of professional standards (if any).

Basic provisions for the development of the educational programme are to standardization and transformation of the training content based on competency, personality oriented and Student-centred approaches, practice-oriented and research paradigms, professionalization

and interdisciplinarity. Observance of general principles and specific training ensures accordance of the set goals of the educational programme to learning outcomes.

Developing the educational program should comply with the following requirements:

- The result of successful implementation of the educational program should be awarding qualification in accordance to NQF and FQ-EHEA;
- Description of learning outcomes should be in accordance with EQF LLL using descriptors of certain qualification level;
- The content, the structure of the educational programme and the system of assessment of the educational achievements should provide students with the opportunity to demonstrate the level of achievement of learning outcomes;
- The content of the educational programme must comply with professional standards (if any) and higher education specific standards.

In this manner, state promotes to implement quality assurance mechanism for higher education to create the necessary mutual trust, harmonization of evaluating the quality of higher education in Ukraine and the European Higher Education Area.

References

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ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ ИНТЕГРАТИВНЫХ КОМПЕТЕНЦИЙ

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В настоящее время в научно-педагогической деятельности активно развивается компетентностный подход, актуализируется его теоретическое наполнение и практическое применение в образователь-

ном процессе. Для сохранения классических результатов в дидактике и их обогащения необходимо решение проблемы эквивалентных преобразований традиционных «знаний, умений и навыков» в компе-