

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
FERENC RAKOCZI II TRANSCARPATHIAN HUNGARIAN UNIVERSITY,
APPROVED BY THE ACADEMIC COUNCIL**

of the Ferenc Rakoczi II Transcarpathian
Hungarian University,
Minutes No. 3 of 24 April 2025

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No. 51-Vn of 25 April 2025

With Amendments and Additions
Minutes No. 5 of 27 May 2026

Chair of the Academic Council, Rector
_____ Chernichko I.

EDUCATIONAL AND PROFESSIONAL PROGRAMME
«Biology and Human Health»

HIGHER EDUCATION LEVEL	First (Bachelor's) Level
DEGREE OF HIGHER EDUCATION	Bachelor
FIELD OF KNOWLEDGE	A Education
SPECIALTY	A4 Secondary Education
SUBJECT SPECIALIZATION	A4.05 Biology and Human Health
QUALIFICATION	Bachelor of Education in the Specialty of Secondary Education (Biology and Human Health). Teacher of Biology and Health Education

Berehove – 2026

APPROVAL SHEET
of the Educational and Professional Programme
«Biology and Human Health»

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Associate Professor of the Department of Biology and Chemistry _____

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István HADNAGY, Doctor of Philosophy (PhD) in Natural Sciences, Associate Professor

Associate Professor of the Department of Biology and Chemistry _____

_____ 2026

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PREAMBLE

The Educational and Professional Programme (hereinafter – the EPP) has been developed in accordance with the Laws of Ukraine „On Education” ([Про освіту](#)), „On Higher Education” ([Про вищу освіту](#)), the Resolution of the Cabinet of Ministers of Ukraine No. 1341 of 23 November 2011 (as amended by Resolution No. 519 of 25 June 2020) „On Approval of the National Qualifications Framework” ([Про затвердження Національної рамки кваліфікацій](#)), and is based on the regulatory documents governing the development of the higher education standards system and the provision of educational activities in higher education institutions of Ukraine. The Programme has also been developed in accordance with the Order of the Ministry of Education and Science of Ukraine No. 512 of 27 March 2025 „On Approval of the Methodological Recommendations for the Development of Higher Education Standards” ([Про затвердження Методичних рекомендацій щодо розроблення стандартів вищої освіти](#)), the Resolution of the Cabinet of Ministers of Ukraine No. 266 of 29 April 2015 „On Approval of the List of Fields of Knowledge and Specialties for the Training of Applicants for Higher and Professional Pre-Higher Education” ([Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої та фахової передвищої освіти](#)) (as amended by Resolution No. 188 of 21 February 2025), and the Regulations on the Development and Revision of Educational Programmes at Ferenc Rákóczi II Transcarpathian Hungarian University (hereinafter – the UR).

National classifiers were used to determine the professional activities of graduates, including the National Classifier of Ukraine DK 009:2010 „Classification of Types of Economic Activity” ([Національний класифікатор України ДК 009:2010 «Класифікація видів економічної діяльності»](#)) and the National Classifier of Ukraine DK 003:2010 „Classifier of Occupations” ([Національний класифікатор України ДК 003:2010 «Класифікатор професій»](#)), as well as the Annex to the Resolution of the Cabinet of Ministers of Ukraine No. 1341 of 23 November 2011 „On Approval of the National Qualifications Framework” (as amended by Resolutions [№ 509 of 12.06.2019](#), [№ 519 of 25.06.2020](#)}).

In developing the Educational and Professional Programme, particularly in defining the general and professional competencies and programme learning outcomes, due consideration was given to the achievements of the European Union project „[Tuning Educational Structures in Europe](#)”, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) ([Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти \(ESG\)](#)), and the Order of the Ministry of Education and Science of Ukraine No. 1225 of 29 August 2024 „On Approval of the Professional Standard for the Profession ‘Teacher of a General Secondary Education Institution’” ([Про затвердження професійного стандарту за професіями "Вчитель закладу загальної середньої освіти"](#)).

- The educational programme takes into account the requirements of the Law of Ukraine “On Higher Education”, the National Qualifications Framework, and establishes:
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- the duration of study and the number of ECTS credits required for obtaining the first (Bachelor’s) level of higher education;
- the normative content of higher education students’ training expressed in terms of learning outcomes;
- the competencies of graduates of the corresponding higher education degree (integral, general, and professional);
- the list of educational components and their logical sequence;
- forms of assessment and certification of higher education students;
- graduates’ eligibility for employment and further studies;
- requirements for the existence of an internal quality assurance system in higher education.

The educational programme is used for:

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- planning and organizing the educational process (including the development of curricula, syllabi, internship programmes, and certification procedures for students of the first (Bachelor's) level of higher education);
 - developing tools for assessing the quality of learning;
 - determining educational content in retraining and professional development systems and for student career guidance;
 - conducting internal evaluations of the quality of educational activities;
 - conducting external quality evaluations (accreditation reviews) and inspections of educational activities;
 - providing professional guidance to higher education students.
- Users of the educational programme:*
- the Admissions Committee of Ferenc Rákóczi II Transcarpathian Hungarian University and prospective students;
 - academic and teaching staff of Ferenc Rákóczi II Transcarpathian Hungarian University involved in the training of higher education students;
 - higher education students;
 - the Certification Commission.

The Educational and Professional Programme “Biology and Human Health” for the training of higher education students at the first (Bachelor's) level of higher education in Specialty A4 Secondary Education, Subject Specialization A4.05 Biology and Human Health, Field of Knowledge A Education, was developed by the project team of the Department of Biology and Chemistry consisting of:

ÉVA ANDRIK, Guarantor of the Educational Programme, Candidate of Biological Sciences, Associate Professor of the Department of Biology and Chemistry at Ferenc Rákóczi II Transcarpathian Hungarian University, Head of the Project Team.

IRÉN PÓLIN, Candidate of Agricultural Sciences, Associate Professor of the Department of Biology and Chemistry at Ferenc Rákóczi II Transcarpathian Hungarian University.

ISTVÁN HADNAGY, Doctor of Philosophy (PhD), Associate Professor of the Department of Biology and Chemistry at Ferenc Rákóczi II Transcarpathian Hungarian University.

RENÁTA BÍRÓ, student of the second (Master's) level of higher education at the Department of Biology and Chemistry of Ferenc Rákóczi II Transcarpathian Hungarian University.

External stakeholders and employers involved:

1. **OLHA MEKHED**, Doctor of Biological Sciences, Professor, Head of the Department of Biology, Taras Shevchenko National University “Chernihiv Collegium”.
2. **ERIKA GÁL**, Teacher of Mathematics of the Highest Qualification Category, Director of the Velyka Dobron Reformatus Lyceum with a Biology and Chemistry Profile.
3. **EDIT BABJÁK**, Head of the Department of Education and Culture of the Berehove City Council, Zakarpattia Region.

Head of the Project Team (Guarantor of the Educational Programme)

ÉVA ANDRIK

PROFILE OF THE EDUCATIONAL AND PROFESSIONAL PROGRAMME

1. General Information	
Full name of the higher education institution	Ferenc Rakoczi II Transcarpathian Hungarian University,
Level of higher education	First (Bachelor's) Level
Education Degree	Bachelor
Official name of the Educational and Professional Programme	Біологія та здоров'я людини Biology and human health Biológia és az ember egészsége Programme Code in EDEBO 85928
Field of Knowledge	A Освіта A Education A Oktatás
Specialty	A4 Середня освіта A4 Secondary education A4 Középfokú oktatás
Subject Specialization	A4.05 Біологія та здоров'я людини A4.05 Biology and human health A4.05 Biológia és az ember egészsége
ISCED-F 2013 Classification	Broad field: 01 Education Narrow field: 011 Education Detailed field: 0114 Teacher Training – Biology and Human Health The programme is focused on the <i>professional preparation of a teacher of Biology and Health Education</i>, integrating pedagogical training with subject-specific knowledge and methodological competencies (including biology teaching methodology, the organization of experiments and laboratory work in schools, and the assessment of students' learning outcomes). <i>Classification and Positioning of the Educational Programme:</i> The educational programme is assigned to the relevant specialty and field of study in accordance with the <i>List of Fields of Study and Specialties</i> approved by the Resolution of the Cabinet of Ministers of Ukraine No. 266, as amended by Resolution No. 1021 of 30 August 2024. To ensure international comparability, transparency, and accurate identification of the educational content, the programme has been aligned with the detailed field of the International Standard Classification of Education (ISCED-F 2013), in accordance with the Methodological Recommendations approved by Order of the Ministry of Education and Science of Ukraine No. 1734 of 31 December 2025. The correspondence of the educational programme to the ISCED-F classification has been determined according to the principle of dominant content, taking into account the programme's objectives, intended learning outcomes, and the expected professional activities of its graduates.
Mode of Study	Institutional: full-time and part-time (distance/network learning)
Educational Qualification	Bachelor of Education in Secondary Education (Biology and Human Health)
Professional Qualification	Bachelor Teacher (Secondary Education – Biology and Human Health)
Qualification Awarded	Bachelor of Education. Secondary Education (Biology and Human Health). Teacher of Biology and Health Education

Type of Diploma and Programme Volume	achelor's Diploma; 240 ECTS credits; Duration: 3 years 10 months
Cycle / Level	NQF of Ukraine – Level 6; FQ-EHEA – First Cycle; EQF-LLL – Level 6
Admission Requirements	Complete general secondary education. Admission requirements are determined by the University Admission Rules. https://kme.org.ua/uk/vstupna-kampanija/vstup-2026/
Language(s) of Instruction and Assessment	Hungarian, Ukrainian
Validity Period of the Programme	Accreditation Certificate No. IP 07009518, issued on 18 July 2019 and valid until 1 July 2029, in accordance with the decision of the Accreditation Commission dated 18 July 2019 (Minutes No. 135). Order of the Ministry of Education and Science of Ukraine No. 535 of 23 April 2019.
Programme Website	https://kme.org.ua/uk/strukturni-pidrozdzily/kafedri/kafedra-biologii/kepzesi-programok-bkt/
2. Aim of the Educational and Professional Programme	
The programme aims to provide comprehensive theoretical and practical training for future teachers of Biology and Human Health, enabling them to successfully perform professional duties and organize educational activities in general secondary education institutions. It creates a safe, inclusive, barrier-free, and student-centred learning environment for the development of general and professional competencies in pedagogy, psychology, biology, and human health sciences. Graduates are prepared for employment in the educational sector, further studies at the Master's level, and the acquisition of additional qualifications through lifelong learning.	
3. Description of the Subject Area	
Field of Knowledge, Specialty, Subject Specialization	A Education A4 Secondary Education A4.05 Biology and Human Health <i>Object of Study:</i> The educational process in Biology and Human Health within general secondary education institutions. <i>Educational objectives</i> – to prepare qualified and competitive teachers of Biology and Human Health who possess integral, general, and professional competencies and are capable of solving complex specialized tasks and practical problems in their professional activities. <i>Theoretical Content of the Subject Area</i> – concepts, categories, scientific theories and principles of fundamental and applied sciences in the fields of Biology and Human Health, sufficient for the development of subject-specific competencies within the specialization; contemporary psychological, pedagogical, and methodological foundations of teaching Biology and Human Health in the educational environment of general secondary education institutions. <i>Methods, Methodologies and Technologies</i> – theoretical and empirical methods of scientific inquiry into nature (general scientific and discipline-specific methods), as well as psychological and pedagogical methods. Educational technologies and methodologies aimed at developing special (professional and subject-specific) competencies, monitoring professional teaching practice, analysing pedagogical experience, fostering the ability for self-organisation in professional teaching activities, professional development, and

	reflective practice. Traditional and innovative teaching technologies that promote effective partnership-based interaction among participants in the educational process in general secondary education institutions. <i>Tools and Equipment</i> – equipment and facilities required for the development of special (professional and subject-specific) competencies; teaching and methodological resources; instructional and general-purpose equipment for school Biology and Human Health classrooms; multimedia and computer technologies; modern general and specialised educational information resources; library collections; and training facilities for teaching practice and practical training in Biology and Human Health disciplines.
Orientation of the Programme	The Educational and Professional Programme is oriented towards the theoretical and practical preparation of specialists for professional activity in general secondary education institutions. Graduates acquire modern methods and technologies of teaching and learning organisation, as well as general and professional competencies, enabling them to perform the duties of teachers of Biology and Health Education, homeroom teachers in general secondary education institutions, and coordinators of biology- and health-related extracurricular clubs and activities. The programme also fosters readiness for lifelong learning, further study at the second (Master's) level of higher education, and continuous professional development.
Main Focus of the Programme	Preparation of teachers of Biology and Human Health. The programme provides higher education based on a broad understanding of various fields of biological sciences and their integration in addressing socially relevant challenges, evaluating contemporary achievements in biological sciences, and applying modern teaching methodologies in general secondary education. Key words: education, bachelor, secondary school, teacher, teaching methodology, biology, ecology, biological systems, health.
Distinctive Features of the Programme	The programme provides opportunities for the preparation of interdisciplinary and multidisciplinary professionals capable of addressing complex specialised tasks related to the organisation of the educational process in accordance with contemporary theories and methodologies of teaching and learning. It is delivered within an active student-centred learning environment and supports international academic mobility. The Educational and Professional Programme is aimed at the preparation of teachers of Biology, with a strong emphasis on practical training and the application of leading European and international experience in education, pedagogy, and biological sciences. A distinctive feature of the programme, reflecting the mission of the University, is the preparation of teaching professionals for work in a multi-ethnic region. Accordingly, special attention is given to preparing future teachers to teach in both Ukrainian- and Hungarian-language school environments. Within the framework of the programme, selected courses may be delivered in English or other official languages of the European Union. The programme responds to the educational needs of both the region and the country as a whole.

Number of ECTS Credits Required for the Completion of the Programme and Award of the Degree	The programme comprises 240 ECTS credits and is intended for applicants holding a complete general secondary education certificate or a Junior Bachelor's (Specialist) qualification. The compulsory component of the programme, including general, professional, and practical training, comprises 180 ECTS credits (75%), while the elective component comprises 60 ECTS credits (25%). In accordance with the Regulations on the Recognition and Transfer of Academic Credits, Determination and Elimination of Academic Differences of Ferenc Rákóczi II Transcarpathian Hungarian University, the University recognises and transfers ECTS credits and learning outcomes acquired through educational components completed within another educational and professional programme at the University or at another higher education institution.
4. Employability and Further Study Opportunities	
Employability	Graduates are qualified to work in the field of education and are capable of performing professional activities defined by the National Classification of Ukraine DK 009:2010 „Classification of Economic Activities” and the National Classification of Ukraine DK 003:2010 „Classification of Professions”. Economic Activity Classification (DK 009:2010): P Education 85 Education 85.3 Secondary Education 85.31 General Secondary Education Occupational Classification (DK 003:2010): 2 Professionals 23 Teaching Professionals 232 Teachers of Professional Pre-Higher Education Institutions, Vocational (Vocational-Technical) Education Institutions, and General Secondary Education Institutions 2320 Teacher of a General Secondary Education Institution
Access to Further Study	Graduates are eligible to continue their studies at the second (Master's) level of higher education (Level 7 of the National Qualifications Framework of Ukraine), corresponding to the second cycle of the Qualifications Framework of the European Higher Education Area (FQ-EHEA) and Level 7 of the European Qualifications Framework for Lifelong Learning (EQF-LLL). They may also obtain additional qualifications through postgraduate and continuing education programmes.
5. Teaching and Assessment	
Teaching and Learning	Teaching, learning and assessment are based on the principles set out in the Quality Assurance Concept of Ferenc Rákóczi II Transcarpathian Hungarian University (Концепції забезпечення якості освіти). <i>Key approaches:</i> student-centred, activity-based, and value-based approaches; e-learning, distance learning, and self-directed learning. <i>Educational technologies:</i> problem-based and developmental learning technologies, interactive technologies, information and communication technologies, project-based learning, and contextual learning.

	<i>Forms of learning:</i> classroom-based instruction; independent and individual study; teaching practice; assessment activities; and final certification (comprehensive certification examination and defence of the qualification thesis). <i>Main types of learning activities:</i> lectures, laboratory classes, practical classes, seminars, individual classes, and consultations. <i>Main teaching methods:</i> verbal methods (explanation, discussion, debate, brainstorming, rapid questioning, etc.); visual methods (demonstration, observation, experimentation); practical methods (training sessions, case studies, projects); and interactive and information and communication technology (ICT)-based methods, including online learning delivered through various platforms and technical and software tools. <i>Main learning methods:</i> presentations, discussions, essays, laboratory experiments, small-group work, role-playing educational activities, microteaching, reflection on the teacher's practice, peer reflection and self-reflection, and self-directed learning (analysis, synthesis, observation, measurement, comparison, abstraction, generalisation, modelling, etc.).
Assessment	The monitoring and assessment of the development of Bachelor students' professional competencies are based on the systematic evaluation of their academic achievements and <i>include</i>: <i>Current assessment</i> involves evaluating students' learning outcomes during individual classroom activities, the completion of independent out-of-class assignments, and thematic assessment. <i>Module assessment</i> is conducted upon completion of a logically structured part of a course (module) and may take the form of computer-based testing, written examinations, creative assignments, and other assessment tasks. <i>Final assessment</i> includes semester assessment and final certification. The following forms of semester assessment are applied: examinations, graded pass/fail assessments, and pass/fail assessments. Assessment methods include oral examinations, written essays, presentations, portfolios, case studies, tests, written assignments, colloquia, presentations of research work, defence of laboratory and calculation/project reports, defence of course papers, pass/fail assessments and examinations, as well as reports on educational, teaching, field, and other types of practical training. Final certification of higher education students is carried out in the form of a comprehensive certification examination and the defence of a Bachelor's thesis. Students' academic achievements are assessed using the ECTS 100-point grading scale, the national five-point grading scale (for examination-based courses, teaching practice, and course papers assessed by a graded pass/fail assessment): Excellent – 90–100 (A); Good – 82–89 (B), 75–81 (C); Satisfactory – 64–74 (D), 60–63 (E); Unsatisfactory with the right to reassessment – 35–59 (FX); Unsatisfactory with mandatory course repetition – 0–34 (F); and the national two-level grading scale (for pass/fail courses): Pass / Fail.
6. Programme Competencies (Tables 1 and 2)	

Integral Competence (IC)	IC. Ability to solve complex specialised practical tasks in the fields of secondary education and the natural, physical, chemical, biological, and pedagogical sciences, involving the application of theories and methods of the natural sciences, pedagogy, psychology, and the theory and methodology of teaching, and characterised by the complexity and uncertainty of the conditions under which the educational process is organised in secondary education institutions.
General Competencies (GC)	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 activity. GC3. Ability to communicate effectively in the state language, both orally and in writing, and in a foreign language relevant to the subject specialisation; commitment to promoting Ukrainian national and civic identity. GC4. Ability to ensure learning for students taking into account the linguistic environment of the educational institution and to provide instruction in the language of the relevant indigenous people or national minority of Ukraine. GC5. 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. GC6. Ability to act autonomously, make informed decisions in professional practice and take responsibility for their implementation, acting responsibly and ethically in accordance with current legislation. GC7. Ability to engage in interpersonal interaction and teamwork with specialists involved in providing additional support for learners with special educational needs, and to identify signs indicating the need for medical assistance among participants in the educational process. GC8. Ability to exercise one's rights and responsibilities as a member of society; awareness of the values of a civic (free and democratic) society and the need for its sustainable development, the rule of law, and the rights and freedoms of individuals and citizens in Ukraine. GC9. Ability to preserve and promote 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 broader system of knowledge about nature and society, and its significance for societal, scientific, and technological development. GC10. Ability to maintain personal physical and psycho-emotional well-being, lead a healthy lifestyle, manage one's emotional states, interact constructively and safely with participants in the educational process, and use various forms of physical activity for active recreation. GC11. Ability to respect the diversity of society and uphold the rights of every individual, recognising the importance of equal opportunities for all participants in the educational process.

	GC12. Ability to participate in community life, local self-government bodies, and governance at various levels, including through volunteering activities. GC13. Ability to foster value-based attitudes among learners and to develop critical thinking and media literacy skills in order to prevent the spread of misinformation. GC14. Ability to make decisions and act in accordance with the principle of zero tolerance for corruption and any other forms of academic or professional misconduct. GC15. Ability to act responsibly and safely in emergency and crisis situations, recognise civic responsibility for the defence of Ukraine, its independence and territorial integrity, comply with international humanitarian law and personal and collective safety regulations, provide first aid, resist harmful information influences, and maintain psychological resilience.
Professional (Specialised) Competencies (PC)	PC1. Ability to transfer a system of scientific knowledge into professional practice and the content of the school subject. PC2. Ability to provide instruction in the state language and to develop learners' language and communication skills within the subject area. PC3. Ability to set objectives, plan and design teaching and educational processes taking into account learners' age-specific and individual characteristics, educational needs, and psycho-emotional state; and to select and apply modern and effective teaching, educational, and developmental methods and technologies. PC4. Ability to ensure favourable conditions within the educational environment for each learner, taking into account age-related and other individual characteristics. PC5. Ability to develop learners' key and subject-specific competencies through the school subject and integrated learning. PC6. Ability to carry out objective monitoring, analysis, and assessment of learning outcomes, and to develop learners' capacity for self-assessment and peer assessment. PC7. Ability to analyse, plan, and forecast the outcomes of the educational process. PC8. Ability to build a learning community, identify effective strategies for motivating learners towards self-development, positive self-esteem and self-identity, fostering interest and conscious engagement in learning, and promoting progress and achievement in accordance with each learner's abilities and interests. PC9. Ability to create conditions that ensure the functioning of an inclusive educational environment and provide pedagogical support for learners with special educational needs. PC10. Ability to engage in subject–subject (equal and learner-centred) interaction with learners in the educational process and to involve parents in education on the basis of partnership. PC11. Ability to analyse one's own teaching practice and its outcomes, carry out objective self-assessment, and improve one's professional qualities through self-correction and reflection. PC12. Ability to organise a safe educational environment, apply health-preserving technologies, conduct preventive and awareness-

	raising activities on life safety, sanitation, and hygiene, and promote a culture of healthy and safe lifestyles among learners. PC13. Ability to organise teaching, upbringing, and development processes, as well as various types and forms of learners' educational and cognitive activities. PC14. Ability to pursue continuous professional development, receive support from colleagues, and provide support for their professional growth. PC15. Ability to design educational content in accordance with the mandatory learning outcomes for learners established by national educational standards.
Subject Competencies (SC)	SC1. Ability to apply biological concepts, laws, principles, and theories to explain and develop learners' understanding of the integrity and interdependence of living systems and organisms. SC2. Ability to understand and explain the structure, functions, life processes, reproduction, classification, origin, ecology, distribution, utilisation, and conservation of living organisms and biological systems at all levels of organisation. SC3. Ability to explain the nature of biological phenomena, processes, and technologies, and to solve biological problems. SC4. Ability to organise and conduct research activities in laboratory and field settings, interpret research results, use biological equipment and specimens, prepare biological materials, and develop biological collections and herbarium specimens. SC5. Ability to develop knowledge and understanding that support the selection of effective ways and means of maintaining, promoting, and restoring human health. SC6. Ability to organise extracurricular and out-of-school activities related to biological issues and research, environmental sustainability, and health promotion.
7. Programme Learning Outcomes	
Programme Learning Outcomes (PLOs)	PLO1. Uses the state language and the language of the relevant indigenous people or national minority of Ukraine fluently in professional activities; develops learners' language and communication competence through the subject area. PLO2. Organises the educational process taking into account learners' age-specific, individual, psycho-emotional, and sociocultural characteristics. PLO3. Designs and implements the educational process in Biology and Human Health based on competency-based, activity-based, learner-centred, and integrated approaches in accordance with national educational standards. PLO4. Selects and applies modern forms, methods, technologies, and tools of teaching, learning, and assessment in accordance with learners' educational needs. PLO5. Creates a safe, inclusive, health-promoting, and motivating educational environment and applies measures for the prevention of and response to bullying. PLO6. Uses digital technologies, electronic educational resources, STEM approaches, and modern information tools in the educational

	process in accordance with the principles of academic integrity and digital safety. PLO7. Explains the principles governing the structure, functioning, development, and evolution of living systems at different levels of biological organisation. PLO8. Integrates knowledge from biology, ecology, chemistry, physics, and health sciences to explain natural phenomena and solve professional tasks. PLO9. Analyses biological processes and phenomena, identifies cause-and-effect relationships, and interprets the results of biological observations and research. PLO10. Applies scientific methods of inquiry to solve practical, situational, and interdisciplinary problems in biology, ecology, and human health. PLO11. Plans and conducts laboratory and field-based biological research and analyses, interprets, and presents research results. PLO12. Uses laboratory equipment, digital measuring instruments, and modern biological techniques in educational and research activities. PLO13. Adheres to the principles of academic integrity, bioethics, professional ethics, environmental safety, and responsible environmental stewardship. PLO14. Promotes environmental awareness, responsible attitudes towards nature, and an understanding of the principles of sustainable development among learners. PLO15. Explains the impact of lifestyle and environmental factors on human health and applies health-promoting approaches and first-aid skills in the educational process. PLO16. Organises extracurricular, project-based, research, and awareness-raising activities in biology, ecology, and healthy lifestyles. PLO17. Applies modern approaches, methodologies, and assessment criteria for evaluating learning outcomes, engages in pedagogical reflection, and analyses the effectiveness of the educational process. PLO18. Cooperates with participants in the educational process, professionals, parents, and local communities to implement educational, environmental, and health-promoting initiatives. PLO19. Organises the educational process in accordance with the principles of inclusive education and provides support for learners with special educational needs. PLO20. Engages in continuous professional development, evaluates the outcomes of personal teaching practice, and implements innovative approaches in the educational process. PLO21. Demonstrates basic knowledge and practical skills for safe behaviour and effective action in emergency and crisis situations; applies first-aid procedures, follows personal and collective safety regulations, navigates using modern navigation tools, critically evaluates information influences, demonstrates psychological resilience, and acts in accordance with the principles of international humanitarian law.
8. Resources for Programme Implementation	
Academic Staff	The academic staff responsible for the delivery of this Educational and Professional Programme meet the staffing requirements

	established by the licensing conditions for educational activities of higher education institutions. All instructors involved in the programme maintain active profiles in professional academic networks and databases, including ORCID, Google Scholar, and others. Members of the academic staff have an appropriate number of publications indexed in internationally recognised scientometric databases (Scopus and Web of Science) and in scholarly journals classified in Categories A and B. In accordance with the Regulations on the Professional Development of Academic Staff of Ferenc Rákóczi II Transcarpathian Hungarian University, academic staff actively participate in scientific and practical conferences at the international, national, and regional levels; undertake continuing professional development activities; participate in professional development programmes offered by the University's partner institutions in Ukraine and abroad; and contribute to international projects. Academic integrity is ensured among both academic staff and higher education students. An effective system for the prevention and detection of academic plagiarism has been established and is maintained, including the use of the StrikePlagiarism.com system.
Material and Technical Resources	The material and technical resources comply with the licensing requirements for the provision of higher education services. The educational process is carried out in laboratories and specialised classrooms of the Department of Biology and Chemistry (https://kme.org.ua/uk/strukturni-pidrozdily/kafedri/kafedra-biologii/specializovani-kabineti). The structural units (https://kmf.uz.ua/uk/strukturni-pidrozdily), infrastructure, premises, and equipment of the University used in the educational process comply with sanitary regulations and fire safety requirements (https://kmf.uz.ua/uk/infocenter/). In accordance with the instruction of the Prime Minister of Ukraine of 10 June 2022 No. 14529/0/1-22 concerning the creation of safe conditions for children, pupils, students, and staff in educational institutions, as well as the recommendations of the State Emergency Service of Ukraine, Ferenc Rákóczi II Transcarpathian Hungarian University has specially equipped shelter facilities. This enables the University to ensure the continuity of safe face-to-face teaching and learning activities during air-raid alerts.
Information and Teaching Methodological Resources	The necessary resources are available to support the organisation and delivery of the educational process, including: - the official website of Ferenc Rákóczi II Transcarpathian Hungarian University (http://kmf.uz.ua/uk), which provides information on educational programmes, teaching, research, and student activities, structural units, admission procedures, academic calendars, regulations, document templates, and contact information; - the electronic educational management system IRIS (https://irisz.kmf.uz.ua), which includes administrative, academic staff, and student interfaces and supports a wide range of educational process management functions. The IRIS system contains, among other features, lists of elective

	courses, class schedules, and students' individual study plans; • unrestricted Internet access for academic staff and students; • a scientific library and reading rooms; • virtual learning environments based on Google Classroom and Google Meet; • study plans and working curricula; • academic calendars and schedules; • course syllabi; • an integrated practical training programme; • methodological materials for students' independent and individual work, including practice programmes; • methodological guidelines for the preparation of qualification theses; • a certification examination programme. Students enrolled in the programme have access to the collections of the János Apáczai Csere Library and Information Centre, which includes the Central Reading Room, the Scientific and Educational Literature Lending Department, the Fiction Lending Department, the Periodicals and Multimedia Department, and the Manuscripts Department. The library holdings are sufficient to support the independent and individual work of both full-time and part-time students. The library collection comprises more than 147,000 catalogued and accessible items, including textbooks, teaching materials, specialised periodicals, reference works, and other educational resources. Students also have access to the electronic library, which contains scientific and methodological publications by leading Ukrainian and international scholars. The Tivadar Puskás Informatics Centre of Ferenc Rákóczi II Transcarpathian Hungarian University ensures the operation of the University's information network and computer systems. Users have daily access to more than 450 personal computers and laptops. More than 160 computers are located in classrooms and are freely available to students. The University is equipped with a broadband wired and wireless (Wi-Fi) network covering the entire campus. In addition to the resources listed above, the University maintains a number of specialised units to support the effective organisation, delivery, and quality of the educational process, as well as the professional, cultural, physical, and psychological development of students (https://kmf.uz.ua/uk/strukturni-pidrozdily). These include practice facilities (lowland (https://kme.org.ua/uk/infrastruktura-institutu/nizovinna-baza-ta-lisova-shkola-dlja-polovih-praktik-v-seli-velika-dobron) and mountain (https://kme.org.ua/uk/infrastruktura-institutu/visokogirna-naukovo-doslidna-baza-ta-majdanchik-dlja-polovih-praktik-im-ishtvana-bucko-v-seli-lipovec) field stations), a botanical garden (https://kme.org.ua/uk/strukturni-pidrozdily/naukovo-doslidni-centri/naukovo-doslidnij-centr-imeni-ishtvan/botanichnij-sad-im-sikura-iozhefa) with a plant collection and seed bank, scientific and teaching herbaria (https://kme.org.ua/uk/strukturni-pidrozdily/naukovo-doslidni-centri/naukovo-doslidnij-centr-imeni-ishtvan/naukovij-gerbarij), a zoological collection
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	https://kme.org.ua/uk/strukturni-pidrozdily/naukovo-doslidni-centri/naukovo-doslidnij-centr-imeni-ishtvan/zoologichna-kolekcija), a sports training complex (https://kme.org.ua/uk/infrastruktura-institutu/sportivno-ozdorovchij-centr), a tourist information centre (https://kme.org.ua/uk/infrastruktura-institutu/navchalno-sportivnij-centr), a tourist information centre (https://kme.org.ua/uk/strukturni-pidrozdily/turistichno-informacijnij-centr-rakoczi-tours), medical (https://kme.org.ua/uk/strukturni-pidrozdily/medichna-sluzhba) and psychological (https://kme.org.ua/uk/strukturni-pidrozdily/psihologichnoi-sluzhba) support services, and student residence halls.
9. Academic Mobility	
National Credit Mobility	In accordance with the legislation of Ukraine and agreements between higher education institutions (https://kmf.uz.ua/uk/infocenter/perelik-partneriv-zui-z-jakymy-zakljuceno-dohovir-pro-spi-vpracju)
International Credit Mobility	Implemented in accordance with the European Union Erasmus+ Programme (https://kme.org.ua/uk/erasmus-uk), which supports cooperation projects, partnerships, initiatives, and mobility in the fields of education, training, youth, and sport. Implemented in accordance with inter-institutional agreements among higher education institutions of the Carpathian Basin within the framework of the Makovecz Mobility Programme, which supports academic mobility for higher education students and academic staff (https://kme.org.ua/uk/strukturni-pidrozdily/kafedri/kafedra-pedahohiky-ta-psyxolohiyi/akademichna-mobilnist).
Education of International Students	Not applicable.

LIST OF THE COMPONENTS OF THE EDUCATIONAL AND PROFESSIONAL PROGRAMME AND THEIR LOGICAL SEQUENCE

1. List of Programme Components.

Code of Educational Component	Programme Components (Courses, Course Papers, Practical Training, and the Qualification Thesis)	ECTS Credits	Form of Final Assessment
1	2	3	4
1.	COMPULSORY PROGRAMME COMPONENTS		
1.1.	Compulsory General Training	20	
EC 1	History and Culture of Ukraine	3	Pass-Fail Assessment
EC 2	History and Culture of the Hungarian Nation	3	Pass-Fail Assessment
EC 3	Philosophy	3	Pass-Fail Assessment
EC 4	Ukrainian Language for Professional Purposes	3	Pass-Fail Assessment
EC 5	Foreign Language for Professional Purposes	3	Exam
EC 6	Fundamentals of National Resistance*	5	Pass-Fail Assessment
1.2.	Compulsory Professional Training	130	
EC 7	Modern information technologies in teaching biology and health basics	4	Pass-Fail Assessment
EC 8	Psychology	4	Exam
EC 9	Pedagogy (History, Theory, Didactics, and Sociology of Education)	6	Pass-Fail Assessment/ Exam
EC 10	Methodology of Teaching Biology (Botany, Zoology, Ecology, and General Biology)	8	Exam
EC 11	Methodology of Teaching Human Biology and Health Education	4	Exam
EC 12	Physics (including the fundamentals of biophysics)	3	Pass-Fail Assessment
EC 13	General Chemistry	7	Exam
EC 14	Organic and bioorganic chemistry	6	Exam
EC 15	Botany	12	Pass-Fail Assessment/ Exam
EC 16	Zoology	12	Pass-Fail Assessment/ Exam
EC 17	Anatomy and Physiology of Humans and Animals	5	Exam
EC 18	General ecology	4	Exam
EC 19	History and theoretical basics of biology	3	Exam
EC 20	Methodological principles for organising and conducting scientific and educational research	4	Pass-Fail Assessment

EC 21	Basics of soil science	3	Exam
EC 22	Life safety and the basics of a healthy lifestyle	4	Pass-Fail Assessment
EC 23	Plant physiology	3	Exam
EC 24	Fundamentals of genetics	4	Exam
EC 25	Modern Ukrainian biological terminology	3	Exam
EC 26	Fundamentals of cytology and histology	3	Exam
EC 27	Molecular biology	3	Exam
EC 28	Ecology of plants and animals	3	Exam
EC 29	Nature conservation	4	Exam
EC 30	Microbiology	4	Exam
EC 31	Biogeography	4	Exam
EC 32	Evolutionary biology	3	Exam
EC 33	Course Paper (in Biology and Human Health; in Biology, Human Health, and Teaching Methodology)	7	Pass-Fail Assessment
1.3.	Compulsory Practical Training and Final Certification	30	
EC 34	Field Practice	6	Pass-Fail Assessment
EC 35	Teaching Practice	21	Pass-Fail Assessment/ Exam
EC 36	Preparation of qualifying paper	3	Pass-Fail Assessment
1.4.	Attestation	---	
A	Attestation (Attestation Exam; Qualifying Thesis Defence)	---	Exam
Total Number of ECTS Credits for Compulsory Components:		180	
2.	Elective Components of EP**		
	Total Number of ECTS Credits for Elective Components:	60	
TOTAL ECTS CREDITS OF THE PROGRAMME		240	

* According to the Law of Ukraine No. 4826-IX of 25 March 2026 “On Amendments to Certain Laws of Ukraine Concerning Specific Issues of Preparing Citizens of Ukraine for National Resistance” (<https://zakon.rada.gov.ua/laws/show/4826-20#n84>), students of educational institutions of all forms of ownership are exempt from studying the course Fundamentals of National Resistance if they:

- have completed military service;
- have successfully completed this course during a previous programme of professional pre-higher or higher education;
- possess a certificate confirming completion of basic military training and acquisition of a military occupational specialty;
- are enrolled in a mode of study other than full-time or dual education;
- reside in temporarily occupied territories of Ukraine.

Such students are entitled to choose additional educational components of the programme equivalent in volume to the ECTS credits allocated to this course.

Students have the right to freely choose courses amounting to 60 ECTS credits from among those offered by the University’s departments: <https://kmf.uz.ua/uk/studentam/disciplini-vilnogo-viboru/>

2. Structural and Logical Sequence of the Educational and Professional Programme Components

Sequence of Student Learning Activities (Full-Time and Part-Time Modes of Study):

Sequence of Student Learning Activities (Full Time and Part Time Modes of Study):				
з/п	Код о/к	Programme Component Title (Courses, Course Projects/Papers, Practical Training, Qualification Thesis).	Component Type	Credits
1	2	3	4	5
Semester I – 30 ECTS Credits				
1	EC 1	History and Culture of Ukraine	Compulsory General Training Component	3
2	EC 8	Psychology	Compulsory General Training Component	27
3	EC 19	History and theoretical basics of biology		
4	EC 7	Modern information technologies in teaching biology and health basics		
5	EC 12	Physics (including the fundamentals of biophysics)		
6	EC 13	General Chemistry (Inorganic)		
7	EC 15	Botany (Plant anatomy and morphology)		
8	EC 16	Zoology (Invertebrate animals)		
Semester II – 30 ECTS Credits				
1	EC 2	History and Culture of the Hungarian Nation	Compulsory General Training Component	3
2	EC 9	Pedagogy	Compulsory General Training Component	21
3	EC 20	Methodological principles for organising and conducting scientific and educational research		
4	EC 13	General Chemistry (Physical and Colloid)		
5	EC 17	Anatomy and Physiology of Humans and Animals		
6	EC 18	General ecology		
7	EC 34	Field Practice	Compulsory General Training Component	3
8	ELC 1	Elective Educational Component №1	Elective Component	4
Semester III – 30 ECTS Credits				
1	EC 3	Philosophy	Compulsory General Training Component	3
2	EC 9	Pedagogy	Compulsory General Training Component	19
3	EC 14	Organic and bioorganic chemistry		
4	EC 15	Botany (Plant systematics)		
5	EC 16	Zoology (Vertabrate animals)		
6	EC 28	Екологія рослин та тварин		
7	ELC 2	Elective Educational Component №2	Elective Component	8

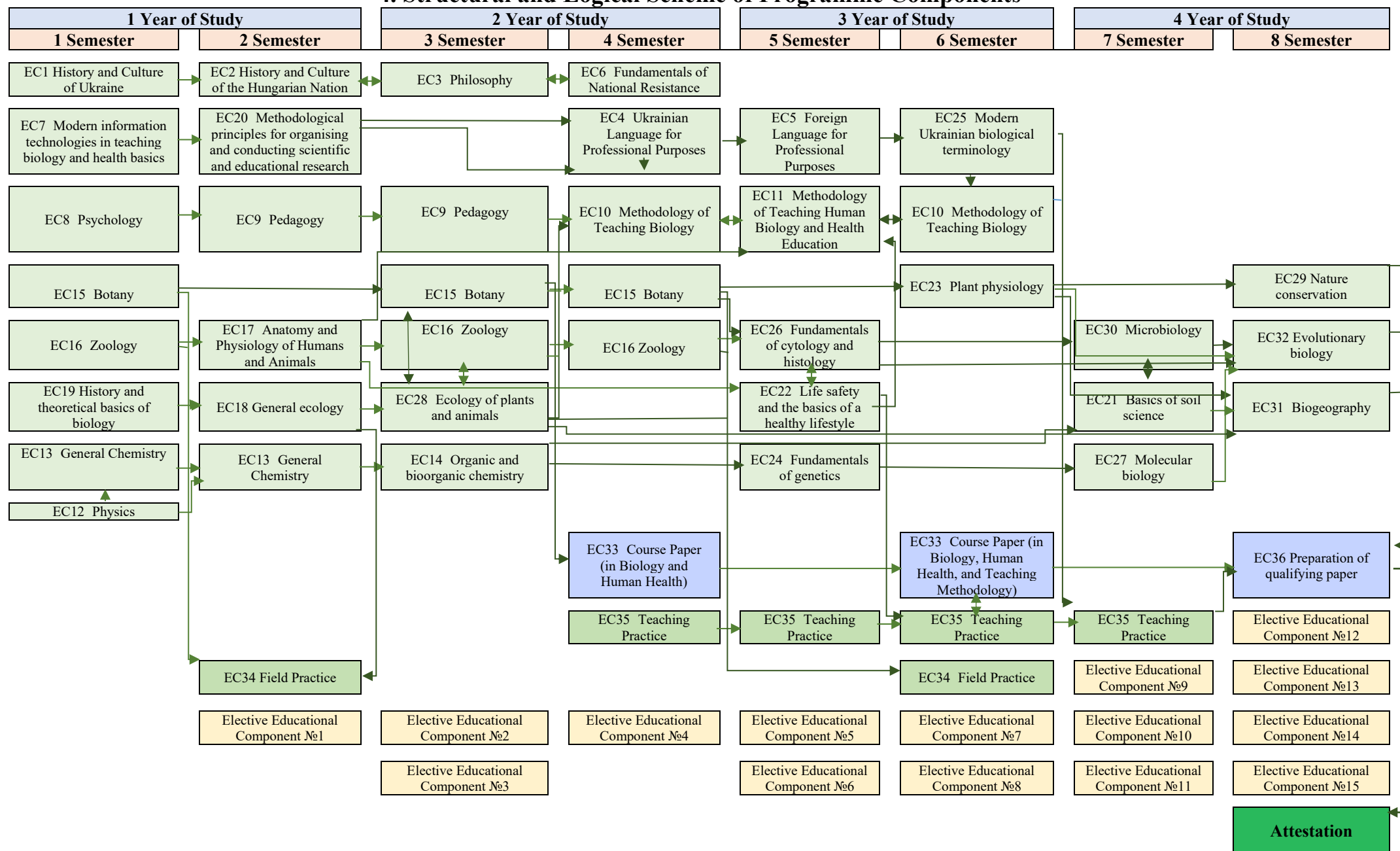
8	ELC 3	Elective Educational Component №3		
Semester IV – 30 ECTS Credits				
1	EC 6	Fundamentals of National Resistance	Compulsory General Training Component	8
2	EC 4	Ukrainian language for professional purposes		
3	EC 10	Biology teaching methods (botany, zoology, and ecology)	Compulsory General Training Component	11
4	EC 15	Botany (Plant systematics)		
5	EC 16	Zoology (Vertabrate animals)		
6	EC 33	Coursework (in Biology and Human Health)	Compulsory General Training Component	4
7	EC 35	Teaching Practice	Compulsory General Training Component	3
8	ELC 4	Elective Educational Component №4	Elective Component	4
Semester V – 30 ECTS Credits				
1	EC 5	Foreign language for professional purposes	Compulsory General Training Component	3
2	EC 11	Teaching Methods for Human Biology and Health Education	Compulsory General Training Component	16
3	EC 22	Life safety and the basics of a healthy lifestyle		
4	EC 26	Fundamentals of cytology and histology		
5	EC 24	Fundamentals of genetics		
6	ELC 5	Elective Educational Component №5	Elective Component	8
7	ELC 6	Elective Educational Component №6		
8	EC 35	Teaching Practice	Compulsory Practical Training and Attestation Component	3
Semester VI – 30 ECTS Credits				
1	EC 25	Modern Ukrainian biological terminology	Compulsory General Training Component	10
2	EC 10	Methods of Teaching Biology (General)		
3	EC 23	Plant physiology		
4	EC 33	Coursework (Biology, Human Health and Teaching Methods)	Compulsory General Training Component	3
5	ELC 7	Elective Educational Component №7	Elective Component	8
6	ELC 8	Elective Educational Component №8		
7	EC 34	Field Practice	Compulsory Practical Training and Attestation Component	3
8	EC 35	Teaching Practice		3
9	EC 35	Teaching Practice (camp)		3
Semester VII – 30 ECTS Credits				
1	EC 27	Molecular biology	Compulsory General Training Component	9
2	EC 21	Basics of soil science		
3	EC 30	Microbiology		
4	ELC 9	Elective Educational Component №9	Elective Component	12

5	ELC 10	Elective Educational Component №10		
6	ELC 11	Elective Educational Component №11		
7	EC 35	Teaching Practice	Compulsory Practical Training and Attestation Component	9
Semester VIII – 30 ECTS Credits				
1	EC 29	Nature conservation	Compulsory General Training Component	11
2	EC 31	Biogeography		
3	EC 32	Evolutionary biology		
4	ELC 12	Elective Educational Component №12	Elective Component	16
5	ELC 13	Elective Educational Component №13		
6	ELC 14	Elective Educational Component №14		
7	ELC 15	Elective Educational Component №15		
8	EC 36	Preparation of qualifying paper	Compulsory General Training Component	3
	A	Attestation (Attestation examination; Defence of a Qualification Project)	Attestation	---

3. Structure of Programme Components

Programme Components	Hours	Credits	Percentage of Components (%)
1. Compulsory Programme Components	5400	180	75
1.1. Compulsory General Training	600	20	8,3
1.2. Compulsory Professional Training	3900	130	54,2
1.3. Compulsory Practical Training and Final Certification	900	30	12,5
2. Elective Components of EP	1800	60	25
Total ECTS Credits of the Programme	7200	240	100

4. Structural and Logical Scheme of Programme Components



FORMS OF ATTESTATION OF HIGHER EDUCATION STUDENTS

Form of Attestation for the Award of a Professional Qualification	Attestation is conducted in the form of an Attestation Examination in the major disciplines and the public defence of the Qualification Thesis. The award of the professional qualification under the Educational and Professional Programme is carried out in accordance with the current legislation of Ukraine, the relevant Professional Standard, and the Regulations on the Procedure for Awarding Professional Qualifications at Ferenc Rákóczi II Transcarpathian Hungarian University (https://kme.org.ua/uk/mik/#dod-2-i-18-pol-poryadok-prisv)
Procedure for Awarding a Professional Qualification	Procedure for Awarding Professional Qualifications to Higher Education Students (https://kme.org.ua/mik/dodatok/poryadok_pris_prof_kval_ua_2026.pdf). Approved by the Academic Council, Minutes No. 4 of 30 April 2026
Full Title and Reference Details of the Relevant Professional Standard	Professional Standard “Teacher of a General Secondary Education Institution”, approved by Order of the Ministry of Education and Science of Ukraine No. 1225 dated 29 August 2024, “On Approval of the Professional Standard for the Profession ‘Teacher of a General Secondary Education Institution’” (https://mon.gov.ua/npa/pro-zatverdzhennia-profesiinoho-standartu-vchytel-zakladu-zahalnoi-serednoi-osvity)
List of Competencies Defined by the Professional Standard	The following professional competencies have been taken into account: A (A1. (A1.1., A1.2., A1.3., A1.4.), A2. (A2.1., A2.2., A2.3., A2.4., A2.5.), A3. (A3.1..A3.2., A3.3.)). Б (Б1. (Б1.1., Б1.2., Б1.3., Б 1.4.), Б2. (Б2.1., Б2.2, Б2.3.), Б3. (Б3.1., Б3.2., Б3.3.)), В (В1. (В1.1., В1.2., В 1.3.), В2. (В2.1., В2.2., В2.3., В2.4., В2.5.)). Г (Г1. (Г1.1, Г1.2.), Г2. (Г2.1., Г2.2., Г2.3.), Г3. (Г3.1., Г3.2., Г3.3.)), Д (Д 1. (Д 1.1., Д1.2.)).
Requirements for the Attestation Examination	The Attestation Examination is designed to assess the level of achievement of the knowledge, skills, competencies, and learning outcomes acquired by higher education students, as defined by the Educational and Professional Programme and the relevant Professional Standard.
Requirements for the Qualification Thesis	The Qualification Thesis must contain a solution to a complex specialised task or practical problem in the field of secondary education (natural sciences, physics, chemistry, biology), requiring the application of conceptual approaches from educational sciences, subject-specific knowledge, psychology, and the theory and methodology of teaching, and characterised by the complexity and uncertainty of the conditions under which it is addressed. The Qualification Thesis must not contain academic plagiarism, fabrication, falsification, or any other forms of academic misconduct. The Qualification Thesis shall be publicly accessible and deposited in the institutional repository and library of Ferenc Rákóczi II Transcarpathian Hungarian University.

INTERNAL QUALITY ASSURANCE SYSTEM FOR HIGHER EDUCATION

The internal quality assurance system is 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 is implemented in accordance with the Concept of Quality Assurance (<https://kme.org.ua/uk/mik/>) in Education at Ferenc Rákóczi II Transcarpathian Hungarian University, which is published on the University's official website (<https://kmf.uz.ua/uk/infocenter/>).

The quality assurance system for educational activities, higher education quality (the internal quality assurance system), and the quality of the Educational and Professional Programme at Ferenc Rákóczi II Transcarpathian Hungarian University is implemented in accordance with the established institutional structure (<https://kmf.uz.ua/uk/struktura-institutu/>) and education quality monitoring system and provides for the following procedures and measures:

1. Defining the principles and procedures for quality assurance in higher education.
2. Conducting monitoring and periodic review of educational programmes.
3. Annual evaluation of higher education students and the academic and teaching staff of Ferenc Rákóczi II Transcarpathian Hungarian University.
4. Ensuring the professional development of teaching, research, and academic staff through internships, advanced training courses, and other forms of continuing professional education.
5. Ensuring the availability of the resources necessary for the organisation of the educational process, including students’ independent learning activities, for each educational programme.
6. Ensuring the availability of information systems for the effective management of the educational process.
7. Ensuring the transparency and public availability of information on educational programmes, higher education levels, and qualifications.
8. Ensuring an effective system for the prevention and detection of academic plagiarism in the scholarly works of the University’s staff and higher education students.
9. Implementing other quality assurance procedures and measures.

At Ferenc Rákóczi II Transcarpathian Hungarian University, quality assurance is supported by the Higher Education Quality Assurance Department, the Higher Education Quality Assurance Council, and the Student Self-Government.

The mechanism for the development and periodic review of educational programmes is established in the Methodological Guidelines for the Development and Revision of Educational Programmes at Ferenc Rákóczi II Transcarpathian Hungarian University. The Programme Development Group carries out continuous monitoring of the Educational and Professional Programme, including the analysis and evaluation of its content and relevance, changes in societal and labour market needs, student workload, academic performance and achievements, students’ expectations, needs and satisfaction, and the alignment of the learning environment with the objectives of the programme. The Programme Support Group (academic staff) provides organisational support throughout the entire period of study, analyses the programme’s relevance and compliance with current regulatory documents, recommendations of the Ministry of Education and Science of Ukraine, the requirements of employers, and the expectations of the student community, and, where necessary, develops amendments to curricula and related documentation.

In addition, continuous analysis and evaluation of the Educational and Professional Programme are conducted by other participants in the quality monitoring process, including

students upon completion of courses and external stakeholders, such as graduates employed in the field, employers, and other relevant representatives.

Ferenc Rákóczi II Transcarpathian Hungarian University implements the concept of student-centred learning. To enhance the quality of the educational process and improve the services provided by the University, mandatory surveys are conducted each semester. The results of these surveys are used to improve educational programmes. Comments and proposals from stakeholders regarding the Educational and Professional Programme are published on the University's official website.

A mechanism for evaluating the achievements of students and academic staff has been implemented through a ranking system based on research, methodological, and organisational activities, as well as the ranking of academic staff according to student survey results. This mechanism is regulated by the Regulations on the Rating Evaluation System and Attestation of Academic Staff.

At Ferenc Rákóczi II Transcarpathian Hungarian University, the professional development of teaching and academic staff is ensured through participation in professional development programmes, internships, seminars, workshops, training courses, webinars, master classes, and similar activities. Professional development of academic staff involved in programme delivery is organised on a regular basis. Particular attention is paid to strengthening the practical component of professional development within formal, non-formal, and informal education through internships in institutions and organisations in Ukraine and abroad, participation in international projects and grant programmes, and completion of certification programmes.

The promotion and implementation of the principles of academic integrity in the University's educational and research activities are carried out in accordance with the Regulations on Academic Integrity at Ferenc Rákóczi II Transcarpathian Hungarian University.

The quality assurance system for educational activities and higher education quality (the internal quality assurance system) at Ferenc Rákóczi II Transcarpathian Hungarian University is evaluated by the National Agency for Higher Education Quality Assurance upon submission by the higher education institution.

REQUIREMENTS FOR THE STRUCTURE OF EDUCATIONAL COMPONENT SYLLABI

The syllabus of an educational component (course or practical training) consists of the following elements:

1. Name of the University; higher education degree; mode of study; title of the course; department; educational programme; type of the course (compulsory or elective); number of ECTS credits and contact hours; surname, first name, academic degree, academic title, and e-mail address of the instructor(s); course prerequisites.

2. The place of the course within the educational programme; course objectives and tasks; intended programme learning outcomes; characteristics of the course; and other relevant information.

3. Topics of lectures, seminars, laboratory classes, and independent study activities.

4. Forms of assessment and requirements for successful completion of the course; criteria for final assessment; deadlines; and other assessment-related information.

5. The course policy is defined by the set of requirements established by the instructor for students undertaking the course and is based on the principles of academic integrity. These requirements may relate to class attendance, classroom behaviour, completion of the minimum required academic work, and other course-specific expectations.

6. A list of recommended and supplementary learning materials, as well as other information resources relevant to the course.

LIST OF REGULATORY DOCUMENTS ON WHICH THE EDUCATIONAL PROGRAMME IS BASED

1. Law of Ukraine “On Higher Education” No. 1556-VII of 1 July 2014 (as amended). Available at: <http://zakon5.rada.gov.ua/laws/show/1556-18>.
2. Law of Ukraine “On Education” No. 2145-VIII of 5 September 2017. Available at: <http://zakon5.rada.gov.ua/laws/show/2145-19>.
3. National Qualifications Framework. Available at: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF>.
4. National Classifier of Ukraine DK 009:2010 “Classification of Types of Economic Activity”. Available at: <https://zakon.rada.gov.ua/rada/show/vb457609-10#Text>.
5. National Classifier of Ukraine DK 003:2010 “Classifier of Occupations”. Available at: <https://zakon.rada.gov.ua/rada/show/va327609-10#Text>.
6. Order of the Ministry of Education and Science of Ukraine No. 512 of 27 March 2025 “On Approval of the Methodological Recommendations for the Development of Higher Education Standards”. Available at: <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/2025/03/27/nakaz-mon-512-vid-27-03-2025.pdf>.
7. Resolution of the Cabinet of Ministers of Ukraine No. 1341 of 23 November 2011 “On Approval of the National Qualifications Framework”. Available at: <http://zakon4.rada.gov.ua/laws/show/1341-2011-%D0%BF>.
8. Zakharchenko, V.M., Luhovyi, V.I., Rashkevych, Yu.M., & Talanova, Zh.V. (2014). „Development of Educational Programmes: Methodological Recommendations”. Edited by V.H. Kremen. Kyiv: Priorities Research and Production Centre. Available at: http://ibhb.chnu.edu.ua/uploads/files/metodrada/Rozroblennya_osv_program.pdf.
9. Development of Educational Programmes: Methodological Recommendations. Available at: http://ihed.org.ua/images/doc/04_2016_rozroblennya_osv_program_2014_tempusoffice.pdf.
10. Draft Higher Education Standard of Ukraine for Specialty 014 Secondary Education (by Subject Specialisations), proposed by the working groups established by the Scientific and Methodological Commission on Subject Education and Sport (Orders of the Ministry of Education and Science of Ukraine No. 375 of 6 April 2016, No. 1041 of 14 July 2017, and No. 582 of 25 April 2019). Available at: <https://mon.gov.ua/static-objects/mon/sites/1/gromadske-obgovorennya/2024/04/17/HO-proyekt.stand.VO-014-serednya.osvita-bakalavr.17.04.2024.1.1.docx>.
11. Resolution of the Cabinet of Ministers of Ukraine No. 266 of 29 April 2015 “On Approval of the List of Fields of Knowledge and Specialties for the Training of Applicants for Higher and Professional Pre-Higher Education” (as amended by Resolution No. 188 of 21 February 2025). Available at: <https://zakon.rada.gov.ua/laws/show/266-2015-%D0%BF#Text>.
12. ECTS Users’ Guide. Available at: http://ihed.org.ua/images/doc/04_2016_ECTS_Users_Guide-2015_Ukrainian.pdf.
13. EQF-LLL – European Qualifications Framework for Lifelong Learning. Available at: https://ec.europa.eu/ploteus/sites/eac-efq/files/brochexp_en.pdf.
14. QF-EHEA – *Qualifications Framework of the European Higher Education Area*. Available at: <http://www.ehea.info/article-details.aspx?ArticleId=67>.
15. Order of the Ministry of Education and Science of Ukraine No. 776 of 16 July 2018 “On Approval of the Concept for the Development of Teacher Education”. Available at: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>.

16. Letter of the Ministry of Education and Science of Ukraine No. 1/9-120 of 11 March 2015 to Heads of Higher Education Institutions “On the Organisation of the Study of Humanities”. Available at: <https://zakon.rada.gov.ua/rada/show/v-120729-15#Text>.
17. Law of Ukraine “On Ensuring the Functioning of the Ukrainian Language as the State Language” No. 2704-VIII (current version as of 31 December 2023). Available at: <https://zakon.rada.gov.ua/laws/show/2704-19#Text>.
18. Order of Ferenc Rákóczi II Transcarpathian Hungarian University No. 17-Int of 15 February 2024 “On Ensuring High-Quality Learning, Teaching and Use of the English Language at THU”. Available at: <https://kme.org.ua/uk/category/nakazi/>.
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20. Resolution of the Cabinet of Ministers of Ukraine No. 1322 of 15 December 2023 “On Approval of the Strategy for the Promotion of Ukrainian National and Civic Identity until 2030 and the Operational Action Plan for Its Implementation in 2023–2025”. Available at: <https://zakon.rada.gov.ua/laws/show/1322-2023-%D0%BF#n18>.
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APPENDICES

Table 1. Matrix of Correspondence between Educational Components (ECs) and the National Qualifications Framework (NQF) Descriptors
(<http://zakon4.rada.gov.ua/laws/show/1341-2011-п>)

Classification of Competencies (Learning Outcomes) according to the NQF / Educational Programme Components	Knowledge K1. Conceptual scientific and practical knowledge K2. Critical understanding of theories, principles, methods, and concepts in the field of professional activity and/or learning	Skills S1. Advanced cognitive and practical skills, mastery and innovation required to solve complex specialised tasks and practical problems in the field of professional activity or learning.	Communication C1. Communicating information, ideas, problems, solutions, personal experience, and arguments to both specialists and non-specialists. C2. Collecting, interpreting, and applying data. C3. Communicating on professional matters, including in a foreign language, both orally and in writing.	Responsibility and Autonomy RA1. Managing complex technical or professional activities or projects. RA2. Taking responsibility for the development and decision-making in unpredictable work and/or learning contexts. RA3. Forming judgements that take into account social, scientific, and ethical aspects. RA4. Organising and leading the professional development of individuals and groups. RA5. Ability to continue learning with a significant degree of autonomy.
EC1	K1, K2		C1	RA3
EC2	K1, K2		C1, C2	RA3
EC3	K1; K2	S1	C1	RA4, RA5
EC4		S1	C1; C3	RA3
EC5		S1	C1; C3	RA4
EC6	K1; K2	S1	C1; C3	RA2; RA3
EC7	K1; K2	S1	C1, C2, C3	RA2; RA3 RA4, RA5
EC8	K1; K2	S1	C1, C2, C3	RA2; RA3; RA4
EC9	K1, K2	S1	C1, C2	RA1, RA3, RA5
EC10	K1; K2	S1	C1, C2, C3	RA1; RA2; RA3, RA5

EC11	K1; K2	S1	C1, C2, C3	RA1, RA2, RA3, RA4
EC12	K1; K2	S1		
EC13	K1; K2	S1		RA4
EC14	K1; K2	S1		RA4
EC15	K1; K2	S1	C1	RA4; RA5
EC16	K1, K2	S1	C1, C2	RA4
EC17	K1, K2	S1	C1, C2	RA3, RA4
EC18	K1, K2	S1	C1, C2	RA3, RA4
EC19	K1, K2		C1	
EC20	K1, K2	S1	C1, C2, C3	RA3, RA4, RA5
EC21	K1, K2	S1	C2	RA4
EC22	K1, K2	S1	C1, C2	RA2, RA3
EC23	K1, K2	S1		RA4
EC24	K1, K2	S1		RA4
EC25	K1	S1	C1, C2, C3	RA3
EC26	K1; K2	S1		RA4
EC27	K1, K2	S1		RA4
EC28	K1, K2	S1	C1, C2	RA1, RA3, RA4
EC29	K1; K2	S1	C1, C2	RA1, RA3, RA4
EC30	K1, K2	S1	C1, C2	RA1, RA4
EC31	K1; K2	S1	C1; C2; C3	RA1; RA2; RA4; RA5

EC32	K1; K2	S1	C1; C2; C3	RA1; RA2; RA4; RA5
EC33	K1; K2	S1	C1; C2; C3	RA1, RA2, RA3, RA5
EC34	K1; K2	S1	C1; C2; C3	RA1; RA2; RA3; RA5
EC35	K1; K2	S1	C1; C2; C3	RA1; RA2; RA3; RA5
EC36	K1; K2	S1	C1; C2; C3	RA1; RA2; RA3; RA4; RA5

Table 2. Matrix of Alignment between Programme Learning Outcomes (PLOs) and the Descriptors of the National Qualifications Framework (NQF)
(<http://zakon4.rada.gov.ua/laws/show/1341-2011-n>)

Classification of Competencies (Learning Outcomes) according to the NQF / Programme Learning Outcomes (PLOs)	Knowledge	Skills	Communication	Responsibility and Autonomy
	K1. Conceptual scientific and practical knowledge K2. Critical understanding of theories, principles, methods, and concepts in the field of professional activity and/or learning	S1. Advanced cognitive and practical skills, mastery and innovation required to solve complex specialised tasks and practical problems in the field of professional activity or learning.	C1. Communicating information, ideas, problems, solutions, personal experience, and arguments to both specialists and non-specialists. C2. Collecting, interpreting, and applying data. C3. Communicating on professional matters, including in a foreign language, both orally and in writing.	RA1. Managing complex technical or professional activities or projects. RA2. Taking responsibility for the development and decision-making in unpredictable work and/or learning contexts. RA3. Forming judgements that take into account social, scientific, and ethical aspects. RA4. Organising and leading the professional development of individuals and groups. RA5. Ability to continue learning with a significant degree of autonomy.
PLO1	K1	S1	C1, C2	RA3
PLO2	K1, K2	S1	K1	RA1, RA3
PLO3	K1, K2	S1	C1, K2	RA1, RA2
PLO4	K1	S1	C1, C3	RA1, AB3
PLO5	K1, K2	S1	C1	RA2, RA3
PLO6	K1	S1	C1	RA2, RA3
PLO7	K1, K2	S1	K1	AB1
PLO8	K1, K2	S1	C1, K3	AB1, AB2
PLO9	K1, K2	S1	C1	RA1, RA4
PLO10	K1, K2	S1	C1, C2	RA1, RA4
PLO11	K1, K2	S1	C1, C2, C3	RA1, RA2, RA3
PLO12	K1, K2	S1	C1, C3	RA1, RA2, RA3

PLO13	K1, K2	S1	C1, C2	3H2, K1, RA4
PLO14	K1, K2	S1	C1	RA1, RA4
PLO15	K1, K2	S1	C1	RA2, RA4
PLO16	K1	S1	C1, C2	RA1, RA2
PLO17	K1, K2	S1	C1, C2, C3	RA1, RA3, RA5
PLO18	K1	S1	C1, C2	RA1, RA3
PLO19	K1, K2	S1	C1, C2	RA1, RA3
PLO20	K1, K2	S1	C1, C2, C3	RA1, RA4, RA5

Table 3. Matrix of Alignment between the Educational Programme Content and the Labour Functions and Competencies of the Professional Standard “Teacher of a General Secondary Education Institution” (Order of the Ministry of Education and Science of Ukraine No. 1225 of 29 August 2024). (<https://mon.gov.ua/npa/pro-zatverdzhennia-profesiinoho-standartu-vchytel-zakladu-zahalnoi-serednoi-osvity>)

Codes and Titles of Labour Functions of the Professional Standard	Codes and Titles of Competencies of the Professional Standard	Corresponding Codes in the Educational Programme		
		<i>General and Professional Competencies</i>	<i>Programme Learning Outcomes</i>	<i>Educational Competencies</i>
A. Teaching Subjects (Integrated Courses) to Learners	A1. Linguistic and Communicative Competence	GC1, GC2, GC3, GC4, PC1, PC2	PLO1	EC1, EC2, EC4, EC5, EC10, EC11, EC25, EC35
	A2. Subject-Specific and Methodological Competence	GC3, GC4, GC5, GC13, PC2, PC3, PC4, PC5, PC7, PC15, ПК1, ПК2, ПК3, ПК4, ПК5, ПК6	PLO3, PLO4, PLO7–17, PLO20	EC7–35
	A3. Information and Digital Competence	GC5, GC13, PC7, ПК6	PLO6	EC7, EC10, EC11, EC20, EC35
B. Partnership Interaction with Participants in the Educational Process	B1. Psychological Competence	GC6, GC7, GC10, GC11, PC3, PC5, PC8, PC10	PLO2, PLO5, PLO18, PLO19	EC8, EC9, EC10, EC11, EC22, EC35
	B2. Emotional and Ethical Competence	GC6, GC9, GC10, GC11, GC13, GC14, PC10, PC11, PC14	PLO13, PLO18, PLO20	EC3, EC4, EC8, EC9, EC22, EC29, EC31, EC35
	B3. Pedagogical Partnership Competence	GC2, GC7, GC12, PC8, PC9, PC10, PC13, PC15	PLO16, PLO18, PLO19	EC8, EC9, EC10, EC11, EC22, EC35
C. Participation in Creating a Safe and Healthy Educational Environment	C1. Inclusive Competence	GC6, GC7, GC11, PC4, PC5, PC6, PC9, PC10	PLO5, PLO18, PLO19	EC8, EC9, EC10, EC11, EC22, EC35
	C2. Health-Preserving Competence	GC7, GC10, GC11, PC6, PC9, PC12, ПК5	PLO5, PLO14, PLO15, PLO18, PLO20, PLO21	EC6, EC8, EC11, EC17, EC18, EC19, EC22, EC28, EC29, EC30, EC35
D. Implementation of the Educational Process	D1. Prognostic Competence	GC1, GC4, GC8, PC3, PC4, PC7, PC14	PLO3, PLO17, PLO20	EC8, EC9, EC10, EC11, EC20, EC33, EC35, EC36
	D2. Organisational Competence	GC1, GC4, GC8, PC3, PC13, PC15	PLO3, PLO5, PLO16, PLO18	EC8, EC9, EC10, EC11, EC20, EC22, EC33, EC35
	D3. Assessment and Analytical Competence	GC1, PC6, PC7, PC11	PLO4, PLO12	OK7, OK8, OK9, OK10, OK11, OK12, OK13, OK14, OK15, OK31, OK34
E. Continuous Professional Development	E1. Lifelong Learning Competence	GC2, GC6, PC14	PLO10, PLO11, PLO12, PLO21	OK7, OK8, OK9, OK10, OK11, OK12, OK13, OK14, OK15, OK31, OK35

Таблиця 1. Матриця відповідності програмних компетентностей компонентам освітньої програми

	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9	EC 10	EC 11	EC 12	EC 13	EC 14	EC 15	EC 16	EC 17	EC 18	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	EC 36	
IC	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
GC1					+							+	+	+	+					+	+		+	+	+	+	+	+	+	+	+	+	+		+		
GC2									+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+	+	+	+	+			+	
GC3	+		+	+	+																				+											+	
GC4		+		+	+																															+	
GC5							+			+		+	+	+						+	+				+			+				+					
GC6			+			+														+						+								+			+
GC7					+			+	+	+	+						+					+														+	
GC8	+	+	+															+																			
GC9	+	+	+									+	+	+				+	+		+			+				+	+		+	+					
GC10						+		+				+	+	+							+	+														+	
GC11		+						+	+										+			+														+	
GC12									+													+														+	
GC13							+											+		+					+	+	+	+	+	+		+					
GC14			+																	+														+			+
GC15			+			+	+	+				+	+	+							+	+														+	
PC1									+	+	+	+	+	+	+	+	+	+	+		+		+	+	+	+	+	+	+	+	+	+	+	+		+	
PC2				+	+					+	+														+	+										+	
PC3								+	+	+																										+	
PC4								+	+	+	+																									+	+
PC5									+	+	+	+	+	+	+	+	+	+			+		+	+	+	+	+	+	+	+	+		+		+		
PC6										+	+									+														+		+	
PC7																				+														+	+		+
PC8								+	+	+																										+	
PC9								+	+	+	+																									+	
PC10								+	+	+	+																									+	
PC11			+					+												+														+			+
PC12						+					+							+				+									+					+	
PC13								+	+	+													+													+	
PC14					+															+														+		+	+
PC15								+	+	+																										+	

Продовження таблиці 1.

	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9	EC 10	EC 11	EC 12	EC 13	EC 14	EC 15	EC 16	EC 17	EC 18	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	EC 36
SC1					+					+	+				+	+	+	+	+				+	+		+	+	+	+	+	+	+	+	+	+	+
SC2										+	+	+	+	+	+	+	+	+	+		+		+	+	+		+	+	+	+	+	+	+	+	+	+
SC3										+	+								+				+	+		+	+	+		+	+	+	+	+	+	+
SC4					+							+	+	+						+	+		+	+		+							+	+		+
SC5											+						+				+	+									+			+		+
SC6											+	+	+	+				+		+	+	+	+	+			+		+	+			+	+	+	+

Table 2. Matrix of Alignment between Programme Learning Outcomes (PLOs) and the Educational Programme Components (ECs)

	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9	EC 10	EC 11	EC 12	EC 13	EC 14	EC 15	EC 16	EC 17	EC 18	EC 19	EC 20	EC 21	EC 22	EC 23	EC 24	EC 25	EC 26	EC 27	EC 28	EC 29	3K 30	EC 31	EC 32	EC 33	EC 34	EC 35	EC 36	
PLO1	+	+	+	+	+					+	+				+	+	+	+							+			+	+				+		+	+	
PLO2	+	+						+	+																	+			+	+					+		+
PLO3	+		+						+	+	+	+											+	+	+					+				+		+	+
PLO4							+			+	+	+	+	+							+					+				+				+		+	+
PLO5								+	+		+											+				+				+						+	+
PLO6							+			+										+										+				+		+	+
PLO7															+	+	+		+				+	+	+	+	+	+	+		+	+	+	+		+	+
PLO8												+	+	+	+	+	+	+	+	+	+		+	+			+	+	+	+		+	+	+	+		
PLO9			+												+	+	+	+	+				+	+			+	+	+		+	+	+				+
PLO10			+									+	+	+						+	+		+	+				+	+	+	+	+	+	+	+	+	+
PLO11												+	+	+	+	+	+	+		+	+		+	+				+	+		+	+		+	+		+
PLO12												+	+	+						+	+		+				+			+	+	+	+	+	+		+
PLO13	+	+	+										+	+					+							+			+	+				+			+
PLO14	+	+	+																+		+								+	+		+		+	+		
PLO15						+					+							+				+				+					+			+			+
PLO16					+				+	+	+																									+	+
PLO17			+				+		+	+	+									+														+		+	+
PLO18	+	+		+	+			+	+			+	+	+								+			+								+		+		
PLO19								+	+	+	+																									+	+
PLO20			+		+	+						+	+	+						+						+								+		+	+
PLO21			+			+	+	+														+														+	