

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
FERENC RÁKÓCZI II TRANSCARPATHIAN HUNGARIAN UNIVERSITY**

APPROVED BY THE ACADEMIC COUNCIL

Transcarpathian Hungarian Institute
named after Ferenc Rákóczi II,
protocol №2 from 30 March 2021

With changes and additions,
approved by the Academic Council of
Ferenc Rákóczi II Transcarpathian
Hungarian University,
protocol №5 from 27 May 2026

Enacted by order of the Rector
№ 62 from 28 May 2026

Chairman of the Academic Council _____ Chernychko S.S.

EDUCATIONAL AND PROFESSIONAL PROGRAMME

«GEOGRAPHY»

LEVEL OF HIGHER EDUCATION	FIRST (BACHELOR'S) LEVEL
DEGREE OF HIGHER EDUCATION	BACHELOR'S DEGREE
FIELD OF KNOWLEDGE	A Education
SPECIALITY	A4 Secondary education
SUBJECT SPECIALITY	A4.07 Geography
QUALIFICATION	Bachelor of Secondary Education. Secondary education (Geography).

LIST OF APPROVALS

Educational and professional program

«GEOGRAPHY»

1. Guarantor of the educational programme:

Tibor IZHAK, Candidate of Geographical Sciences, Associate Professor,
Deputy Head of the Department of Geography and Tourism

2. Programme developers:

Josip MOLNAR, Candidate of Geographical Sciences, Associate Professor,
Head of the Department of Geography and Tourism

Stefan MOLNAR D., Ph.D. in the field
"Natural Sciences", Associate Professor, Department of Geography and Tourism

_____ 2026.

3. Head of Department (Geography and Tourism)

_____ Josip MOLNAR

_____ 2026.

4. Head of the Student Contingent Department

_____ Zsuzsanna FIZESHY

_____ 2026.

5. Head of the Department of Quality Assurance of Higher Education _____ Adalbert RATS

_____ 2026.

6. Vice-Rector for Educational and Methodological Work _____ Alexander BERGHAUER

_____ 2026.

7. Vice-Rector for Research and Education Quality Issues _____ Imre SAKAL

_____ 2026.

8. Rector

_____ Stepan CHERNYCHKO

_____ 2026.

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1. PREAMBLE

The educational program of the first (bachelor's) level of higher education in the subject specialty **A4.07 Geography** of the field of knowledge **A Education** is developed on the basis of the Higher Education Standard of the corresponding level and the corresponding specialty. When developing the program, the relevant provisions of the professional standard for the profession "Teacher of a general secondary education institution" were taken into account.

EP "Geography" was reviewed and approved by the Academic Council of the Ferenc Rákóczi II Transcarpathian Hungarian University, protocol No. 5 dated May 27, 2026.

The educational program was developed by a project group at the Department of Geography and Tourism of the Ferenc Rákóczi II Transcarpathian Hungarian University, consisting of:

1. Tibor IZHAK – Guarantor of the educational program, candidate of geographical sciences, deputy head of the department of geography and tourism; head of the project group;
2. Josip MOLNAR – Candidate of Geographical Sciences, Head of the Department of Geography and Tourism;
3. Stefan MOLNAR D. – Doctor of Philosophy in Natural Sciences, Associate Professor of the Department of Geography and Tourism.

Specialists additionally involved in the development of standards

Stakeholders involved:

1. Victoria IONICA-ANTAL – Director of the Lyceum with a humanitarian and natural profile in the village of Velyki Berehy, TG Velyki Berehy, Beregove district, Transcarpathian Region;
2. Josyp KANTOR – Head of the Department of Education, Culture, Youth and Sports of the Velyka Dobron Territorial Community, Uzhhorod District, Zakarpattia Region;
3. Ilda KAMPO – Acting Director of the Ilona Zrínyi Berehove Lyceum
4. Vasyl UYFALUSHI – Teacher at the Ferenc Kelchei Piyterfalva Secondary Education Institution of the Pyiterfolvo Territorial Community, Berehove District, Zakarpattia Region.

Guarantor of the educational programme:

Tibor Izhak
*Candidate of Geographical Sciences,
Deputy Head of the Department of Geography and Tourism,
project team leader*

General characteristics

By Order No. 1625 of the Ministry of Education and Science of Ukraine dated 19 November 2024, "On the Specific Features of Implementing Amendments to the List of Fields of Knowledge and Specialities in Which Applicants for Higher Education and Professional Pre-Higher Education Are Trained, Approved by Resolution No. 1021 of the Cabinet of Ministers of Ukraine dated 30 August 2024", higher education institutions were instructed to develop and introduce educational programmes and curricula in accordance with the requirements of the Law of Ukraine "On Higher Education", taking into account the amendments to the Law of Ukraine "On Education" and the Draft Standard of Higher Education of Ukraine for the first (bachelor's) level, field of knowledge **A Education**, subject speciality **A4.07 Geography**.

The educational programme "Geography" was developed by the project team of the Department of Geography and Tourism of Ferenc Rákóczi II Transcarpathian Hungarian University. The development of the educational programme involved academic staff of the Department of Geography and Tourism and other departments contributing to the educational process in the relevant speciality at the University, as well as internal and external stakeholders. The programme is continuously improved by the project team in accordance with changes in regulatory documents, the requirements of society and the labour market, and proposals submitted by internal and external stakeholders.

The educational programme takes into account the requirements of the Law of Ukraine "On Higher Education" and the National Qualifications Framework and establishes:

- the workload and duration of bachelor's studies;
- general competencies;
- professional competencies in the speciality;
- the list and scope of academic disciplines required to acquire the competencies specified in the educational programme;
- requirements for the structure of academic disciplines.

The educational programme is used for:

- developing curricula and working curricula;
- preparing syllabi for academic disciplines and practical training, as well as the content of individual assignments;
- drawing up individual study plans for students;
- developing tools for assessing the quality of higher education;
- accreditation of the educational programme;
- external quality assurance of specialist training;
- certification of bachelor's degree graduates in subject speciality A4.07 Geography;
- career guidance for prospective students.

Users of the educational programme:

- higher education students studying at Ferenc Rákóczi II Transcarpathian Hungarian University;
- academic staff of Ferenc Rákóczi II Transcarpathian Hungarian University involved in the training of bachelor's degree students in subject speciality A4.07 Geography;
- the examination board;
- the Admissions Committee of Ferenc Rákóczi II Transcarpathian Hungarian University.

2. EDUCATIONAL PROGRAM PROFILE

Full name of the higher education institution	Ferenc Rákóczi II Transcarpathian Hungarian University
Level of higher education	First (bachelor's) level
Degree of higher education	Bachelor's degree
Field of knowledge	A Education Education Oktatás
Speciality	A4 Secondary Education Secondary education Középfokú oktatás
Subject speciality	A4.07 Geography Geography Földrajz
ISCED-F	Broad field: A Education Narrow field: 011 Education Detailed field: 0114 Teacher training with subject specialisation The aim of the programme is to develop the competencies required of a geography teacher by combining pedagogical disciplines, school-based teaching practice, and subject-specific and methodological training, including geography teaching methodology, cartographic components, and local studies as educational tools. In view of the graduate's professional profile and the predominant content, the programme belongs to 0114 (Teacher training with subject specialisation). Classification and positioning of the educational programme: The educational programme is assigned to the relevant speciality and field of knowledge in accordance with the List of Fields of Knowledge and Specialities (Resolution No. 266 of the Cabinet of Ministers of Ukraine, as amended by Resolution No. 1021 dated 30 August 2024). To ensure international comparability, transparency, and accurate identification of the educational content, the educational programme has been aligned with the relevant detailed field of the International Standard Classification of Education ISCED-F 2013 in accordance with the Methodological Recommendations approved by Order No. 1734 of the Ministry of Education and Science of Ukraine dated 31 December 2025. The alignment of the educational programme has been determined on the basis of the principle of predominant content, taking into account the aim of the educational programme, the programme learning outcomes, and the expected professional activities of graduates.
Modes of study	Institution-based: full-time (daytime), part-time (distance learning, network-based)
Educational qualification	Bachelor of Secondary Education. Secondary Education (Geography).

Type of diploma and scope of the educational programme	Bachelor's diploma, single degree, 240 ECTS credits; duration of study: 3 years and 10 months
Cycle/level	NQF of Ukraine – Level 6; QF-EHEA – First cycle; EQF-LLL – Level 6
Prerequisites	Complete general secondary education. Admission requirements are specified in the document “Admission Rules of Ferenc Rákóczi II Transcarpathian Hungarian University”. https://kme.org.ua/uk/vstupna-kampanija/vstup-2026/
Language(s) of instruction	Hungarian, Ukrainian.
Validity period of the educational programme	Accreditation Certificate III No. 07006908 dated 25 January 2019, valid until 1 July 2028, in accordance with the decision of the Accreditation Commission dated 12 June 2018, protocol No. 130. Order No. 662 of the Ministry of Education and Science of Ukraine dated 20 June 2018.
Permanent web address of the educational programme description	https://kmf.uz.ua/uk/strukturni-pidrozdily/kafedri/kafedra-heohrafiyi-ta-turizmu/dokumenti-ta-materiali/

Aim of the educational programme	
To provide fundamental theoretical and practical training for bachelor's degree students and future geography teachers at a level sufficient for the successful performance of professional duties and the organisation of the teaching and educational process in general secondary education institutions. To create a safe, barrier-free, and student-centred educational environment for students pursuing the first (bachelor's) level of higher education, enabling them to develop general and professional competencies in geography, pedagogy, and psychology to an appropriate standard. This will allow graduates to remain competitive, gain access to employment in the field of education and/or pursue the second (master's) level of higher education, as well as acquire additional qualifications within the adult education system. Development of basic theoretical and practical competencies and acquisition of the knowledge, abilities, and skills required for their practical application in the field of modern geography education within the subject speciality "Secondary Education (Geography)", as well as the capacity to carry out professional and pedagogical activities in general secondary education institutions and extracurricular education settings.	
Description of the subject area	
Subject area (field of knowledge, speciality, subject speciality)	A Education A4 Secondary Education A4.07 Secondary Education (Geography) Object of study: the educational process in geography in general secondary education institutions. Theoretical content of the subject area: concepts, categories, scientific theories, and principles of fundamental and applied natural sciences sufficient for the development of subject-specific competencies in the speciality; modern psychological, pedagogical, and methodological foundations for teaching natural sciences, physics, chemistry, and biology within the educational environment of general secondary education institutions. Methods, methodologies, and technologies: theoretical and empirical methods of scientific inquiry into nature, including general scientific and specific scientific methods; psychological and pedagogical teaching and learning methods. Educational technologies and methodologies for developing specialised professional and subject-specific competencies, monitoring professional pedagogical activities and analysing teaching experience, as well as fostering the ability to organise one's own professional pedagogical activities, pursue professional growth, and engage in reflection. Traditional and innovative teaching technologies aimed at developing effective forms of partnership-based interaction among participants in the educational process in general secondary education institutions. Tools and equipment: equipment required for the development of specialised professional and subject-specific competencies; teaching and methodological tools, as well as educational and general-purpose equipment for school geography classrooms; multimedia and computer equipment; modern general-purpose and specialised educational information resources; library resources, including electronic resources; and training facilities for practical placements in pedagogy and geography.

Orientation of the educational programme	The educational programme is oriented towards the theoretical and practical training of specialists for professional activities in general secondary education institutions and as organisers of extracurricular clubs in out-of-school education institutions. It also aims to foster readiness for self-education, the continuation of studies at the second (master's) level of higher education, and ongoing professional development. The programme provides the general and professional competencies required for the educational, scientific, and practical training of specialists in the field of geography.
Main focus of the educational programme and specialisation	Training teachers to teach integrated subjects in natural sciences, physics, chemistry, and biology. The programme provides higher education based on a broad overview and knowledge of various fields of the natural sciences and their integration in addressing socially relevant issues, assessing contemporary achievements in geography, and applying teaching methodologies in general secondary education, with an emphasis on practical training and leading European and international experience. Keywords: education, bachelor's degree, general secondary education institution, teacher, natural sciences, geography teaching methodology.
Specific features of the programme	The programme prepares higher education students to introduce new educational, pedagogical, and information technologies into their professional teaching activities. It provides multidisciplinary training for specialists to perform professional and practical tasks in the fields of modern geography, pedagogy, and geography teaching methodology in secondary schools and out-of-school education institutions. The programme is delivered in an active, student-centred educational environment and supports international academic mobility. A distinctive feature of the programme, reflecting the purpose for which the institution was established, is the training of teachers to work in the multi-ethnic environment of the region. Accordingly, the programme prepares future teachers to teach in schools in both Ukrainian and Hungarian.
Academic rights of graduates	Opportunity to continue studies in a programme at the second (master's) level of higher education (Level 7 of the National Qualifications Framework of Ukraine), the second cycle of the QF-EHEA, and Level 7 of the EQF-LLL. Acquisition of additional qualifications within the postgraduate education system.

Suitability for employment	The higher education graduate is qualified to work in the field of education and is capable of performing the professional activities specified in the National Classifier of Ukraine DK 009:2010 "Classification of Types of Economic Activity" and the National Classifier of Ukraine DK 003:2010 "Classification of Occupations": 2320 Teacher at a general secondary education institution
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3. PROFESSIONAL STANDARDS REQUIREMENTS

1. Requirements regarding the educational level of persons eligible to commence studies	
under the educational programme “Geography” and its learning outcomes	Persons who have completed general secondary education or obtained the educational degree of junior bachelor may apply for admission to the bachelor’s degree programme, as evidenced by a certificate of complete general secondary education or a junior bachelor’s diploma. To confirm their learning outcomes, applicants seeking admission to educational programmes in a particular speciality at the bachelor’s level shall submit certificates of External Independent Evaluation in the specified subjects.
V. ECTS credits	
required to obtain a bachelor’s degree in higher education	• on the basis of complete general secondary education, the scope of the educational programme is 240 ECTS credits. At least 50% of the educational programme must be aimed at developing the general and special (professional) competencies defined by this Standard. The minimum scope of educational and professional practical training must be at least 5% of the total scope of the educational programme; • where the educational programme combines subject specialities, the number of ECTS credits allocated to the additional speciality must be sufficient to develop the competencies required for the respective subject specialities; • a higher education institution is entitled to recognise and transfer up to 120 ECTS credits obtained within a previous junior bachelor’s educational programme (or an educational programme leading to the educational qualification level of junior specialist) in specialities within field of knowledge A Education and in specialities corresponding to the educational programme; • a higher education institution is entitled to recognise and transfer up to 60 ECTS credits obtained within a previous professional pre-higher education programme.
2. List of mandatory competencies of the graduate	
<i>Integral competence</i>	Ability to solve complex specialised problems in the field of secondary education, involving the application of theoretical knowledge and practical skills in geography, pedagogy, psychology, teaching theory, and teaching methodology, and characterised by the complexity and uncertainty of the conditions under which the educational process is organised in secondary education institutions.
<i>General competencies (GC)</i>	GC1. Ability to think abstractly, analyse and synthesise information, and apply knowledge in practical situations. GC2. Knowledge and understanding of the subject area and professional activities. GC3. Ability to communicate in the state language both orally and in writing, and to communicate in a foreign language in the subject speciality.

	GC4. Ability to navigate the information space, search for, analyse, and process information from various sources, and effectively use digital resources and technologies in the educational process. GC5. Ability to act autonomously, make informed decisions in professional activities and assume responsibility for their implementation, and act responsibly and consciously on the basis of applicable legislation and ethical considerations. GC6. Ability to engage in interpersonal interaction and teamwork in the field of professional activity and communicate with representatives of other professional groups at various levels. GC7. Ability to exercise one's rights and fulfil one's responsibilities as a member of society; awareness of the value of civil society as a free and democratic society and the need for its sustainable development, as well as the importance of the rule of law and the rights and freedoms of individuals and citizens in Ukraine. GC8. Ability to preserve and enhance the moral, cultural, and scientific values and achievements of society, based on an understanding of the history and patterns of development of the subject area, its place within the general system of knowledge about nature and society, and its significance for the development of society, engineering, and technology. GC9. Ability to maintain personal physical and mental health, lead a healthy lifestyle, and manage one's emotional states; interact constructively and safely with participants in the educational process; and use various types and forms of physical activity for active recreation. GC10. Ability to respect the diversity and multicultural nature of society and recognise the need to ensure equal opportunities for all participants in the educational process. GC11. Ability to make decisions and act in accordance with the principle that corruption and any other manifestations of dishonesty are unacceptable. GC12. Ability to act responsibly and safely in emergency and crisis situations, recognise the civic duty to defend Ukraine, its independence, and territorial integrity, comply with the norms of international humanitarian law and the rules of personal and collective safety, provide first aid, counteract information influence, and maintain psychological resilience.
Professional competencies (PC)	PC1. Ability to apply scientific knowledge in professional activities and translate it into the content of the school subject. PC2. Ability to provide instruction to students in the state language and to develop their language and communication skills in the subject speciality. PC3. Ability to set objectives, plan, and design teaching and educational processes, taking into account students' age-related and individual characteristics, educational needs, and capabilities; select and apply effective methods and technologies for teaching, education, and student development.

	PC4. Ability to develop students' key and subject-specific competencies through the school subject and integrated learning; foster their value-based attitudes and develop their critical thinking. PC5. Ability to objectively monitor and assess students' learning achievements on the basis of the competency-based approach and analyse their learning outcomes. PC6. Ability to build a cohesive student group; identify effective ways of motivating students towards self-development, including self-determination, engagement, and a conscious attitude towards learning; guide them towards progress and achievement, taking into account their individual abilities and interests. PC7. Ability to carry out professional activities in compliance with legal requirements concerning the protection of students' life and health, including students with special educational needs; apply health-promoting technologies in the educational process. PC8. Ability to engage in equal and person-centred interaction with students in the educational process and involve parents in the educational process on the basis of partnership. PC9. Ability to analyse one's own pedagogical activities and their outcomes, objectively evaluate one's own performance, and improve one's professional qualities through self-correction.
Subject-specific competencies (SC) for subject speciality A4.07 Geography	SC1. Ability to understand the nature of the interrelationships between the natural environment and human society and to comprehend and explain the strategy of sustainable development for humanity. SC2. Ability to appropriately and critically use geographical concepts, frameworks, paradigms, theories, ideas, and principles to explain geographical phenomena and processes at various spatial levels — global, regional, national, and local — through written, oral, and visual means. SC3. Ability to apply basic knowledge of the natural and social sciences in teaching and professional activities when studying the Earth and the world, continents and oceans, and Ukraine. SC4. Ability to understand and explain the characteristics of natural components and features within the spheres of the geographical envelope and the interrelationships within landscapes. SC5. Ability to explain the patterns of the territorial organisation of social production, spatial processes, and forms of organisation of human life. SC6. Ability to determine the role and place of Ukraine in the contemporary world in the context of the geographical factors influencing its development and to analyse and explain the distinctive features of the geospatial organisation of the natural environment, population, and economy of Ukraine and the region. SC7. Ability to clearly and logically present fundamental theories and laws, evaluate new information and interpretations

	in the context of developing students' holistic scientific understanding of the natural world in accordance with the requirements of the State Standard of General Secondary Education for the "Natural Sciences" educational field. SC8. Ability to apply a local studies approach in geography lessons and in extracurricular and out-of-school activities involving students.
3. Regulatory content of higher education training formulated in terms of learning outcomes	
<i>Learning outcomes (LO)</i>	LO1. Demonstrates knowledge of the fundamental concepts and principles of pedagogy and psychology; takes into account patterns of development, age-related characteristics, and other individual characteristics of students in the educational process. LO2. Demonstrates the ability to teach students in the state language and to develop their language and communication skills through the school subject and integrated learning. LO3. Identifies and analyses methods of setting objectives, planning, and designing teaching and educational processes on the basis of the competency-based approach, taking into account students' educational needs; classifies the forms, methods, and tools used to teach the subject in general secondary education institutions. LO4. Selects and applies modern educational technologies and methodologies to develop students' subject-specific competencies; critically evaluates their learning outcomes and the effectiveness of lessons. LO5. Selects appropriate forms and methods of educating students during lessons and extracurricular activities; analyses the dynamics of students' personal development; identifies effective ways of motivating them towards self-development and guiding them towards progress and achievement, taking into account their individual abilities and interests. LO6. Identifies and explains the principles of designing a psychologically safe and comfortable educational environment in compliance with legal requirements concerning the protection of students' life and health, including students with special educational needs; applies health-promoting technologies in the educational process; identifies ways of preventing and counteracting bullying and establishing effective cooperation with students and their parents. LO7. Demonstrates knowledge of the fundamentals of basic and applied sciences relevant to the subject speciality and uses the basic categories and concepts of the subject area. LO8. Formulates substantiated opinions in the field of professional knowledge for both specialists and the general public in the state language and a foreign language. LO9. Applies modern information, communication, and digital technologies in professional activities. LO10. Demonstrates proficiency in modern technologies for searching for scientific information for self-education and its application in professional activities.

	LO11. Demonstrates teamwork skills and the ability to adapt and act in new situations; explains the need to ensure equal opportunities and maintain gender equality in professional activities. LO12. Analyses their own pedagogical activities and outcomes, objectively evaluates their own performance, and improves their professional qualities through self-correction. LO13. Demonstrates knowledge of the main provisions of regulatory and legal documents governing professional activities; substantiates the need to apply the instruments of a democratic state governed by the rule of law in professional and civic activities and to make decisions based on respect for human rights and freedoms in Ukraine. LO14. Demonstrates knowledge of the fundamental principles of corruption prevention, public integrity, and academic integrity at a level sufficient to foster intolerance of corruption and manifestations of dishonest behaviour among students and is able to apply these principles in professional activities.
Programme learning outcomes (PLO) for subject speciality A4.07 Geography	PLO1. Knows and understands the fundamental concepts, paradigms, theories, and general structure of geography; its subject matter; its place and interrelationships within the system of sciences; and the stages in the historical development of geographical science. PLO2. Explains the spatial differentiation of the geographical envelope and the geographical environment at global, regional, and local territorial levels. PLO3. Describes the main mechanisms underlying the functioning of natural and socio-territorial complexes and their individual components; classifies the relationships and interdependencies among these components; and understands the causes, development, and consequences of the processes occurring within them. PLO4. Explains changes in the geographical environment caused by natural and anthropogenic factors and identifies their consequences and determinants in the context of the concept of sustainable development. PLO5. Develops students' ability to use geographical and cartographic language in the educational process and to apply algorithms for using printed and digital cartographic materials when describing individual geographical features and territories. PLO6. Applies the basic conceptual, terminological, and theoretical framework of geography, as well as its theoretical and empirical achievements, at a level sufficient to interpret physical-geographical and human-geographical phenomena and processes and to relate and compare different perspectives on current issues in geography. PLO7. Is able to characterise natural regions, landscapes, and biogeocoenoses and explain their distinctive features and interrelationships arising from their geographical location and other geographical factors, including during educational field practices.

PLO8. Understands global human-geographical processes and is able to describe the world's population and the sectors and branches of the global economy.

PLO9. Characterises and evaluates the natural conditions and resources, population, and economy of Ukraine, as well as its role and place in contemporary human-geographical processes in the world; knows and understands the geographical features of their administrative region.

PLO10. Knows, understands, and demonstrates the ability to apply the theoretical and methodological foundations of geography teaching in order to implement the educational programme at the level of basic secondary education.

PLO11. Selects appropriate interdisciplinary links between geography courses at the level of basic secondary education in order to develop students' competence in the natural sciences in accordance with the requirements of the State Standard of General Secondary Education for the "Natural Sciences" educational field; demonstrates proficiency in the methodology for teaching the introductory course "Natural Sciences".

PLO12. Demonstrates responsible behaviour towards nature during educational field practices and fosters students' responsible attitudes towards the natural environment and respect for the cultural values and traditions of local communities during excursions, hiking trips, and expeditions involving students.

PLO13. Demonstrates the basic knowledge and practical skills required for safe behaviour and effective action in crisis situations: applies first-aid procedures; navigates terrain using modern navigation tools; recognises landmines and other safety threats; complies with the requirements of international humanitarian law; uses communication tools; maintains psychological resilience; and critically evaluates information influences.

4. FORMS OF CERTIFICATION OF HIGHER EDUCATION GRADUATES

Forms of certification of higher education students	Certification is carried out in the form of a comprehensive qualification exam (or examinations) and the public defence of a qualification paper.
Requirements for the certification examination(s)	The comprehensive qualification exam (or examinations) must assess the extent to which the learning outcomes defined by the Standard and the educational programme have been achieved.
Requirements for the qualification paper	The qualification paper must contain a solution to a complex specialised task or practical problem in the field of secondary education within the relevant subject speciality, involving the application of conceptual methods of educational sciences, subject-specific knowledge, psychology, teaching theory, and teaching methodology, and characterised by the complexity and uncertainty of the conditions. The qualification paper must not contain academic plagiarism, fabrication, falsification, or any other forms of academic misconduct. The qualification paper must be published on the official website of the higher education institution or one of its structural units, or in the repository of the higher education institution.
Requirements for the public defence (demonstration)	During the public defence, the candidate for a bachelor's degree must demonstrate the ability to present the content of the completed research clearly and confidently, provide substantiated answers to questions, and participate in academic discussion. The student's presentation must be accompanied by presentation materials and an explanatory note intended for public viewing. The decision of the examination board to award the bachelor's degree, confer the professional qualification, and issue the bachelor's diploma on the basis of the results of the students' final certification shall be announced on the same day, after the minutes of the examination board meetings have been drawn up in accordance with the established procedure.

The final certification is carried out by assessing the degree of formation of competencies. The form of certification is the completion of a comprehensive qualification exam and the defence of a bachelor's thesis with the award of the educational qualification of a bachelor with a subject specialty **A4.07 Geography**. Certification is carried out openly and publicly.

Training terms by form

Full-time mode of study – 3 years 10 months, correspondence form – 3 years 10 months.

Structural and logical scheme

Sequence of the applicant's educational activities in full-time mode of study (Full-time mode of study):

Semester	Types of learning activities
I 30 credits	General training disciplines – 3 credits Professional training disciplines – 27 credits
II 30 credits	General training disciplines – 6 credits Professional training disciplines – 16 credits Elective components chosen by students – 8 credits
III 30 credits	General training disciplines – 6 credits Professional training disciplines – 16 credits Elective components chosen by students – 8 credits
IV 30 credits	General training disciplines – 5 credits Professional training disciplines – 9 credits Elective components chosen by students – 8 credits Practical training – 8 credits
V 30 credits	Professional training disciplines – 19 credits Elective components chosen by students – 8 credits Practical training – 3 credits
VI 30 credits	Professional training disciplines – 11 credits Elective components chosen by students – 8 credits Practical training – 11 credits
VII 30 credits	Professional training disciplines – 13 credits Elective components chosen by students – 8 credits Practical training – 9 credits
VIII 30 credits	General training disciplines – 4 credits Professional training disciplines – 11 credits Elective components chosen by students – 12 credits Practical training and certification – 3 credits

Sequence of the applicant's educational activities (study of mandatory educational components):

	Semester								
	I	II	III	IV		V	VI	VII	VIII
Codes of academic disciplines	EC 1	EC 2							
			EC 3						
									EC 4
	EC 6	EC 5	EC 22	EC 32			EC 34, EC 34		EC 35, A
	EC 13								
	EC 12	EC 15 EC 16, EC 17	EC 18		EC 19, EC 20	EC 27, EC 28	EC 28, EC 29		
	EC 14		EC 21						
	EC 7	EC 8	EC 8	EC 10, EC 33		EC 10, EC 33	EC 33	EC 35	EC 11
			EC 23	EC 24		EC 25, EC 26		EC 28, EC 30	EC 30
				EC 31			EC 9		
							EC 31		

5. RESOURCE PROVISION FOR PROGRAM IMPLEMENTATION

Resource provision	
Staffing	The qualifications profile of the academic staff involved in the training of bachelor's degree students under the educational and professional programme "Geography" complies with the licensing requirements. The educational process is delivered by academic staff from the University's departments, including Doctors of Sciences, Candidates of Sciences, professors, associate professors, and senior lecturers. The academic staff involved in the implementation of the programme hold relevant foundational qualifications, have the required number of publications in specialised and scientometric journals, and actively participate in scientific and practical conferences at various levels, including international, national, and regional conferences. All academic staff undertake professional development in accordance with the approved schedules.
Material and technical resources	The material and technical resources available for the professional training of bachelor's degree students under the educational and professional programme "Geography" comply with the licensing requirements. The educational process is carried out in specialised classrooms equipped with multimedia facilities, using the tools and equipment required for teaching geography in secondary schools, as well as in specialised laboratories with modern equipment. The premises used in the educational process comply with sanitary standards and fire safety regulations. The social and welfare infrastructure and the number of places available in student dormitories meet the applicable requirements.
Information and teaching-methodological support	The information and teaching-methodological resources available for the professional training of bachelor's degree students under the educational and professional programme "Geography" comply with the licensing requirements. The educational components of the programme are supported by teaching-methodological packages comprising course syllabi, lecture notes, methodological guidelines and recommendations for practical and seminar assignments, recommendations for independent study, resource catalogues, and other materials, including electronic versions. Students also have access to information technology laboratories, specialised classrooms and laboratories, and specialised licensed software packages. Students may use the holdings of the University library and have access to electronic learning materials, periodicals, and reference literature.
Academic mobility	
National credit mobility	Students may participate in national credit mobility programmes. The procedure for organising academic mobility programmes and recognising the learning outcomes achieved by participants is governed by the "Regulations on the Academic Mobility of Students of Ferenc Rákóczi II Transcarpathian Hungarian University".

International credit mobility	Students may participate in international credit mobility programmes in accordance with agreements concluded between Rákóczi University and other higher education institutions concerning student academic mobility programmes. The procedure for organising academic mobility programmes and recognising the learning outcomes achieved by participants is governed by the “Regulations on the Academic Mobility of Students of Ferenc Rákóczi II Transcarpathian Hungarian University”.
Education of international higher education students	Not provided for.

6. LIST OF CURRICULUM COMPONENTS AND THEIR LOGICAL SEQUENCE

Requirements for applicants' previous level of education

A person has the right to obtain a bachelor's degree based on complete general secondary education, as well as a junior specialist's degree, a bachelor's degree obtained in a related specialty (field of study), subject to successful completion of additional entrance exams.

Program scope by recommended and optional parts

The volume of the educational and professional program is 240 ECTS credits. The general, professional and practical component of the mandatory part of the program is 180 ECTS credits (75%). The volume of the elective part of students is 60 ECTS credits (25%).

Distribution of the program volume by types of educational activities

Curriculum code	Components of the educational programme (courses, course projects (papers), internships, qualification work)	Number of ECTS credits	Control form
1.1.	MANDATORY GENERAL TRAINING	18	
EC1	History and Culture of Ukraine	3	credit
EC 2	History and Culture of the Hungarian People	3	credit
EC 3	Philosophy	3	credit
EC 4	Foreign Language for Professional Purposes	4	exam
EC 5	Fundamentals of National Resistance	5	credit
1.2.	MANDATORY PROFESSIONAL TRAINING	132	
EC 6	Modern Information Technologies in Geography	3	credit
EC 7	Psychology	4	exam
EC 8	Pedagogy	6	credit and exam
EC 9	Ukrainian Language for Professional Purposes	3	credit
EC 10	Geography Teaching Methodology	7	exam
EC 11	Methodology of Extracurricular Activities in Geography	6	exam
EC 12	General Physical Geography	10	exam
EC 13	Cartography with Fundamentals of Topography	5	exam
EC 14	Geology	5	exam
EC 15	Geomorphology	5	exam
EC 16	Meteorology and Climatology	6	exam
EC 17	Hydrology	5	exam
EC 18	Soil Geography with Fundamentals of Soil Science	3	exam
EC 19	Biogeography	3	exam
EC 20	Landscape Science	3	exam
EC 21	Fundamentals of Research in Geography	4	credit
EC 22	Geographic Information Systems (GIS)	5	credit
EC 23	Fundamentals of Human Geography	4	exam
EC 24	Geography of the World Economy	4	exam
EC 25	Population Geography	5	exam
EC 26	Environmental Protection	3	exam
EC 27	Physical Geography of Ukraine	4	exam
EC 28	Economic and Social Geography of Ukraine	3	exam
EC 29	Physical Geography of Continents and Oceans	10	exam
EC 30	Regional Economic and Social Geography	12	exam

Curriculum code	Components of the educational programme (courses, course projects (papers), internships, qualification work)	Number of ECTS credits	Control form
OK 31	Course paper	4	credit
1.3.	MANDATORY PRACTICAL TRAINING AND CERTIFICATION	30	
EC 32	Field Practice in Physical Geography	3	credit
EC 33	Practical Training in Organising Local Studies and Country Studies Activities at School	3	credit
EC 34	Teaching Practice	21	credit
EC 35	Pre-Diploma Practice	3	credit
A	Certification	0	exam
Total volume of mandatory components:		180	
Total volume of elective components:		60	
TOTAL SCOPE OF THE EDUCATIONAL PROGRAMME		240	

7. REQUIREMENTS FOR THE AVAILABILITY OF AN INTERNAL QUALITY ASSURANCE SYSTEM IN HIGHER EDUCATION

These are determined in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and Article 16 of the Law of Ukraine "On Higher Education". Internal quality assurance in higher education is implemented in accordance with the Concept for Quality Assurance in Education of Ferenc Rákóczi II Transcarpathian Hungarian University, published on the University's website at: <https://kme.org.ua/uk/mik/>

The system for ensuring the quality of educational activities at the higher education institution and the quality of higher education (the internal quality assurance system) provides for the implementation of the following procedures and measures:

1. defining the principles and procedures for quality assurance in higher education;
2. monitoring and periodically reviewing educational programmes;
3. conducting annual evaluations of higher education students and the academic and teaching staff of the higher education institution;
4. ensuring the professional development of teaching, research, and academic staff through internships or professional development courses resulting in the issuance of an appropriate supporting document at least once every five years, or through the defence of a dissertation;
5. ensuring the availability of the resources required for the organisation of the educational process, including students' independent study, for each educational programme;
6. ensuring the availability of information systems for the effective management of the educational process;
7. ensuring public access to information on educational programmes, levels of higher education, and qualifications;
8. ensuring the operation of an effective system for preventing and detecting academic plagiarism in the scholarly works of the staff and higher education students of the higher education institution;
9. implementing other procedures and measures.

Upon submission by the higher education institution, the system for ensuring the quality of its educational activities and the quality of higher education (the internal quality assurance system) is evaluated by the National Agency for Higher Education Quality Assurance.

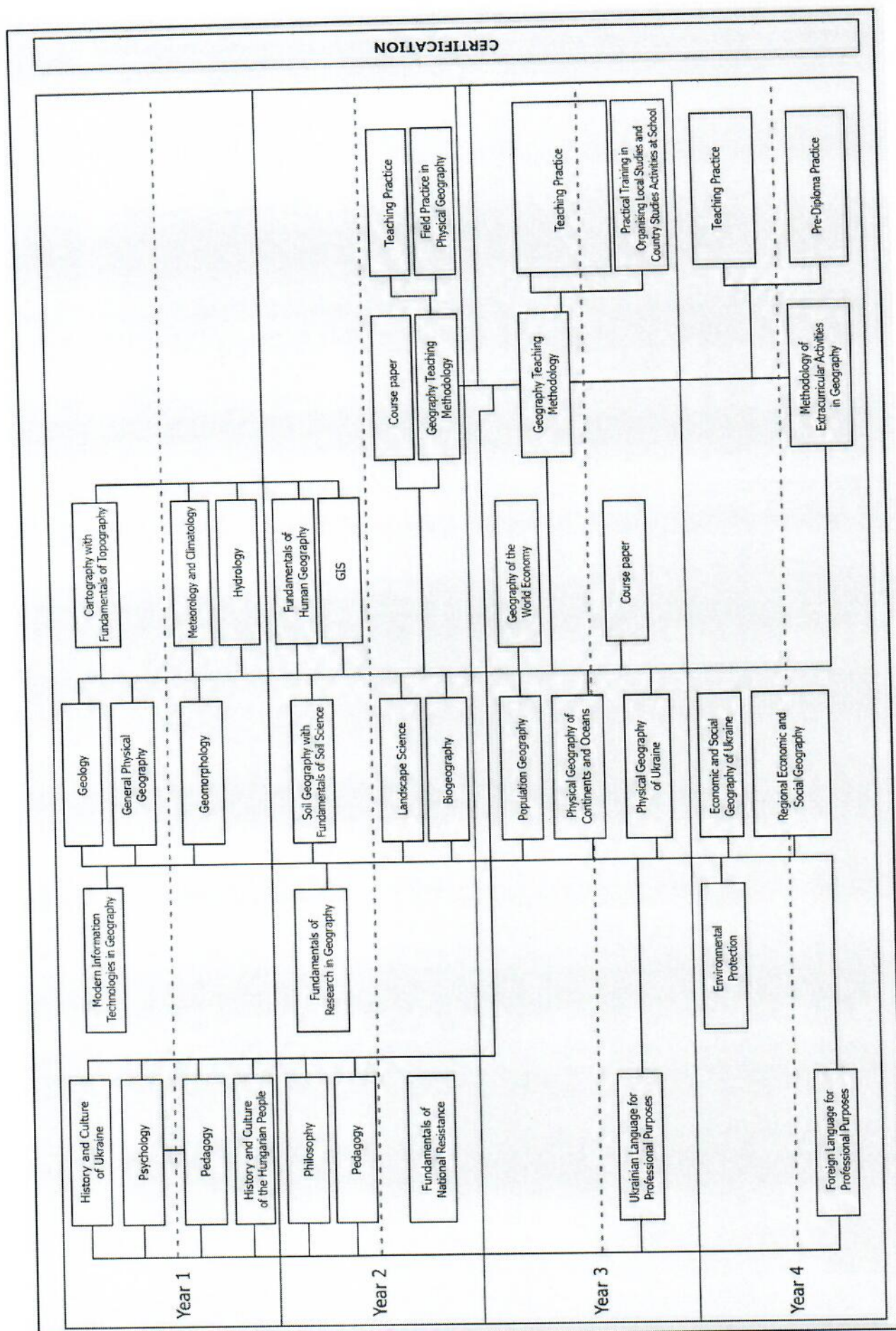
Requirements for the structure of course syllabi, practical training programmes, and individual assignments

Bachelor's learning outcomes are defined according to the types of educational activities as a specification of the programme-level integrative learning outcomes in course syllabi, practical training programmes, and individual assignments. They are used as criteria for selecting the required content modules and the corresponding learning elements.

The alignment of the educational programme with the training programmes for the various types of educational activities ensures the quality of higher education at the programme design stage.

A course syllabus must also specify the total workload required for mastering the course, the form of final assessment, the list of prerequisite courses, the requirements for information and methodological support, the requirements for assessment tools and evaluation criteria, and the requirements for the structure of the detailed course syllabus.

8. STRUCTURAL AND LOGICAL SCHEME OF THE EP



9. FINAL PROVISIONS

The educational programme is published on the University's website before the commencement of admissions to the higher education institution in accordance with the Admission Rules.

Responsibility for the implementation of the educational programme and the assurance of the quality of higher education rests with the Head of the graduating department and the guarantor of the educational programme in the relevant speciality.

10. LIST OF REGULATORY DOCUMENTS UNDERLYING THE HIGHER EDUCATION STANDARD

1. Про вищу освіту: Закон України від 05 вересня 2017 р. №2145-VIII (останні зміни від 25.09.2020). URL: <http://zakon5.rada.gov.ua/laws/show/1556-18>
2. Національна рамка кваліфікацій: Додаток до постанови Кабінету Міністрів України від 25 червня 2020 р. № 519 URL: <http://zakon3.rada.gov.ua/laws/show/1341-2011-п>.
3. Національний класифікатор України: «Класифікатор професій» ДК 003:2010. URL: <https://zakon.rada.gov.ua/rada/show/va327609-10#n5>.
4. Зміни до Національного класифікатору "Класифікатор професій" ДК 003:2010: Наказ Мінекономіки від 18.08.2020 № 1574. URL: <https://zakon.rada.gov.ua/rada/show/v1574915-20#Text>.
5. Перелік галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти: Постанова Кабінету Міністрів України від 29 квітня 2015 р. № 266 (останні зміни від 01.02.2017). URL: <https://zakon.rada.gov.ua/laws/show/266-2015-%D0%BF#Text>
6. Про затвердження та введення в дію Методичних рекомендацій щодо розроблення стандартів вищої освіти: Наказ МОН України у редакції від 30.04.2020 р. № 584. URL: https://mon.gov.ua/storage/app/media/vyshcha/naukovo-metodychna_rada/2020-metod-rEComendacziyi.docx
7. Професійний стандарт за професіями "Вчитель початкових класів закладу загальної середньої освіти", "Вчитель закладу загальної середньої освіти", "Вчитель з початкової освіти (з дипломом молодшого спеціаліста)" Наказ Міністерства розвитку економіки, торгівлі та сільського господарства України № 2736-20 від 23 грудня 2020 р. URL: <https://www.me.gov.ua/Files/GetFile?lang=uk-UA&fileId=22daac6a-f0db-4de0-8d49-47aab2ecb99>
8. Про затвердження Переліку предметних спеціальностей спеціальності 014 Середня освіта (за предметними спеціальностями), спеціалізацій спеціалізації предметної спеціальності 014.02 Середня освіта (Мова та зарубіжна література (із зазначенням мови)), спеціалізацій спеціальностей 015 Професійна освіта (за спеціалізаціями) та 016 Спеціальна освіта, за якими здійснюється розміщення державного (регіонального) замовлення. Наказ №260 МОН України від 04.03.2024 р. <https://mon.gov.ua/ua/npr/pro-zatverdzhennya-pereliku-predmetnih-specialnostej-specialnosti-014-serednya-osvita-za-predmetnimi-specialnostyami-specializacij-predmetnoyi-specialnosti-01402-serednya-osvita-mova-ta-zarubizhna-literatura>
9. Постанова Кабінету Міністрів України №734 від 21.06.2024 р. «Порядок проведення базової загальної середньої підготовки громадян України, які здобувають вищу освіту, та поліцейських». <https://zakon.rada.gov.ua/laws/show/734-2024-%D0%BF#Text>

10. НАКАЗ Міністерства освіти і науки України №1625 від 19.11.2025 р. Про особливості запровадження змін до переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої та фахової передвищої освіти, затверджених постановою Кабінету Міністрів України від 30 серпня 2024 року № 1021. <https://zakon.rada.gov.ua/laws/show/z1833-24#Text>
11. Концепції розвитку педагогічної освіти <https://mon.gov.ua/ua/npra/pro-zatverdzhennya-ukrainskoyi-movi-yak-derzhavnoi>, документ 2704-VIII, чинний, поточна редакція від 31.12.2023, підстава - 2801-IX. Режим доступу: <https://zakon.rada.gov.ua/laws/show/2704-19#Text>
12. Закон ВР України «Про забезпечення функціонування української мови як державної», документ 2704-VIII, чинний, поточна редакція від 31.12.2023, підстава - 2801-IX. Режим доступу: <https://zakon.rada.gov.ua/laws/show/2704-19#Text>
13. Наказ Міністерства освіти і науки України від 25.07.2023 № 898 «Методичні рекомендації щодо забезпечення якісного вивчення, викладання та використання англійської мови у закладах вищої освіти України». Режим доступу: <https://zakon.rada.gov.ua/laws/show/266-2015-%D0%BF#Text>
14. Постанова Кабінету міністрів України від 30.08.2024 № 1021 «Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої та фахової передвищої освіти». Режим доступу: <https://zakon.rada.gov.ua/laws/show/266-2015-%D0%BF#Text>
15. Наказ Міністерства освіти і науки України від 31.12.2025 р. № 1734 «Про затвердження Методичних рекомендацій щодо відповідності освітніх програм спеціальностям, за якими здійснюється підготовка здобувачів вищої освіти, та деталізованим галузям Міжнародної стандартної класифікації освіти ISCED-F 2013». [Режим доступу: <https://mon.gov.ua/static-objects/mon/sites/1/news/2025/04/29/vymohy-do-mizhdystyupl-osvitnikh-naukovykh-program-2025-1.pdf>];
16. Наказ Міністерства освіти і науки України від 27.03.2025 р. № 512 «Про затвердження Методичних рекомендацій щодо розроблення стандартів вищої освіти. <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/2025/03/27/nakaz-mon-512-vid-27-03-2025.pdf>

11. APPENDICES

Appendix 1
Table 1

Matrix of correspondence between educational components of the EP and defined graduate competencies

Educational components		Competencies																													
		GC-1	GC-2	GC-3	GC-4	GC-5	GC-6	GC-7	GC-8	GC-9	GC-10	GC-11	GC-12	PC-1	PC-2	PC-3	PC-4	PC-5	PC-6	PC-7	PC-8	PC-9	SC1	SC2	SC3	SC4	SC5	SC6	SC7	SC8	
EC 1																															
EC 2																															
EC 3																															
EC 4																															
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EC 24																															

Competencies

Educational components	Competencies																																	
	GC-1	GC-2	GC-3	GC-4	GC-5	GC-6	GC-7	GC-8	GC-9	GC-10	GC-11	GC-12	PC-1	PC-2	PC-3	PC-4	PC-5	PC-6	PC-7	PC-8	PC-9	SC1	SC2	SC3	SC4	SC5	SC6	SC7	SC8					
EC 25	+	+											+																					
EC 26	+							+					+										+											
EC 27								+					+											+										
EC 28								+					+											+										
EC 29		+						+					+										+											
EC 30		+						+		+			+										+											
EC 31	+	+		+						+	+		+	+	+	+	+				+		+											
EC 32	+	+		+						+	+		+	+	+	+	+																	
EC 33	+	+			+					+	+																							
EC 34	+	+								+	+																							
EC 35	+	+								+	+																							

Educational components	Programme learning outcomes																										
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9	LO10	LO11	LO12	LO13	LO14	PL01	PL02	PL03	PL04	PL05	PL06	PL07	PL08	PL09	PL010	PL011	PL012	PL013
EC 19							+				+		+		+		+	+		+							
EC 20							+	+							+	+	+			+							
EC 21							+	+		+	+	+	+	+	+	+				+	+		+				
EC 22							+	+	+	+					+	+	+	+		+	+						
EC 23							+				+				+	+	+	+		+	+						
EC 24											+				+	+	+	+		+	+						
EC 25												+			+	+		+		+	+						
EC 26											+	+			+	+	+	+		+	+		+				
EC 27											+	+	+		+	+	+	+		+	+			+			
EC 28											+	+			+	+	+	+		+	+						
EC 29							+				+		+		+	+	+	+		+	+						
EC 30												+			+	+	+	+		+	+						
EC 31	+		+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
EC 32			+			+	+	+			+	+	+	+	+	+	+	+		+	+						
EC 33	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
EC 34	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
EC 35		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+