

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

APPROVED BY THE ACADEMIC COUNCIL

**of Ferenc Rákóczi II Transcarpathian
Hungarian College of Higher Education,
Protocol № 5 of 24 May 2023.**

Rector _____ Istvan Csernicsko

**STUDY PROGRAMME
PRIMARY EDUCATION**

LEVEL OF HIGHER EDUCATION:	FIRST
DEGREE OF HIGHER EDUCATION:	BACHELOR
FIELD OF KNOWLEDGE:	01 EDUCATION/PEDAGOGY
SPECIALTY:	013 PRIMARY EDUCATION

PREFACE

The Bachelor's Study Programme in Primary School Teacher Education has been developed in accordance with the State Standard of Higher Education for the first (Bachelor's) cycle, in the field of study 01 Education/Pedagogy, speciality 013 Primary Education, approved by Order No. 357 of the Ministry of Education and Science of Ukraine, dated 23 March 2021.

The degree programme corresponds to the first cycle (Bachelor's level) of the Ukrainian higher education system and to Level 6 of the National Qualifications Framework of Ukraine. The programme is based on the terminology and professional principles set out in the Methodological Recommendations for the Development of Higher Education Standards, approved by Order No. 600 of the Ministry of Education and Science of Ukraine, dated 1 June 2016, and subsequently amended by Order No. 1648, dated 21 December 2017. The degree programme adopts a competence-based approach and takes into account the fundamental principles and values of the European Higher Education Area (EHEA), the objectives defined in the communiqués of the Bologna Process, as well as the methodological approach of the European Commission's international project Tuning Educational Structures in Europe (TUNING).

The Bachelor's Study Programme in Primary School Teacher Education was developed in accordance with the Laws of Ukraine "On Education" and "On Higher Education", as well as with Resolution No. 1341 of the Cabinet of Ministers of Ukraine of 23 November 2011 "On Approval of the National Qualifications Framework", as amended by Resolution No. 519 of the Cabinet of Ministers of Ukraine of 25 June 2020. The study programme is based on the regulatory and normative documents governing the development of higher education degree programmes and regulating the educational activities of higher education institutions in Ukraine.

The Bachelor's study Programme in Primary School Teacher Education was developed by the programme development team of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, in accordance with the requirements of the Laws of Ukraine "On Education" and "On Higher Education". The programme is based on the State Standard of Higher Education for the first (Bachelor's) cycle in speciality 013 Primary Education within the field of study 01 Education/Pedagogy, approved by Order No. 357 of the Ministry of Education and Science of Ukraine, dated 23 March 2021.

The development of the study programme took into account Order No. 988-r of the Cabinet of Ministers of Ukraine, dated 14 December 2016, approving the Concept of the State Policy for the Reform of General Secondary Education "New Ukrainian School" for the period up to 2029; the amendments introduced by Order No. 1648 of the Ministry of Education and Science of Ukraine, dated 21 December 2017; the provisions of the Law of Ukraine "On Education" (2017); the new State Standard of Primary Education; the professional standard "Primary School Teacher in a General Secondary Education Institution"; as well as the proposals and recommendations of relevant stakeholders.

The study programme specifies the number of ECTS credits required for the completion of the first (Bachelor's) cycle of higher education; the competences to be acquired by graduates; the normative content of the programme expressed in terms of learning outcomes; the forms of final assessment of students; and the requirements for the higher education institution's internal quality assurance system.

The following document was taken into account in the development of the study programme:

State Standard of Primary Education, approved by Resolution No. 87 of the Cabinet of Ministers of Ukraine, dated 21 February 2018.

Professional Standard "Primary School Teacher in a General Secondary Education Institution; Teacher in a General Secondary Education Institution", approved by Order No. 2736 of the Ministry of Economy of Ukraine, dated 23 December 2020 (http://ru.osvita.ua/legislation/Ser_osv/78704/).

The document specifies the number of ECTS credits required for the completion of the higher education qualification; the range of competences to be acquired by graduates; the normative content of the programme expressed in terms of learning outcomes; the forms of final assessment of students; and the requirements concerning the existence and operation of an internal quality assurance system in higher education.

The Bachelor's Study Programme in Primary School Teacher Education was developed by the programme development team of the Department of Pedagogy, Psychology, Primary and Preschool

Education and Management of Educational Institutions of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, on the basis of the relevant regulatory documents and the proposals of stakeholders. The Bachelor's Study Programme in Primary School Teacher Education was discussed and approved by the Academic Council of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education at its meeting held on 24 May 2023; the decision is recorded in Minutes No. 5.

The study programme was developed by the professional working group responsible for the implementation of the programme at the Department of Pedagogy, Psychology, Primary and Preschool Education and Management of Educational Institutions of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education, with the following members:

Academic Head of the Study Programme

1. Tetiana KUCHAI – Doctor of Sciences in Education, Professor (specialities: 13.00.01 / 13.00.07), Professor at the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions, Academic Staff Responsible for the Study Programme (academic and teaching staff employed at the Institute as their primary place of work):

Professional Working Group Involved in the Implementation of the Study Programme

2. Katalin PALLAY – PhD in Educational Sciences, Associate Professor at the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions.

3. Ivetta DEPCHYNSKA – Candidate of Pedagogical Sciences (speciality: 13.00.01), Associate Professor at the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions.

4. Andreia YOKOB – Director of the Katalin P. Frangepán Secondary Grammar School;

5. Tetiana SELEYLO – first-year student of the Master's Study Programme in Primary School Teacher Education.

External Stakeholders and Reviewers

Judit KULIN – Director of of the Gábor Dayka Lyceum in Uzhhorod

Raisa PRIMA – Doctor of Sciences in Education, Professor, Professor and Head of Department at Lesya Ukrainka Volyn National University.

I. GENERAL INFORMATION

Pursuant to Order No. 1151 of the Ministry of Education and Science of Ukraine, dated 6 November 2015, “On the Specifics of Introducing the List of Fields of Study and Specialities Used for the Training of Higher Education Students”, higher education institutions were required, as of 1 September 2017, to develop and implement study programmes and curricula in accordance with the requirements of the Law of Ukraine “On Higher Education”. The provisions of the Law of Ukraine “On Education” were also taken into account in the development of the study programme.

The Bachelor’s Study Programme in Primary School Teacher Education was developed by the professional working group of the Department of Pedagogy, Psychology, Primary and Preschool Education and Management of Educational Institutions of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

The development of the programme involved the academic staff of the Department of Pedagogy, Psychology, Primary and Preschool Education and Management of Educational Institutions, as well as teaching staff from other departments of the institution that contribute to the implementation of the study programme. *In accordance with the requirements of the Law of Ukraine “On Higher Education” and the National Qualifications Framework, the study programme regulates the following:*

- the duration of studies and the number of credits required for students enrolled in the Bachelor’s programme (the total volume of the study programme is 240 ECTS credits);
- the general competences;
- the professional competences, which account for 65% of the total volume of the study programme and are aimed at developing the general and special (professional) competences defined by the State Standard of Higher Education;
- the list of courses and their credit values required for the acquisition of the competences specified in the study programme.

The study programme may be applied in the following areas:

- in the accreditation of the study programme and in the evaluation and monitoring of educational activities conducted within the programme;
- in the development of the curriculum, course syllabi and professional practice programmes;
- in the development of instruments for measuring and evaluating the quality of higher education;
- in determining the content of education provided within retraining and continuing professional development programmes;
- in providing career guidance for prospective students who intend to enrol in the programme and obtain the relevant qualification.

The study programme was developed in accordance with the requirements of the Law of Ukraine “On Higher Education” and the National Qualifications Framework, and specifies:

- the duration and credit volume of studies required for the training of specialists at the first (Bachelor’s) cycle of higher education;
- the general competences;
- the professional competences related to the speciality;
- the range of courses and their credit values required for the acquisition of the competences defined in the study programme;
- the requirements concerning the structure of the courses.

The study programme may be used for the following purposes:

- for the development of curricula and working curricula;
- for the preparation of students’ individual study plans;
- for the development of course syllabi, professional practice programmes, and the content of individual assignments;
- for defining the information base required for the development of assessment and evaluation tools;
- for the accreditation of the study programme;
- for the external evaluation of the quality of specialist training;

- for the final assessment of students completing the first (Bachelor's) cycle of higher education in speciality 013 Primary Education.

Users of the study programme:

- students of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education enrolled in programmes at the first (Bachelor's) cycle of higher education;
- academic staff of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education involved in the training of specialists in speciality 013 Primary Education at the first (Bachelor's) cycle of higher education;
- the Final Examination Board;
- the Admissions Committee of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education.

1. Profile of the study program Primary Education

1. General information	
Full name of the Higher Education Institution	Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Higher Education Degree and Specialty (in the original language)	Bachelor's Study Programme Speciality: Primary Education Qualification: Primary School Teacher
Official Title of the Educational Programme	Professional Study Programme of the First (Bachelor's) Level of Higher Education in Specialty 013 Primary Education
Field of Knowledge	01 Education/Pedagogy
Specialty	013 Primary education
Degree Awarded and Programme Volume	Degree awarded: Bachelor's degree Type of programme: Single-speciality programme Programme volume: 240 ECTS credits Duration of studies: 3 years and 10 months
Professional Qualification	Bachelor's degree in Primary Education; Primary School Teacher in a General Secondary Education Institution
Cycle / Level	National Qualifications Framework of Ukraine: Level 6 Framework for Qualifications of the European Higher Education Area (FQ-EHEA): First Cycle European Qualifications Framework for Lifelong Learning (EQF-LLL): Level 6
Mode of study	Full-time and part-time.
Entry Requirements	Completion of full general secondary education, or a Junior Bachelor's or Junior Specialist qualification.
Language(s) of Instruction	Ukrainian, Hungarian, English
Validity of the Study Programme	Certificate: Series HI-II № 0779152, issued on 16 June 2016. Valid until 1 July 2026.
Permanent Internet Address of the Study Programme Description	https://kmf.uz.ua/uk/osvitni-programi/
2. Programme Objective	
The aim of the degree programme is to train professionals who possess the fundamental general and professional knowledge and competences required to address the complex tasks of primary education, as well as the research-based preparation necessary for pedagogical and subject-methodological work. The programme seeks to develop creative pedagogical thinking and the capacity to engage in research and innovative activities, as well as in continuous self-development.	
3. Description of the Subject Area	
Definition of the Field of Study (Field of Study, Speciality, Specialisation – if applicable)	Field of Study: 01 Education / Pedagogy Speciality: 013 Primary Education Subject of Studies and Professional Activity: the process of primary school education; the organisation of the teaching, educational and developmental processes of primary school pupils; the application of pedagogical and psychological innovations; and the preparation of professionals for work in primary education. Theoretical Content of the Subject Area: The theoretical content of the subject area is based on the

	following concepts: education; primary education; the upbringing and education of primary school pupils; the teaching of children at the primary level of general secondary education; the development of primary school-age children; and the principal forms of activity characteristic of this age group. Methods, Methodological Procedures and Technologies: verbal, visual, practical, and practical-theoretical methods; explanatory-illustrative, reproductive, partially exploratory, problem-based, and research methods; inductive and deductive approaches; health-preserving, information and communication, communication and speech-development, social-communication, developmental, diagnostic, preparatory, learner-centred, activity-based, and differentiated educational technologies; as well as methodological procedures aimed at educational and developmental purposes. Theoretical Content of the Subject Area: The theoretical content of the subject area is based on the following key concepts: education; primary education; the upbringing of primary school pupils; the teaching and learning of children at the primary level of general secondary education; the development of primary school-age children; and the principal forms of activity characteristic of this age group. Methods, Methodological Procedures and Technologies: verbal, visual, practical, and practical-theoretical methods; explanatory-illustrative, reproductive, partially exploratory, problem-based, and research methods; inductive and deductive approaches; health-preserving, information and communication, communication and speech-development, social-communication, developmental, diagnostic, preparatory, learner-centred, activity-based, and differentiated educational technologies; as well as methodological procedures aimed at educational and developmental purposes.
Orientation of the Study Programme	The Study Programme is based on the integrated acquisition of pedagogical, psychological, subject-specific, and subject-pedagogical knowledge required for the education and teaching of children aged 6–10, as well as on the application of this knowledge in a school environment. The Study Programme prepares students to carry out educational and teaching tasks in Grades 1–4 of primary school. Particular emphasis is placed on the holistic development of pupils’ personalities, differentiated and inclusive education, the planning, organisation and assessment of the learning process, and the application of modern pedagogical and digital methods. The theoretical and practical components of the Study Programme enable students to develop the ability to create a supportive learning environment, respond to the individual needs of pupils, cooperate effectively with families and other participants in the educational process, and engage in

	reflective analysis of their own pedagogical practice and continuous professional development. The Study Programme is based on current developments in pedagogy and related fields of study, the specific characteristics of primary school teaching, the subject pedagogy of the individual areas of learning, and the current professional and social challenges of primary education.
Main Focus of the Study Programme	The main professional focus of the Study Programme is the pedagogy of primary education and the preparation of students for professional teaching activities in the primary grades of general secondary education. The programme integrates the pedagogical, psychological, subject-specific and subject-pedagogical foundations of primary school teaching and develops the professional competences required for the planning, organisation, implementation and assessment of the teaching and learning process. The Study Programme places particular emphasis on the holistic development of the personality and competences of primary school pupils, taking into account their individual characteristics, and on differentiated and inclusive education, as well as the application of modern pedagogical and digital methods. Students are prepared to create a supportive learning environment, assess the effectiveness and learning outcomes of the educational process, and cooperate with families, teachers and other professional partners. The Study Programme is based on the integration of theoretical knowledge and pedagogical practice. It provides students with opportunities to apply the knowledge and methods acquired during their studies in a school environment, to reflect critically on their own pedagogical practice, and to prepare for continuous professional development. The Study Programme encompasses the examination of theoretical, methodological and practical issues related to the processes and pedagogical phenomena of primary education, as well as the evidence-based and responsible application of professional innovations. Keywords: primary education, primary school teacher competences, learning outcomes, subject pedagogy, differentiated and inclusive education, professional practice, reflective pedagogical practice.
Distinctive Features of the Study Programme	The distinctive feature of the Study Programme is its focus on ensuring a sustainable supply of qualified teachers for Hungarian-medium primary education institutions in Transcarpathia. A significant proportion of graduates, upon completion of their studies, take up teaching positions in the primary grades of general secondary education institutions where instruction is provided partly or entirely in the language of the Hungarian national minority. The design of the Study Programme takes into account the provisions of the Law of Ukraine “On Education” concerning the educational rights of national minorities. Under the

	legislation in force at the time when the 2023 version of the Study Programme was developed, persons belonging to national minorities were entitled, at the levels of preschool and primary education, to receive education in the language of the respective national minority alongside the state language. Accordingly, the Study Programme places particular emphasis on the methodology of teaching primary school subjects in both Ukrainian and Hungarian. Its aim is to prepare primary school teachers who are able to organise the teaching and learning process in bilingual and multilingual educational environments and to support pupils in achieving a high level of proficiency in, and effective use of, both the Ukrainian state language and their mother tongue. The Study Programme provides research-based psychological and pedagogical knowledge and includes pedagogical practice linked to educational research in the field of primary education. The programme also addresses the use of contemporary digital and online resources, various organisational forms of the educational process, and opportunities for formal, non-formal and informal learning. The international dimension of the Study Programme is strengthened through support for student and staff mobility. This is facilitated, among other initiatives, by institutional cooperation within the framework of the Makovecz Programme and the Erasmus+ International Credit Mobility programme. The languages of instruction in the Study Programme are Ukrainian and Hungarian, with English used for certain programme components. The institution also supports the development of students' language competences through additional tuition-free language courses, including opportunities to study other foreign languages chosen by the students. The research component of the Study Programme provides students with opportunities to conduct independent pedagogical research under the guidance of a supervisor and to present their findings in academic research papers. Research activities form an integral part of the curriculum and are closely linked to professional practice placements as well as to the practical classes of professionally oriented courses. The Study Programme is based on current research findings, developmental trends and established principles in the pedagogy and methodology of primary education. Throughout the entire period of study, it supports the development of students' collaboration, communication, problem-solving, self-reflection and other transversal skills. The compulsory components of the Study Programme are designed to develop the general and professional competences, while the elective courses provide opportunities for students to shape their individual learning
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	pathways. In this way, the programme promotes the principles of student-centred learning, freedom of choice, and personalised professional development.
Further Study and Continuing Professional Development Opportunities for Graduates	The Bachelor's degree qualification obtained upon completion of the Study Programme enables graduates to continue their studies at the second cycle of higher education (Master's level), primarily in programmes in Educational Sciences and related fields of study. Graduates may also participate in educational programmes containing additional training components, research projects, scholarship schemes and research grant programmes, including opportunities available abroad. Within the framework of postgraduate and specialised continuing education, graduates may acquire additional professional qualifications and develop new or supplementary competences.
4. Employment and Further Study Opportunities for Graduates	
Employment Opportunities	Graduates may be employed as primary school teachers in the primary grades of general secondary education institutions, subject to the requirements and conditions established by Ukrainian legislation. Position for which the qualification provides eligibility: Primary School Teacher in a General Secondary Education Institution. The position corresponds to code 2331 in the Ukrainian National Classification of Occupations, DK 003:2010 "Classification of Occupations." Field of employment: general secondary education institutions. Based on the National Classification of Occupations of Ukraine (DK 003:2010, as amended, which replaced DK 003:2005), the diploma qualifies the holder for employment in the following position: Primary School Teacher [2331], incorporating the amendments approved by Order No. 394 of the Ministry of Economic Development and Trade of Ukraine, dated 4 March 2016, as well as the amendments approved by Order No. 519 of the Ministry of Economic Development and Trade of Ukraine, dated 25 June 2020.
Professional Entitlements	Primary School Teacher in a General Secondary Education Institution
Nature of Professional Activity	Pedagogical, educational organisational, methodological and administrative activities, including the planning, organisation, implementation, assessment and documentation of the teaching and learning process in the primary grades, as well as participation in institutional professional cooperation and quality enhancement processes.
5. Teaching and Assessment	
Teaching and Learning	The educational process is based on a student-centred and problem-solving-oriented approach to learning. Its aim is to develop competences that enable students to devise new

	professional solutions and to identify and address complex problems arising in primary school teaching practice. Teaching and learning activities include lectures, seminars and practical classes, independent student work supported by opportunities for consultation with academic staff, and the conduct of pedagogical research under the guidance of a supervisor. The teaching process employs problem-solving, interactive, project-based, digital, self-development-oriented, cooperative and integrative learning methods and technologies. During professional practice placements, independent student work, individual research assignments and the preparation of course papers, academic staff support students' progress through face-to-face and online consultations.
Assessment	Student performance is assessed through oral and written reports; formative and summative assessments, including computer-based tests; written examinations and test-based examinations; course papers; professional practice reports; the presentation and defence of projects and individual creative assignments; as well as papers, essays, multimedia presentations and other forms of assessment. The Study Programme is completed by a final assessment. Students' academic performance is evaluated according to several grading systems: the four-level national grading scale (excellent, good, satisfactory, unsatisfactory); the two-level grading scale (pass / fail); the 100-point grading system; and the ECTS grading scale: A (90–100), B (83–89), C (75–82), D (68–74), E (60–67), F (35–59), FX (0–34). Students' research and pedagogical activities are evaluated on the basis of quantitative and qualitative indicators of research performance. The defence and assessment of students' research papers are conducted in accordance with the requirements applicable to the respective types of academic and research work.
Credit Volume of the Study Programme	The Bachelor's Study Programme in speciality 013 Primary Education comprises 240 ECTS credits for entrants holding a complete general secondary education qualification. Of the total credit volume, at least 65% shall be allocated to ensuring the acquisition of the general and special (professional) competences defined by the State Standard of Higher Education for the speciality. At least 15% of the Study Programme shall be allocated to professionally oriented pedagogical practice. For students entering the 013 Primary Education Study Programme on the basis of a previously completed Junior Bachelor qualification or a Junior Specialist qualification awarded under the former system, the higher education institution may recognise and transfer up to 120 ECTS credits.

	For students who have completed a professionally oriented Junior Bachelor programme, or who hold a Junior Bachelor or former-system Junior Specialist qualification in a non-related speciality, the higher education institution may recognise and transfer up to 60 ECTS credits from their previous studies.
6. Competences Developed by the Study Programme	
Integral Competence	The graduate is able to address complex professional tasks and practical problems arising in pedagogical practice, particularly in the field of primary education, in the course of professional activity or further studies. To this end, the graduate applies relevant theories, methods and procedures of primary education and pedagogical practice.
General Competences (GC)	GC-1. Ability to exercise one's rights and responsibilities as a member of society, to understand the values of a civic (free democratic) society and the necessity of its sustainable development, the rule of law, and the protection of human and civil rights and freedoms in Ukraine. GC-2. 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 role in the development of society, science, and technology; ability to use various types and forms of physical activity for active recreation and maintaining a healthy lifestyle. GC-3. Ability to evaluate and ensure the quality of completed work. GC-4. Ability to work effectively in a team. GC-5. Ability to identify, formulate, and solve problems. GC-6. Ability to search for, process, and analyse information from various sources. GC-7. Ability to act in a socially responsible and conscious manner. GC-8. Ability to act on the basis of ethical principles and considerations.
Special Competences (Professional)	SC-1. Ability to communicate effectively in the state language and in a foreign language, both orally and in writing. SC-2. Ability to navigate the information space, use open educational resources, information and communication technologies, and digital technologies, and apply them in professional practice. SC-3. Ability to integrate and apply subject-specific knowledge as the basis for the content of the educational areas defined by the State Standard of Primary Education: language and literature, mathematics, natural sciences, technology, informatics, social and health education, civic and historical education, arts, and physical education. SC-4. Ability to manage one's own emotional states, establish constructive and partnership-based interaction with participants in the educational process, foster primary school

	learners' motivation to learn, and organize their cognitive activities. SC-5. Ability to design learning, educational, and developmental environments for primary education learners. SC-6. Ability to organize the educational process in primary school taking into account the age and individual characteristics of primary school learners, while promoting their critical thinking and value orientations. SC-7. Ability to design educational content in accordance with the expected learning outcomes and to select the most appropriate forms, methods, technologies, and teaching resources for developing key and subject-specific competences of primary school learners while studying the educational areas defined by the State Standard of Primary Education: language and literature, mathematics, natural sciences, technology, informatics, social and health education, civic and historical education, arts, and physical education. SC-8. Ability to collect, interpret, and apply data in the field of primary education using research methods in order to formulate judgments that take into account social, scientific, and ethical aspects. SC-9. Ability to apply various methods of assessing the learning achievements of primary education learners based on the competence-oriented approach. SC-10. Ability to carry out professional teaching activities in an inclusive educational environment with different categories of children with special educational needs. SC-11. Ability to implement preventive measures aimed at preserving the life and health of primary school learners, provide first aid, and prevent and counteract bullying and other forms of violence. SC-12. Ability to communicate information, ideas, problems, solutions, and personal professional experience to both specialists and non-specialists and to justify them on the basis of partnership-based interaction in the primary school environment.
7. Programme Learning Outcomes	
PLO-01	Organize monologic, dialogic, and polylogic communication with primary school learners, other participants in the educational process, and community representatives, while respecting human rights and social values, and formulate judgments that take into account social, scientific, and ethical considerations.
PLO-02	Manage complex professional activities and projects in the primary school environment, make decisions in unpredictable professional and educational contexts.
PLO-03	Critically evaluate the credibility and reliability of information sources and comply with legal and ethical requirements regarding the use of information and communication technologies and digital technologies in professional teaching practice at primary school.
PLO-04	Communicate on professional issues in the state language and a foreign language, both orally and in writing, and apply methods for enriching the oral and written language skills of primary school learners in the educational process.

PLO-05	Organize the educational process using digital technologies and distance learning technologies for primary school learners, and develop learners' skills for the safe use of digital technologies and online services.
PLO-06	Integrate and apply academic subject knowledge as the basis for the content of the educational areas defined by the State Standard of Primary Education (language and literature, mathematics, natural sciences, technology, informatics, social and health education, civic and historical education, arts, and physical education) and transform this knowledge into various educational forms.
PLO-07	Plan and implement the educational process taking into account the age and individual characteristics of primary school learners, promote the development of their cognitive abilities, and foster their motivation to learn.
PLO-08	Organize constructive and partnership-based interaction with participants in the primary school educational process and apply practices that promote mental well-being and conscious emotional self-regulation.
PLO-09	Plan and organize the educational process in primary school, extracurricular and out-of-school classes and activities, using various organizational forms of teaching and types of lessons in accordance with the principle of scientific validity and the requirements of regulatory documents governing primary education.
PLO-10	Apply formative, continuous, and summative assessment methods to evaluate the learning achievements of primary education learners, including differentiated assessment approaches for children with special educational needs.
PLO -11	Collect, interpret, and apply data in the field of primary education using research methods.
PLO -12	Apply teaching methods and techniques, educational innovations, interdisciplinary connections, and integrate the content of different educational areas in standard and non-standard professional situations in primary school, while evaluating the effectiveness of their application.
PLO -13	Organize the educational environment in accordance with the principles of universal design; safely design classroom learning spaces together with primary school learners, taking into account their age characteristics, interests, and needs; ensure compliance with occupational safety, sanitation, and hygiene requirements; and create a psychologically comfortable educational environment.
PLO -14	Ensure the individual and differentiated development of primary education learners with special educational needs according to their abilities and educational needs.
PLO -15	Implement preventive measures to protect the life, physical and mental health of primary education learners; provide first aid when necessary; plan and implement measures to prevent and counteract bullying, violence, and all forms of discrimination among primary school learners and other participants in the educational process.
PLO -16	Apply effective communication techniques when interacting with adults, use various forms and means of communication with parents, colleagues, and other professionals to support learners in the primary school educational process, while facilitating the pedagogical and professional development of individuals and groups.

8. Resources for Programme Implementation

Staffing	The professional and academic qualifications of the teaching staff involved in the delivery of the Bachelor's Study Programme in Primary Education comply with the higher education licensing requirements in force in Ukraine at the time of approval of the Study Programme. The teaching and learning process is provided by academic staff from the relevant departments of the institution, including Doctors of Sciences, Candidates of Sciences, Professors, Associate Professors, Senior Lecturers and Teaching Assistants.
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	According to the original Study Programme, the composition of the teaching staff involved in the delivery of speciality 013 Primary Education, by academic degree and teaching position, was as follows: • Doctor of Sciences, Professor: 3; • Candidate of Sciences: 3; • Associate Professors: 4; • Assistan Professors: 3. At the time of approval of the 2023 version of the Study Programme, 90% of the teaching staff met the requirements set out in Clause 30 of Resolution No. 1187 of the Cabinet of Ministers of Ukraine, dated 30 December 2015, as amended by Resolution No. 347 of the Cabinet of Ministers of Ukraine, dated 10 May 2018.
Material and Technical Resources	The material and technical resources required for the implementation of the Study Programme are available and ensure the professional preparation of students enrolled in the Bachelor's Study Programme in Primary Education. Teaching is conducted in specialised classrooms and teaching rooms equipped with multimedia facilities. The institution has computer laboratories connected to a local network, dedicated internet access, and wireless internet connectivity. Students are provided with unrestricted access to the internet. The educational process also makes use of legally available, free-of-charge general-purpose software. The implementation of the Study Programme is supported by appropriate student and social infrastructure, including student accommodation, catering facilities, sports halls, outdoor sports grounds, a stadium, and fitness facilities. The number of places available in student accommodation is sufficient to meet institutional needs and the relevant requirements. The material and technical resources required for the implementation of the Bachelor's Study Programme in Primary Education comply with the requirements established by the applicable licensing conditions and are fully adequate to support the training of primary school teachers in all forms of educational and research activities. The teaching and learning process takes place in classrooms equipped with interactive whiteboards and in computer laboratories. The Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education provides internet access throughout the institution, with 100% network coverage. Students' independent study is organised through the institution's official website, groups established on social networking platforms, the electronic learning environment, and Google services.
Information and Educational-Methodological Support	The information and teaching-methodological resources required for the implementation of the Bachelor's Study Programme in Primary Education complied, at the time of approval of the programme, with the licensing requirements

	in force in Ukraine. Students are provided with access to the printed and electronic holdings of the institutional library. The library has a dedicated lending service providing access to educational and scholarly literature as well as works of fiction. According to data from June 2021, the library holdings comprised approximately 131,516 document items, 34,256 periodical issues and 1,057 electronic publications. In addition to printed materials, electronic documents are also available. The electronic library, accessible through the library's website, contains educational and scholarly publications, reference works, works of fiction and rare publications. Digital services enable students and academic staff to access information resources regardless of time and location. The institution applies modern information and computer technologies in the teaching and learning process and in its academic library services. Internet connectivity provides students and academic staff with access to national and international educational and scholarly information resources. The library's holdings of educational literature and academic journals are continuously developed and updated. The library is equipped with a local computer network and workstations connected to the institutional network, and provides both wired and wireless internet access. The teaching-methodological documentation for individual courses, including course descriptions, teaching materials, methodological guides, student assignments and assessment requirements, has been developed in accordance with the requirements of the Study Programme and the relevant institutional regulations.
9. Academic Mobility	
National Credit Mobility	National Credit Mobility is implemented on the basis of bilateral cooperation agreements between the institution and other higher education institutions in Ukraine. Academic mobility is further supported through the participation of academic staff and students in scientific conferences, teaching-methodological seminars, training programmes, online courses and research projects, as well as through joint research activities and co-authored publications.

International Credit Mobility	International Credit Mobility is implemented in accordance with Ukrainian legislation and the institution's regulations on student mobility. Within the framework of mobility programmes, students enrolled in the Study Programme may pursue studies at partner higher education institutions abroad, undertake study or professional practice placements, and participate in research activities. Courses, practice placements and other learning achievements completed abroad are recognised and transferred in accordance with the institution's credit recognition regulations. Student mobility programmes also provide opportunities to participate in study visits abroad, to become familiar with the professional practices of primary school teachers working in foreign primary education institutions, and to take part in international student conferences, seminars and other professional events.
Education of International Student	Not provided.

10. Requirements for Completion of the Study Programme and Award of the Qualification

Form of Final Assessment	The Study Programme in speciality 013 Primary Education is completed by passing a comprehensive final examination. Upon successful completion of the final examination, graduates are awarded a diploma in the format prescribed by Ukrainian legislation, indicating the following qualifications: Educational Qualification: Bachelor's Degree in Primary Education Professional Qualification: Primary School Teacher in a General Secondary Education Institution The final assessment is conducted openly and publicly.
Requirements for the Bachelor's Thesis	The State Standard of Higher Education does not require the preparation of a Bachelor's thesis for the Bachelor's Study Programme in Primary Education.
Requirements for the Comprehensive Final Examination	The comprehensive final examination is intended to provide a comprehensive assessment of the extent to which the learning outcomes defined in the Study Programme have been achieved. Based on the results of the final assessment, the Examination Board decides on the award of the Bachelor's degree, the conferral of the professional qualification specified in the Study Programme, and the issuance of the Bachelor's diploma. The decision of the Examination Board is announced on the

	day of the examination and recorded in the minutes of the Board's meeting. The comprehensive examination is intended to assess the extent to which the learning outcomes specified in the Study Programme have been achieved. The Examination Board evaluates the learning outcomes of graduating students on the basis of their compliance with the State Standard of Higher Education and the Study Programme of the speciality. The examination in speciality 013 Primary Education includes theoretical and practical tasks covering the courses of professional training.	
Total number of compulsory components:	180 ECTS	
Total number of elective components:	60 ECTS	
Total Programme Volume	240 ECTS	

2. Elective Educational Components

The elective courses freely chosen by students comprise 60 ECTS credits, corresponding to 25% of the total credit volume of the Study Programme. The recommended list of elective courses may be expanded by decision of the department following consultation with the academic community, employers and students.

In addition to electives related to the speciality, students may also choose from the institution-wide list of recommended elective study components.

3. Requirements for the Internal Quality Assurance System in Higher Education

The higher education institution operates a system for ensuring the quality of educational activities and higher education (internal quality assurance system), which includes the following procedures and measures:

- the establishment of institutional principles, regulations and procedures for quality assurance in higher education;
- the regular monitoring, evaluation and periodic review of Study Programmes;
- the annual evaluation of students' academic performance, as well as the activities of the institution's academic and teaching staff;
- the provision of opportunities for the professional development and continuing training of academic, research and teaching staff through professional placements, further training undertaken at least once every five years, or the attainment of an academic degree;
- the provision of the resources necessary for the organisation and delivery of the educational process, including appropriate conditions for students' independent study;
- the operation of information systems supporting the effective management of the educational process;
- ensuring the public availability and accessibility of information on Study Programmes, levels of higher education and qualifications;
- the operation of an institutional system for promoting academic integrity and preventing, detecting and addressing academic plagiarism and other breaches of academic ethics.

The operation and effectiveness of the institution's internal quality assurance system are evaluated within the Ukrainian external quality assurance framework by the National Agency for Higher Education Quality Assurance of Ukraine.

4. Requirements of Professional Standards

The Bachelor's Study Programme in Primary Education was developed on the basis of the State Standard of Higher Education for the first (Bachelor's) cycle in speciality 013 Primary Education, within the field of study 01 Education/Pedagogy. The Standard was approved by Order No. 357 of the Ministry of Education and Science of Ukraine, dated 23 March 2021.

A distinctive feature of the Study Programme is that the State Standard of Higher Education aligns the general and professional competences and the learning outcomes with the professional competences and job responsibilities of primary school teachers working in general secondary education institutions, as defined in the relevant Professional Standard.

Credit Volume of the Compulsory and Elective Components of the Study Programme

The compulsory study components providing general, professional and practical training comprise a total of 180 ECTS credits, corresponding to 75% of the total credit volume of the Study Programme.

The elective study components freely chosen by students comprise 60 ECTS credits, corresponding to 25% of the total credit volume of the Study Programme.

Distribution of the Study Programme by Types of Educational Activities

№	Types of Educational Activities	ECTS Credits.
1. COMPULSORY COMPONENTS OF THE STUDY PROGRAMME		
1.1	General Training Cycle	12
GC 1	History and Culture of Ukraine	3
GC 2	History and Culture of the Hungarian People	3
GC 3	Philosophy	3
GC 4	Foreign Language for Professional Purposes	3
1.2	Professional and Practical Training Cycle	129
PPT 1	Modern Information Technologies in Education	3
PPT 2	General Psychology	3
PPT 3	Developmental and Pedagogical Psychology	5
PPT 4	General Pedagogy and Introduction to the Teaching Profession	4
PPT 5	History and Theory of Pedagogy	3
PPT 6	Didactics and Sociology of Education	4
PPT 7	Child Anatomy and Physiology with Fundamentals of Medical Knowledge	5
PPT 8	Modern Ukrainian Language with Practical Course	6
PPT 9	Modern Hungarian Language with Practical Course	6
PPT 10	Children's Literature	4
PPT 11	Mathematics	4
PPT 12	Fundamentals of Educational Research	3
PPT 13	Fundamentals of Psychodiagnostics	3
PPT 14	Fundamentals of Speech Technique and Speech Culture	3
PPT 15	Methodology of Teaching Ukrainian Language	6
PPT 16	Methodology of Teaching Hungarian language	6
PPT 17	Music and Methodology of Teaching in the Field of Arts Education	5
PPT 18	Visual Arts and the Methodology of Teaching in the Field of Arts Education	5
PPT 19	Methodology of Teaching in the Field of Mathematics Education	6
PPT 20	Methodology of Teaching in the Field of Natural Science Education	6

№	Types of Educational Activities	ECTS Credits.
PPT 21	Methodology of Teaching in the Field of Civic and Historical Education	4
PPT 23	Methodology of Teaching in the Field of Technology Education	5
PPT 23	Methodology of Teaching in the Fields of Social and Health Education and Physical Education	6
PPT 24	Methodology of Teaching in the Field of Informatics Education	4
PPT 25	Ukrainian Language for Professional Purposes	3
PPT 26	Fundamentals of Life Safety	3
PPT 27	Inclusive Education and Working with Parents	4
PPT 28	Integrated Thematic and Project-Based Learning in Primary School	5
PPT 29	Course Paper in Pedagogy and Psychology	3
PPT 30	Course Paper in Teaching Methodologies for Primary School Educational Areas	3
	Practical Training and Final Certification	39
PTA 1	Field Practice	3
PTA 2	Summer Pedagogical Practice	3
PTA 3	Professional Practice in Primary School	30
A	Certification (Pedagogy and methodology of teaching professional disciplines),	3
	Total compulsory components:	180
2. ELECTIVE COMPONENTS OF THE STUDY PROGRAMME		
	2.1 Elective Courses	60
	Total Programme Volume	240

5. Requirements for the Structure of Course Syllabi, Professional Practice Programmes and Individual Assignments

The learning outcomes of the Bachelor's programme are specified in the course syllabi, professional practice programmes and programmes for individual assignments as concrete manifestations of the overarching learning outcomes defined in the Study Programme, with reference to the different types of educational activities. These learning outcomes also provide the basis for selecting the necessary content modules and the corresponding educational components. The alignment between the Study Programme and the course syllabi developed for the different types of educational activities contributes to ensuring the quality of higher education at the programme design stage.

The course syllabus also specifies the student workload required for the completion of the course, the form of final assessment, the range of foundation courses designated as prerequisites, the requirements concerning information and methodological support, the assessment tools and criteria used to measure and evaluate student performance, as well as the requirements relating to the structure and content of the course syllabus.

6. Form of Final Assessment of Students

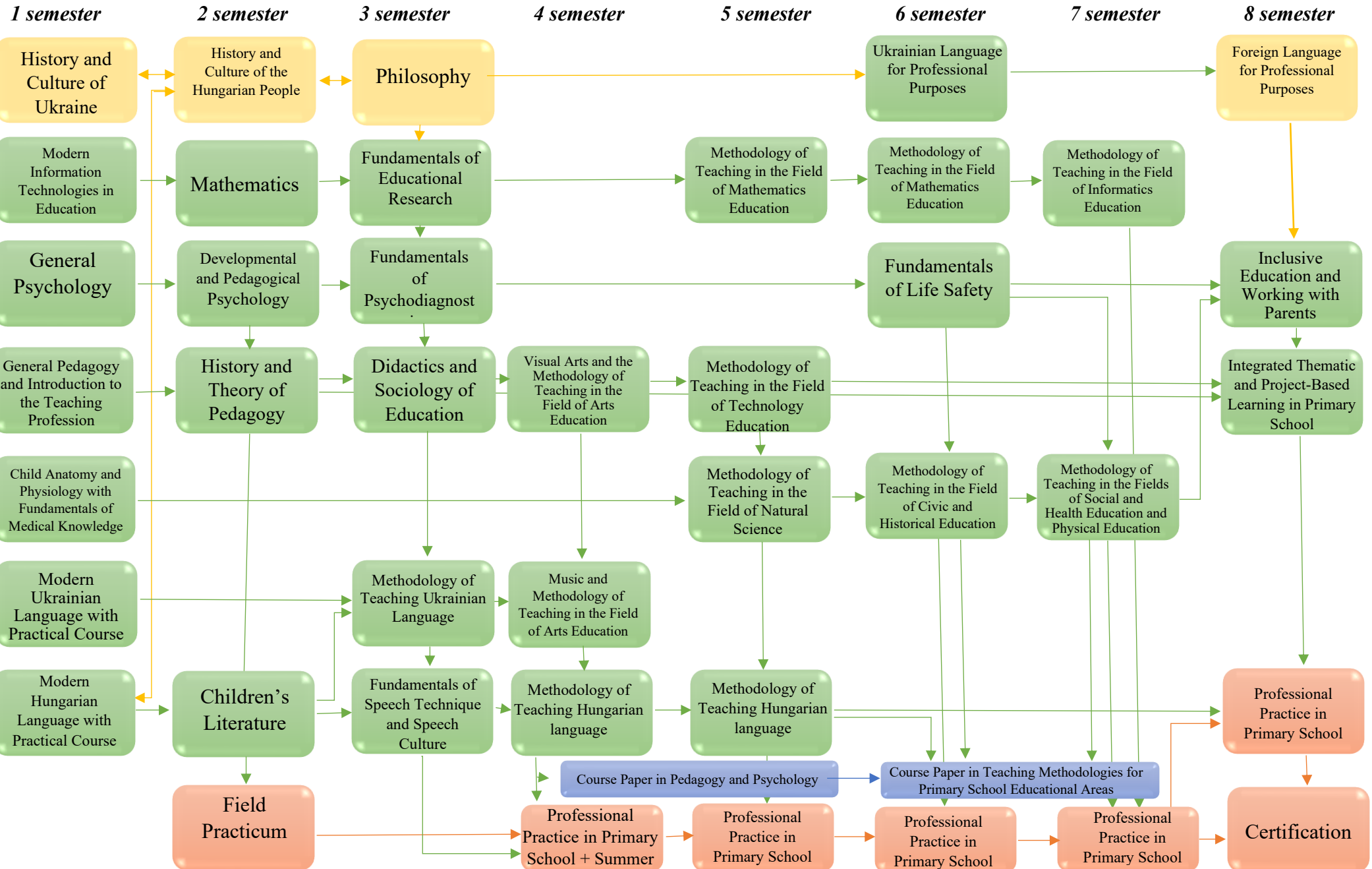
Final certification is carried out through the assessment of the level of achievement of the programme competencies. The form of certification is a comprehensive qualification examination, upon successful completion of which graduates are awarded the educational qualification of Bachelor of Primary Education and the professional qualification of Primary School Teacher at a General Secondary Education Institution. The certification process is conducted openly and publicly.

7. Duration of Studies by Mode of Study

Full-time study: 3 years 10 months.

Part-time study: 3 years 10 months.

Structural and Logical Framework of the Primary Education Study Programme



9. Requirements for the Internal Quality Assurance System in Higher Education

These requirements are established 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."

The internal quality assurance system is implemented in accordance with the University's Internal Quality Management System, which is publicly available on the University's website: <https://kme.org.ua/uk/mik/#2-rozd-2-4-vnutr-syst-uprav>

10. Final Provisions

10.1. The Educational and Professional Programme shall be published on the University's official website before the beginning of the admission campaign in accordance with the Admission Regulations.

10.2. Responsibility for the implementation of the Educational and Professional Programme and for ensuring the quality of higher education rests with the Head of the Graduating Department and the Programme Guarantor of the respective specialty.

11. Regulatory Documents Underlying the Development of the Educational Programme

1. Напрацювання проекту TUNING (Education) [Електронний ресурс]. – Режим доступу: <http://www.unideusto.org/tuningeu/publications/269-reference-points-for-the-design-and-delivery-of-degree-programmes-in-education.html>

2. Закон України «Про вищу освіту» (у ред. від 26.02.2021). URL: <http://zakon.rada.gov.ua/laws/show/1556-18>

3. Закон України «Про освіту» (у редакції від 01.01.2021). URL: <https://zakon.rada.gov.ua/laws/show/2145-19>

4. Закон України «Про повну загальну середню освіту» (зі змінами у редакції від 01.08.2020). URL: <https://zakon.rada.gov.ua/laws/show/463-20>

5. Постанова КМУ від 30.12.2015 № 1187 «Про затвердження Ліцензійних умов провадження освітньої діяльності закладів освіти» (в редакції постанови Кабінету Міністрів України від 24 березня 2021 р. № 365). URL: <https://zakon.rada.gov.ua/laws/show/365-2021-%D0%BF#Text>

6. Національна рамка кваліфікацій. Постанова Кабінету Міністрів України від 25 червня 2020 р. № 519. URL: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text>

7. Стандарт вищої освіти за спеціальністю 013 Початкова освіта для першого (бакалаврського) рівня вищої освіти. Наказ від 23.02.2021 № 357. URL: <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/013-Pochatkov.osvita-bakalavr.28.07.pdf>

8. Професійний стандарт "Вчитель початкових класів закладу загальної середньої освіти", "Вчитель закладу загальної середньої освіти", "Вчитель з початкової освіти (з дипломом молодшого спеціаліста)". Наказ МОН № 2736 of 23 December 2020 р. URL: <https://mon.gov.ua/npa/pro-zatverdzhennia-profesiinoho-standartu-vchytel-zakladu-zahalnoi-serednoi-osvity>

9. Державний стандарт початкової освіти : затв. постановою Кабінету Міністрів України від 21 лютого 2018 р. № 87. URL: <https://www.kmu.gov.ua/ua/npas/pro-zatverdzhennya-derzhavnogo-standartupochatkovoyi-osviti>

10. Нова українська школа. Концептуальні засади реформування середньої школи. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf>

11. Концепція розвитку педагогічної освіти. МОН України. Про затвердження Концепції розвитку педагогічної освіти : Наказ Міністерства освіти і науки України від 16.07.2018 р. URL: <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-koncepciyi-rozvitku-pedagogichnoyi-osviti>

12. Методичні рекомендації щодо розроблення стандартів вищої освіти. Затверджені Наказ Міністерства освіти і науки України від 01.06.2017 р. № 600 (у редакції наказу Міністерства освіти і науки України від 30.04.2020 р. № 584.). URL: https://mon.gov.ua/storage/app/media/vyshcha/naukovo-metodychna_rada/2020-metod-rekomendacziyi.docx

13. Наказ Мінекономіки України №810 від 25.10.2021 р. «Про затвердження Зміни № 10 до Національного класифікатора ДК 003:2010».

14. Наказ МОН «Про деякі питання впровадження освітніх компонентів (навчальних дисциплін, спецкурсів, модулів) з психоціальної підтримки дітей та педагогів в умовах кризових ситуацій, упровадження ігрових та діяльнісних методів навчання та розвитку № 1005 від 10.11.2022 р.

15. Постанова КМУ від 29.04.2015 №266 «Про затвердження переліку галузей знань і спеціальностей, за якими здійснюється підготовка здобувачів вищої освіти» (зі змінами у редакції від 01.02.2017). URL: <https://zakon.rada.gov.ua/laws/show/266-2015-п>

16. Закон України «Про внесення змін до деяких законів України про освіту щодо організації інклюзивного навчання» [Електронний ресурс]. – Режим доступу: <http://zakon3.rada.gov.ua/laws/show/1324-18>

17. Конституція України: Закон від 28.06.1996 № 254к/96-ВР [Електронний ресурс]. – Режим доступу: <http://zakon3.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80>

18. Концепція впровадження медіаосвіти в Україні: [схвалена Президією Національної академії педагогічних наук України 21 квітня 2016 р.] [Електронний ресурс]. – Режим доступу: http://osvita.mediasapiens.ua/mediaprosvita/mediaosvita/kontseptsiya_vprovadzhennya_mediaosviti_v_ukraini_nova_redaktsiya/

19. Концепція національно-патріотичного виховання дітей і молоді [Електронний ресурс] // Про затвердження Концепції національно-патріотичного виховання дітей і молоді, Заходів щодо реалізації Концепції національно-патріотичного виховання дітей і молоді та методичних рекомендацій щодо національно-патріотичного виховання у загальноосвітніх навчальних закладах: наказ Міністерства освіти і науки України від 16.06.2015 № 641. – Режим доступу : <http://old.mon.gov.ua/ua/about>

20. Концепція розвитку інклюзивної освіти [Електронний ресурс] // Про затвердження Концепції розвитку інклюзивного навчання : Наказ МОН №912 від 01.10.10 р. – Режим доступу: http://osvita.ua/legislation/Ser_osv/9189/

21. Концепція розвитку неперервної педагогічної освіти [Електронний ресурс] / МОН України // Про затвердження галузевої Концепції розвитку неперервної педагогічної освіти : Наказ Міністерства освіти і науки України від 14.08.2013 р. – Режим доступу: http://osvita.ua/legislation/Ser_osv/36816/

22. Концепція розвитку освіти України на період 2015–2025 років: Проект [Електронний ресурс / Стратегічна дорадча група «Освіта»; МОН України. – Режим доступу: <http://old.mon.gov.ua/ua/pr-viddil/1312/1390288033/1414672797/>

23. Про запровадження навчальної дисципліни «Основи інклюзивної освіти»: Лист Міністерство освіти і науки, молоді та спорту України від 18.06.2012 № 1/9-456 / Міністерство освіти і науки, молоді та спорту України. – Режим доступу: http://osvita.ua/legislation/Vishya_osvita/29928/

24. Наказ МОН України від 27.03.2025 р. №512 Про затвердження методичних рекомендацій щодо розроблення стандартів вищої освіти. Режим доступу:

<https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/2025/03/27/nakaz-mon-512-vid-27-03-2025.pdf>

25. Закон України №4826-IX від 25.03.2026 р. «Про внесення змін до деяких законів України щодо окремих питань підготовки громадян України до національного спротиву». Режим доступу: <https://zakon.rada.gov.ua/laws/show/4826-20#n84>.

26. Нормативні документи Закарпатського угорського інституту імені Ференца Ракоці II:

- Положення про систему внутрішнього забезпечення якості освіти у Закарпатському угорському інституті імені Ференца Ракоці II
- Положення про організацію освітнього процесу
- Положення про Гаранта освітньої програми та групу забезпечення спеціальності
- Положення про складання та оновлення освітніх програм

APPENDICES

Appendix 1

1. Matrix of Correspondence between Programme Competencies and the Components of the Educational and Professional Programme "Primary Education"

	AT 1	AT 2	AT 3	AT 4	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10	ST 11	ST 12	ST 13	ST 14	ST 15	ST 16	ST 17	ST 18	ST 19	ST 20	ST 21	ST 22	ST 23	ST 24	ST 25	ST 26	ST 27	ST 28	ST 29	ST 30	GY 1	GY 2	GY 3	GY 4	
AK 1	+	+	+	+				+	+															+	+			+	+				+	+			+	+	
AK 2	+	+						+	+	+		+	+	+				+	+	+	+	+	+	+	+	+	+	+	+	+					+	+	+	+	
AK 3							+	+		+						+	+		+	+		+	+	+	+	+	+					+	+	+	+			+	+
AK 4				+		+	+			+								+	+	+	+		+		+						+	+			+	+	+	+	
AK 5			+			+		+		+					+	+						+	+	+	+	+	+	+	+	+	+	+	+	+	+			+	+
AK 6				+	+				+		+				+	+	+											+	+				+	+			+	+	
AK 7	+	+			+	+	+	+		+		+	+	+			+	+	+	+					+					+	+	+	+	+	+	+	+	+	
AK 8	+	+	+		+	+		+		+	+			+		+	+	+							+			+	+	+	+	+	+	+	+	+	+	+	
SZK 1				+								+	+					+	+	+										+				+	+			+	+
SZK 2					+																								+	+		+	+	+	+			+	+
SZK 3	+	+	+	+							+	+	+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
SZK 4						+	+	+	+	+																							+	+	+		+	+	
SZK 5										+						+			+	+	+	+	+	+	+	+	+	+	+			+	+	+			+	+	+
SZK 6						+	+	+	+	+				+					+	+		+	+	+	+	+	+	+	+			+		+				+	+
SZK 7										+		+	+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+			+	+	
SZK 8	+	+	+	+											+	+	+				+	+	+			+	+				+		+	+	+	+		+	+
SZK 9										+						+			+	+	+	+	+	+	+	+	+	+	+	+				+	+	+		+	+
SZK 10				+	+	+	+	+	+	+	+	+	+	+		+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+
SZK 11						+	+	+									+											+			+	+					+	+	+
SZK 12					+	+	+	+							+	+	+	+							+			+	+				+	+	+	+	+	+	+

**2. Matrix Demonstrating the Alignment of Programme Learning Outcomes (PLOs)
with the Components of the Educational and Professional Programme**

	AT1	AT2	AT3	AT4	ST1	ST2	ST3	ST4	ST5	ST6	ST7	ST8	ST9	ST10	ST11	ST12	ST13	ST14	ST15	ST16	ST17	ST18	ST19	ST20	ST21	ST22	ST23	ST24	ST25	ST26	ST27	ST28	ST29	ST30	GY1	GY2	GY3	GY4		
TTE1	+	+	+	+								+	+	+		+		+	+	+					+		+		+				+	+	+	+	+	+		
TTE2						+		+		+						+			+	+	+							+		+	+	+				+	+	+	+	
TTE3	+	+	+	+	+											+	+											+	+					+	+			+	+	
TTE4				+								+	+	+				+	+	+									+				+	+			+	+	+	
TTE5					+										+				+	+	+	+	+	+	+	+		+				+					+	+	+	
TTE6	+	+	+	+							+	+	+	+	+						+	+	+	+	+	+	+	+	+			+	+	+			+	+	+	
TTE7						+	+			+									+	+	+	+	+	+	+	+	+	+			+	+				+	+	+	+	
TTE8	+	+				+	+	+			+						+										+	+		+	+					+	+	+	+	
TTE9				+		+	+	+	+	+									+	+	+	+	+	+	+	+	+	+	+	+	+	+			+	+	+	+	+	
TTE10					+		+	+	+	+								+	+	+	+	+	+	+	+	+	+	+	+						+	+	+	+	+	
TTE11					+	+	+	+	+	+						+	+											+						+	+			+	+	+
TTE12							+	+	+			+	+		+				+	+		+	+			+	+	+	+	+	+	+			+	+	+	+	+	
TTE13						+	+	+			+															+	+	+		+	+	+			+	+	+	+	+	+
TTE14						+	+	+		+	+						+									+		+			+	+				+	+	+	+	+
TTE15					+	+	+				+						+									+		+		+	+					+	+	+	+	+
TTE16						+	+	+	+	+								+												+			+	+		+	+	+	+	+