MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS

SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

UFAR
UNIVERSITE FRANÇAISE EN ARMENIE

C3QA *Erasmus+ Project*

C3QA DELIVERABLES

Co-funded by the Erasmus+ Programme of the European Union

ERASMUS+ PROJECT "PROMOTING INTERNATIONALIZATION OF RESEARCH THROUGH ESTABLISHMENT AND OPERATIONALIZATION OF CYCLE 3 QUALITY ASSURANCE SYSTEM IN LINE WITH THE EUROPEAN INTEGRATION"
C3QA

www.c3-qa.com

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The Executive Management Team Address

The Erasmus+ "Promoting internationalization of research through establishment and operationalization of Cycle 3 Quality Assurance System in line with the European Integration" (C3QA) project aims to contribute to the establishment of a knowledge-based society in Armenia, Ukraine, Kazakhstan, and Mongolia through the launch and operationalization of a robust quality assurance system for internationalization of Cycle 3 (doctoral) programs.

As a result of the 3-year successful implementation the project contributed to the capacity building of staff and elaboration of procedures and tools for the quality assurance of Cycle 3 (doctoral) programmes in the Armenian, Ukrainian, Kazakh and Mongolian higher education systems. More detailed information on the further deliverables and outcomes attained within the project could be found in the project website (https://c3-qa.com/).

More specifically, thanks to the efforts and dedication of our Ukrainian project partners, i.e. Kyiv National University of Trade and Economics (KNUTE), Simon Kuznets Kharkiv National University of Economics (KhNUE) and the Ministry of Education and Science of Ukraine (MoES Ukraine) for the Ukrainian context specifically 2 C3 (doctoral) programmes in Economics at KNUTE and KhNUE have received five-year of unreserved accreditation through piloting of the French accreditation standards and tools in the Ukrainian context according to the French quality assurance agency, Hceres Accreditation Commission decision. The other deliverables attained within the Ukrainian context are presented in details further in the document.

Thus, we are very much hopeful that these deliverables and outcomes will be an asset for the Ukrainian competent bodies contributing to their activities in the framework of quality assurance of doctoral programmes and their further internationalization.

Furthermore, I would like to express my sincere gratitude individually to each staff member involved from the Ukrainian partner institutions for their kind efforts and contribution in attaining the project objectives and generating friendly and collaborative partnership throughout the project implementation.

Last but not least, we extend our highest appreciation to the European Commission and its Education, Audiovisual and Culture Executive Agency (EACEA), the NEO Ukraine team and to all the supporters of the Erasmus+ vision and mission for their invaluable contribution and dedication.
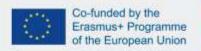
On behalf of the C3QA project team,

Sincerely,

Arayik NAVOYAN, PhD

Erasmus+ C3QA project coordinator,
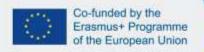Vice-Rector for external relations and Quality assurance
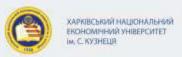
CONTENT

INTRODUCTION

This digest was published with the support of the European Commission in the framework of Erasmus + project "Promoting internationalization of research through establishment and operationalization of Cycle 3 Quality Assurance System in line with the European Integration" (hereinafter -C3QA), implemented by a consortium of higher education institutions, ministries of education and external quality assurance agencies from seven countries: Armenia, France, Spain, Poland, Kazakhstan, Mongolia and Ukraine.

C3QA project aims to contribute to the establishment of a knowledge-based society in Armenia, Ukraine, Kazakhstan, and Mongolia through the launch and operationalization of a robust quality assurance system for internationalization of Cycle 3 (doctoral) programs.

The digest summarizes the most significant Erasmus + developments for Ukraine, which include:

1. Synthesis of issues and propositions on improvement of legal framework of the Cycle 3 programmes in Ukraine (version 2: updated and revised to reflect changes in the regulatory framework during the life of the project).

2. Draft Provisions for the evaluation and accreditation of Cycle 3 programmes of higher education.

3. Draft standards for third-cycle programmes external quality assurance evaluation in Ukraine.

4. Conception of internal quality assurance of Cycle 3 programs at Kyiv National University of Trade and Economics.

5. Conception of internal quality assurance of PhD programmes at the third academic level of higher education at Simon Kuznets Kharkiv National University of Economics.

6. Regulation on development and implementation of Cycle 3 programs at Kyiv National University of Trade and Economics.

Additionally, a set of training materials to support the continuous professional development of staff involved in ensuring the quality of educational and scientific (doctoral) programs, designed within the C3QA project, was published.

These developments have been piloted in the Kyiv National University of Trade and Economics and the Simon Kuznets Kharkiv National University of Economics. The internal quality assurance systems of educational and scientific programs in the above-mentioned institutions of higher education were formed and improved using them. They were highly appreciated by the High Council for

the Evaluation of Research and Higher Education within the accreditation procedure of educational programs "Economics".

The digest will be useful to all those interested in developing a quality assurance system for educational and research programs in Ukraine and abroad.

Anzhelika Gerasymenko – DSc, Professor of KNUTE,
National coordinator of Erasmus+ C3QA project in Ukraine

Svitlana Melnychenko – DSc,
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Associate Professor of KNUTE

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Associate professor of KhNUE

PART 1
SYNTHESIS OF ISSUES AND PROPOSITIONS ON
IMPROVEMENT OF LEGAL FRAMEWORK OF THE CYCLE 3 PROGRAMS IN UKRAINE

VERSION 2: updated and revised to reflect changes in the regulatory framework during the life of the project

As of 31/05/2019

General objectives of Cycle 3 programs:

- development of the system of scientific knowledge (in different fields and cross-disciplinary space) as a basis of innovation-driven growth;
- study of academic staff;
- study of a brainpower for business and authorities.

Issues and propositions on the regulatory framework:

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
1. The core component of doctoral training is the advancement of knowledge through original research. At the same time, it is recognized that doctoral training must increasingly meet the needs of an employment market that is wider than academia.	Formation of a system of criteria for external quality assessment (hereinafter referred to as EQA) of educational and scientific programs (hereinafter referred to as Programs)	x	Developed proposals for the draft Regulations on the accreditation of educational programs, which are used for PhD training in terms of the criteria for external quality assessment of educational and scientific programs	1. The current regulation is developed in accordance with the previous regulatory framework for training at the third level of higher education. 2. Active participation in the drafting of the Regulation on the accreditation of educational programs for higher education	The absence of the Regulations on accreditation of educational programs in higher education, approved in accordance with the established procedure	- To develop and approve criteria for assessing the quality of educational and scientific programs; - to develop and approve the Regulations on accreditation of Cycle 3 programs;

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[1] There no Supreme Certifying Commission in Ukraine, so we skip this column of the recommended form of the analysis of issues and propositions on improvement of legal framework of the cycle 3 programs in Ukraine

[2] MESU - Ministry of Education and Science of Ukraine

Salzburg principle	Regulatory field	Current steps and regulation undertaken by			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU		
						- to develop a clear and consistent list of requirements for obtaining the degree of Doctor of Philosophy; - to develop a list of requirements for supervisors for educational and scientific programs; - to develop a permanent provision for the awarding of the degree of doctor of philosophy
	Control over the originality of a research	Development of the original research under the risk of refusal from awarding the PhD degree in the case of plagiarism	Peer review of current results of PhD research by a follow- up committee, SAC members, 2 independent reviewers	1. Peer review of the defended thesis by the members of the Expert Chamber of the MESU; The Concept National Repository of Academic Texts (NRAT) was approved on 19 July 2017[3]; the Draft of Regulation on NRAT operating is developed. It is under the discussion now. 2. The Memorandum on coopera-tion between MESU and Plagiat.pl is signed on 23 February 2018. It lets provide the Ukrainian HEIs with temporary free access to the capacities to check the PhD thesis for plagiarism	Limited (relative to capacities, texts and a fee) access to the entirety of academic data and relevant software to bring the plagiarism to light	Develop a working procedure for the NRAT Administrator.

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[3] The Concept National Repository of Academic Texts: approved by the Decree of Cabinet of Ministers of Ukraine #541 dated on 19 July, 2017. Available in Ukrainian at: https://www.kmu.gov.ua/ua/npas/250156682?=print

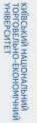| Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
			Peer review of scientific articles, submitted for publication in the University's / University Partners' Journals. Control of meeting the requirements on testing the results of PhD research through the publications in peer reviewed journals by PhD students.	There is a requirement to publish the results of PhD research in peer reviewed journals, enlisted by the MESU, as well as the journals, included into scientometric databases, two of which (SCOPUS and Web of Science) are recommended by the MESU	There are many other (besides SCOPUS and Web of Science) respectable scientometric databases, which are specialized on the certain fields of study (e.g. Econpapers for Economists).	To enrich the list of the MESU recommended scientometric databases for publishing the results of PhD research (inter alia narrow focused ones for distinct fields of study)
2. Embedding in institutional strategies and policies: universities as institutions need to assume responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and include appropriate professional career development opportunities	Licensing of Cycle 3 programs in the fields of immediate interest of scientific society and the business	x	HEI develops Cycle 3 pro- grams, fills in the application form for licensing of certain Cycle 3 program	MESU licenses Cycle 3 programs	The lack of an effective mechanism for taking into account the needs of business in the PhD training	Recommendation to include the business representatives to the Expert Councils of NAQAHE. Their responsibility is to assure the correspondence of Cycle 3 programs to business needs

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
	Ratification of PhD thesis topic	Development of the thesis topic and its submitting for approving to a supervisor, a follow-up committee, Expert Board and Academic Council of the HEI	Peer review of thesis topic, its ratification	x	Insufficient correlation of PhD researches with the business needs	To provide the obligation on consulting with the business entities, or state authorities, or professional non-government organizations, which are the partners of a Cycle 3 program, on the topic of PhD research
3. The importance of diversity: the rich diversity of doctoral programs in Europe – including joint doctorates – is a strength which has to be underpinned by quality and sound practice.	Providing joint doctorates with foreign HEIs	Participate in competitive admission for participation in Joint Cycle 3 programs	x	MESU signs the country- to-country agreements in the sphere of HE	There no clear procedures of licensing and accreditation of joint Cycle 3 pro-grams with foreign HEIs, no rules of cooperation between the HEIs within a joint doctoral program, no rules, how to report on the results of its operation, etc.	To develop clear procedures of licensing and accreditation of joint Cycle 3 pro-grams with foreign HEIs, as well as the rules of cooperation between the HEIs within a joint doctoral program, the rules, how to report on the results of its operation.

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
	Providing joint doctorates for Ukrainian HEIs and Research Entities[4]		Concluding of the agreements on join doctorates; arranging of procedures of competitive admission; performing the Joint Cycle 3 programs.	Licensing of Joint Cycle 3 programs	There still no procedure of accreditation of Cycle 3 programs	To develop the procedure of accreditation of Cycle 3 programs, inter alia joint ones.
4. Doctoral candidates as early stage researchers: should be recognized as professionals – with commen-surate rights - who make a key contribution to the creation of new knowledge.	Access of PhD students to the publication opportunities, participation in scientific and practical conferences, seminars, etc.	Conduct research, submitting publications, applying for participation in conferences	Hosting conferences, issuing scientific journals	MESU provides with requirements on the number and quality of publications, the list of journals and scientometric databases, to be credited for successful graduate from Cycle 3 program	As it was mentioned above, the problem is that MESU narrows the list of recommended scientometric databases up to two ones: SCOPUS and Web of Science, which are less accessible for young re-searches because of high level of competition with respectable and well- known elder scientists and the high price of publications as	1. To enrich the list of approved scientometric databases for publishing the results of PhD research (inter alia narrow focused ones for distinct fields of study); 2. To create National Scientometric on the base of NRAT and to promote it at the international level to get all the ratings of modern lead sciento-metric databases. 3. To develop a mechanism and procedures of grant funding and state budget funding of PhD students' publications in the journals, which are indexed in Scopus and WoS.

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[4] Provided by par. 4 of The Regulations on the Procedure of Studding of PhD Candidates and Candidates of Doctor of Science. Approved by the Decree of Cabinet of Ministers of Ukraine #261 of 23 March, 2016. Available in Ukrainian at http://zakon3.rada.gov.ua/laws/show/261-2016-%D0%BF

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
				well		
	Involvement of PhD students to adjacent scientific researches	Applying for participating in the adjacent scientific researches, conducted by elder colleagues, as well as grant financed researches of young scientists	PhD students (as junior re- searches) are widely involved into the current scientific researches of HEIs.	MESU put the require-ments to PhD students to test the results of his/ her research through the participation in adjacent scientific researches with elder colleagues. It also put the requirements to the coordinators of scientific researches to involve PhD students to the research team. The grant program for young scientists is established. It benefits up to 200 young scientists a year.	Decreasing the state financing of scientific researches.	To assure state funding of fundamental scientific researches. As for the applied ones, to advocate the re-placement of public ordered researches by private ones through promoting development of mandatory courses for PhD students on how to deal with private scientific grants: domestic and international ones.
5. The crucial role of supervision and assessment: in respect of individual doctoral candidates, arrangements for supervision and assessment should be based	Establishment of contractual system of PhD studies[5]	Signing the contract between a PhD student and a HEI, where all the rights and liabilities are set.		x	Inconsistence of current legislative requirements with the relative Salzburg Principle	To involve the supervisor as a party of a three-side contract between a PhD student, a supervisor and a HEI.

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[5] Provided by par. 5 of The Regulations on the Procedure of Studding of PhD Candidates and Candidates of Doctor of Science Approved by the Decree of Cabinet of Ministers of Ukraine #261 of 23 March, 2016. Available in Ukrainian at http://zakon3.rada.gov.ua/laws/show/261-2016-%D0%BF

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
on a transparent contractual framework of shared responsibilities between doctoral candidates, supervisors and the institution (and where appropriate including other partners).	Institutionalization of planning of PhD students' work and the control of an accomplishment of the plan[6]	Development of the individual working plans; their accomplishing.	Approval of PhD students' individual working plans, the control over their accomplishment.	MESU put the requirements to a scientific qualification of PhD graduates, which are used as the criteria of a control over the process of accomplishment of PhD students' individual plans.	Cycle 3 programs under-performance (the average rate of graduates, who defends a thesis success- fully and timely in Ukraine is about 26%[7])	To put the requirement to assess the progress in PhD studies twice a year (It has been already introduced in KNUTE and KhNUE that helps to increase crucially the rate of successful graduates from Cycle 3 programs)
6. Achieving critical mass: Doctoral programmes should seek to achieve critical mass and should draw on different types of innovative practice being introduced in universities across Europe, bearing in mind that different solutions may be appropriate to different contexts	Providing a wide specialization of Doctoral Schools	x	Launch of the Cycle 3 pro- grams within the specialties, which are assured with relevant resources, first of all human resources. Development of employment policy oriented the recruitment of highly-qualified academic personnel.	Licensing of Cycle 3 programs		

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[6] Provided by par. 10 of The Regulations on the Procedure of Studding of PhD Candidates and Candidates of Doctor of Science Approved by the Decree of Cabinet of Ministers of Ukraine #261 of 23 March, 2016. Available in Ukrainian at http://zakon3.rada.gov.ua/laws/show/261-2016-%D0%BF

[7] Doctorate studies // Official web-site of the State Statistic Service of Ukraine. Available in Ukrainian at : http://ukrstat.org/uk/druk/publicat/kat_u/publosvita_u.htm

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
and in particular across larger and smaller European countries. These range from graduate schools in major universities to international, national and regional collaboration between universities.	Recruitment of outside scientists and businessmen (on regular or sporadic basis) to compose the variable educational component of Cycle 3 programs	Attending the scientific and educational events, delivered by the invited lecturers, within the Cycle 3 program schedule.	Organization of the process of outside scientists' and business persons' recruitment to deliver lectures to PhD students, as well as to exchange the experience.	x	The need to increase the correlation between the content of PhD studies and the business needs for the PhD graduates with certain kind of competences. The KNUTE experience testified the effectiveness of this way.	Promotion of engaging of outside scientists and businessmen to the educational component of Cycle 3 studies through including the indicators of such an activity to the range of criteria of Cycle 3 programs assessment, as well as criteria of institutional assessment of a HEI.
7. Duration: doctoral programmes should operate within appropriate time duration (three to four years full-time as a rule).	The duration of the current Cycle 3 programs is 4 years[8]	Enter the program	Development of 4-years' Cycle 3 program	Licensing of Cycle 3 programs		

[8]According to the art. 5 of the Law of Ukraine "On Higher Education" # 1556-VII dated on 01 July, 2014. Available in Ukrainian at: http://zakon3.rada.gov.ua/laws/show/1556-18
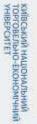
Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
.	Introduction of the educational component of Cycle 3 program, measured up to 60 ECTS credits.	Mastering of educational component of a Cycle 3 program, composition of its variable part.	Development of educational component of Cycle 3 programs, their staffing, scientific, educational and methodological assurance.		The problem of students' group development. A wide range of specialties and the differences of students' scientific interests don't let form a complete group for every academic course. There are many cases, when the only one student wishes to study a course that is not effective from economic point of view.	Elaboration of the financial mechanism of interuniversity cooperation in the way of providing the educational courses to the interuniversity's group of students.
8. The promotion of innovative structures: to meet the challenge of interdisciplinary training and the development of transferable skills	Providing the appropriate variability of educational component of Cycle 3 programs	To pick the set of variable courses, which is relevant to profile of PhD student research	Development of the wide range of variable educational courses for any need of PhD students, as well as for creation of interdisciplinary competences.	x		
	Reviewing the results of PhD research by academic staff from adjacent (not the same) scientific schools / fields (interdisciplinary reviewing)	Conducting of a PhD research on interdisciplinary basis	Putting requirement of inter- departmental discussion and review of thesis results by many Ukrainian HEIs (inter alia KNUTE), notwithstanding the lack of such compulsory requirement by the MESU	x		1. To extend the experience of KNUTE and some other Ukrainian Universities to the rest of them in the context of interdepartmental discussion and review of thesis results. 2. To fix in the regulatory documents the possibility to create a single-action interdisciplinary SACs for the defense of interdisciplinary thesis.

Salzburg principle	Regulatory field	Current steps and regulation undertaken by[1]			Issue	Proposition for improvement
		Student	University/ Research Institute	MESU[2]		
9. Increasing mobility: Doctoral programs should seek to offer geographical as well as interdisciplinary and intersectoral mobility and international collaboration within an integrated framework of cooperation between universities and other partners.	Exchange of PhD students under international mobility programs and bilateral agreements	Participating in competitive ad-mission procedures under the mobility programs	Participating in international mobility programs. Concluding of bilateral agreements, which includes the mobility component. Performance of the exchange projects.	x	The current programs of PhD students' mobility are out of scale now.	1. To develop the national regulation on PhD students' mobility 2. To elaborate the mechanism of promoting the existing mobility projects.
	Exchange of academic staff under international mobility programs and bilateral agreements	x		MESU put the requirement of international scholarship as the compulsory criterion of obtaining of the academic title	The compulsory status of international scholarship restricts the career development opportunities for Ukrainian scientists as the number of accessible grants is insufficient, while the price of such a scholarship is rather big, comparing to average wage of academics.	To remove the regulatory obligation on international scholarship as the criterion of obtaining the academic title of associate professor, but save it for academic title of professor, on the one hand and to elaborate the mechanism of promoting the existing mobility projects on the other hand.

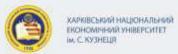| Salzburg principle | Regulatory field | Current steps and regulation undertaken by[1] | | | Issue | Proposition for improvement |
		Student	University/ Research Institute	MESU[2]		
10. Ensuring appropriate funding: the development of quality doctoral programmes and the successful completion by doctoral candidates requires appropriate and sustainable funding.	The procedure of Cycle 3 programs' financing with the resources of state budget	x	Development and submitting a request for budget financing of Cycle 3 programs for the next year; Cycle 3 programs performance.	Allocation of the government order for Cycle 3 programs		To develop a clear regulation on the principles and mechanisms of government order for Cycle 3 programs allocation
	The procedure of Cycle 3 programs' financing with the resources of private entities	Looking for the investor and concluding the agreement with him to cover the cost of a certain PhD student study	Organization of relative procedures of competitive admissions to enter the Cycle 3 program; Cycle 3 programs performance.	x	Mostly the PhD students invest their own money to cover the costs of PhD study, while there are only few cases of corporate financing of PhD researches.	To develop professional doctorates concept.
	The procedure of Cycle 3 programs' financing under an international grant	Participation to competitive ad-mission procedures of getting the grant		x	There are only few cases of financing the PhD study with the international grants	1. To develop the financial mechanisms of stimulating the international scientific foundations to in- vest in the Ukrainian Cycle 3 programs; 2. To launch the regular meetings between representatives of international scientific foundations and Ukrainian HEIs

PART 2
DRAFT PROVISIONS FOR THE
EVALUATION/ACCREDITATION OF CYCLE 3 PROGRAMMES
OF HIGHER EDUCATION

1. General Part

1.1. These regulations determine basic principles and the procedure of evaluating and accreditation of the third-cycle programmes as a means of external evaluation to ensure the quality of higher education in Ukraine.

1.2. These regulations concern all higher education institutions (HEI) types regardless of the ownership pattern or management spheres that carry out certain educational activity at the third level of higher education promotion on the basis of the corresponding license.

1.3. The procedure of evaluating and accrediting the third-cycle programmes is carried out in accordance with The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Salzburg principles, as well as the Laws of Ukraine "On education", "On higher education" and other legal acts.

1.4. To meet the programme requirements these regulations require monitoring and evaluating the given programmes to further stimulate the higher educational institution's internal quality improvements for the reviewed programmes.

Programme Accreditation means are authorized and provided by an external Council for programme Evaluation in the field of higher education.
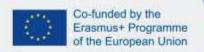
1.5. The process of programme evaluation and accreditation includes:

- the self-evaluation report preparation;

-applying programme evaluation and accreditation for the external education quality assurance agency in the field of higher education;

- forming the expert group on programme evaluation;

- considering the self-evaluation report by the expert group;

- performing the programme evaluation expertizing in the HEI;

-forming the final report about the programme evaluation;

- the programme accreditation.

1.6. Programme evaluation and accreditation should be carried out not earlier than the third year of its realization by HEI on condition of PhD student achievement being on an appropriate level for the degree to be awarded.

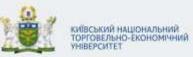## 2. Procedure of the programme evaluation and accreditation

2.1. Preparation of the self-evaluation report

2.1.1. HEI prepares the self-evaluation report in accordance with criteria of the standards of external education assurance evaluation, ratified by the National

КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ
ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ
УНІВЕРСИТЕТ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ
ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ім. С. КУЗНЕЦЯ

МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

Agency for Higher Education Quality Assurance in the field of higher education (NAHEQA), and on the basis of the system of the internal quality assurance evaluation operating in HEI.

2.1.2. The aim of self-evaluation report preparation is an internal assessment of programme evaluation in accordance with the standards of external programme evaluation, determination of the programme advantages and disadvantages, opportunities and possible further improvements, as well as presenting arguments for the external programme evaluation by the Agency of the Higher Education Quality Assurance.

2.1.3. The self-evaluation report of any programme evaluation contains the results of the HEI educational and research activities self-assessment in accordance with the standards and criteria of external and internal programme self-evaluation. (The structure the self-evaluation report is given in Appendix 1).

2.1.4. The self-evaluation report structure should be approved by HEI Council (faculty Council).

2.2. Applying to the external quality assurance agency for programme evaluation and accreditation

2.2.1. The following documents are submitted to the Agency for Higher Education Quality Assurance are given:

1) the application form for the programme evaluation and accreditation;

2) the license copy to ensure the right for the realizing certain educational activity the required programme, the document being notarized by HEI Rector;

3) the programme and curriculum based on the given program, approved by the decision of the HEI Council;

4) the self-evaluation report of program evaluation, approved by the decision of the HEI Council; (faculty) not earlier than 10 calendar days prior its submission to the Agency for Higher Education Quality Assurance.

5) other documents, that the HEI considers worth attaching.

2.2.2. The Agency for Higher Education Quality Assurance in a month[9] term from the day of receiving the application form should adopt a collective decision in relation to the application and appoint a coordinator from the members of the Agency for Higher Education Quality Assurance. In case of the given documents nonconforming to the requirements of §. §. 2.1.1. and 2.2.1of this Standard, a substantiated explained refuse is sent to the declarant of the application form.
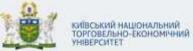
According to the results of application review by the HEI and the Agency for Higher Education Quality Assurance an agreement on the programme

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[9] Article 25 of the Law of Ukraine "On higher education" sets a two-month term to performance the programme evaluation and accreditation. However, experience of the authors in relation to participating in the discussed procedures of international programme accreditation testifies to the insufficiency of the set terms for programme evaluation and accreditation. The terms accepted evaluation and accreditation in this document correspond to the international experience and require introducing alteration into the current legislation.

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evaluation and is reach accreditation. A typical agreement form has been developed by the Agency for Higher Education Quality Assurance.

2.2.3. The tasks of the coordinator mentioned in §. 2.2.2 are to clarify the contents, stages of the programme its evaluation and accreditation procedure, to simplify the criteria and standards of the external programme evaluation and accreditation, to analyze the content and structure of the self-evaluation report of program evaluation, to specify the procedure of its preparation, as well as the rights and obligations of its parties etc.
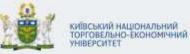
2.3. Forming the expert group to evaluate the programme.

2.3.1. The expert group is a temporal collective board, its aim is to evaluate the programme according to the external standards, to assess the HEI opportunity of attaining the declared in the program results in accordance with the criteria set by these standards.

2.3.2. The expert group is following the legislative acts of Ukraine and the International law acts. Principles of proficiency, noninterference, open-mindedness, transparency are the core ones according to which the members of the expert group operate governed by the Code of ethics of any expert of the Agency for Higher Education Quality Assurance.

2.3.3. The expert group consists of:

1) a professional expert;

2) a local labour market representative;

3) a PhD students' representative, those who are studying according to the evaluated programme.

2.3.4. The expert group is appointed by the order of the Agency for Higher Education Quality Assurance, being at least three members among the experts of the Agency for Higher Education Quality Assurance selected randomly using the information technologies, in a 7 calendar days' term from the day of signing of the agreement on performing the programme evaluation and accreditation. The expert group composition is reported to the HEI and published on the website of the Agency for Higher Education Quality Assurance not later than the next working day after the approval of the corresponding order.

2.3.5. A member of the expert group can be accepted /rejected or self-rejected:

1) he/she is a family member or nearby (husband, wife, father, mother, stepfather, stepmother, son, daughter, stepchild, stepdaughter, brother, sister, grandfather, grandmother, grandchild, adoptive or adopted father, guardian or trustee, family member or a near relative of any member of the expert group or is related to the HEI administration, supervisory and deliberative HEI authorities, and also with those employees of the establishment of higher education, participating in the programs accreditation realization;

2) he/she worked or is working (including the part-time work) in corresponding HEI, is or was a PhD student of the above programme;

3) he/she straight directly or indirectly interested in the results of programme evaluation and accreditation;

4) the procedure of appointing an expert has been in fringed;

5) there appear other circumstances that cause some doubt in the open-mindedness or objectivity of an expert.

People, who are family members, relatives or relatives of the married couples, cannot become members of the expert group.

2.3.6. HEI has the right of the substantiated rejection of a member of the expert group on the grounds proved in §. 2.3.5. The grounded applications about the rejection of a member of the expert group are examined by the chairman of the Agency for Higher Education Quality Assurance in two working days.

2.3.7. At its first meeting the expert group elects the head of their commission by a majority of votes.

2.4. Consideration of the self-evaluation report by the expert group

2.4.1. The members of the expert group have to become familiar with the self-evaluation report in terms envisage performance by the schedule of the stages of the programme evaluation and accreditation, but no more than within 30 calendar days from the day of the approval of the order about the expert group composition. If necessary, they have a right through a coordinator, to pass a request for getting the additional information to any HEI.

2.4.2. On the basis of the preliminary study of a certain HEI the members of expert group plan the procedure and content of the performance of the programme evaluation expertizing in the HEI.

The members of the expert group are to the preliminary discuss conclusions in relation to the analyzed information, offer and determine some directions of inspection as well as the criteria to follow and concentrate on during the programme evaluation expertizing in the HEI, they determine certain additional documentation that it is worth getting; ready make suggestions in relation to working out the procedure of the programme evaluation expertizing at the HEI (particularly in relation to the determination of focus groups to envisage the consultations carrying out).

Based on the discussion returns the head of the expert group draws up the draft of the program of the programme evaluation expertizing carrying out of the definite HEI, that after a concordance with all members of the expert group is sent to the coordinator and the HEI proper. Duration of the programme evaluation expertizing in the HEI cannot exceed two days in succession.

2.5. Carrying out the expertizing of programme evaluation in the HEI

2.5.1. The aim of the programme evaluation expertizing in the HEI is to clarify the facts, indicated in the self-evaluation report, as well as question representatives of parties (stakeholders) concerned about the educational programme and the activity of any HEI on this programme, forming definite

conclusions in relation to the programme quality as well as recommendations for its perfection.

2.5.2. Upon getting the programme evaluation expertizing in the HEI, the HEI itself does some activities to ensure the presence of certain particular people whose participation in the work of the programme evaluation expertizing in the HEI is obligatory at a definite envisaged period.

The HEI is to provide the properly equipped office for the work of the expert group as well as holding performance meetings and the access to the objects and documentation relating to programmes and the system of providing quality assurance.

2.5.3. During the programme evaluation expertizing in the HEI the expert group works transparently and collectively, according to the principles of mutual respect, objectivity, open-mindedness, confidentiality and collaboration.

2.5.4. The visit of experts ends with the final meeting with all members of the expert group being present, as well as the HEI administration and employees. The expert group presents its summing up of the basic positive aspects of the educational program as well as the directions of its improvement (avoiding the information about the expected conclusions of evaluation).

2.5.5. On the basis of the self-evaluation report and the performance of programme evaluation expertizing in the HEI the expert group draws up the motivated report on the results of the programme evaluation, which contains some recommendations in relation to further programme development and its application in teaching.

2.6. Preparation of the final report on the programme evaluation

2.6.1. The final report about the results of the programme evaluation is developed by all members of the expert group on completion of the programme evaluation expertizing in the HEI according to the structure approved by the Agency for Higher Education Quality Assurance. Duration of the Report preparation cannot exceed 30 calendar days from the day of completing the programme evaluation expertizing in the HEI.

2.6.2. The draft of the report is submitted to the Agency for Higher Education Quality Assurance to be checked in accordance with the approved structure and requirements related to its registration and within 2 working days is sent to the HEI to get acquainted with and provide certain substantiated comments.

The HEI has to send these substantiated comments on the draft of the Report, signed by the HEI Rector in 10 working days starting from the day of its receiving from the Agency for Higher Education Quality Assurance.

2.6.3. No later than 14 calendar days after the day of the indicated comments receiving, submitting the final Report for the approval of the Agency for Higher Education Quality Assurance, the expert group examines the HEI comments.

2.7. Programme accreditation procedure

2.7.1. The decision on the programme accreditation is accepted by the Agency for Higher Education Quality Assurance on the basis of the expert group conclusion as well as on the results of the estimation of objectivity, validity and plenitude of the report in a term not exceeding 2 months from the day of the final report receipt from the expert group.
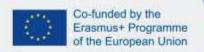
If the Agency for Higher Education Quality Assurance decides that it is necessary to make some alteration on the evaluation in the final report, the report is sent to the expert group with certain substantiated suggestions in relation to bringing up the marked changes. If any substantial remarks in relation to objectivity, validity and plenitude of the report on the evaluation are absent the Agency for Higher Education Quality Assurance asserts that the prepared by the expert group draft of the decision about the accreditation of the programme on a corresponding term denies its accreditation.

2.7.2. The approved decision related to programme accreditation as well as the final report coordinated with the Agency for Higher Education Quality Assurance on the programme evaluation are to be taken into account by the HEI no later than the next day after adoption of the decision of the Agency for Higher Education Quality Assurance further to be published on the official website of the Agency for Higher Education Quality Assurance as well as the HEI website.

2.7.3. The Agency for Higher Education Quality Assurance authorizes the receipt of the standardized certificate by the HEI.

3. Appeal

3.1. Any HEI has the right to appeal against the decision of the Agency for Higher Education Quality Assurance in relation to the accreditation to the appeal committee of the Agency for Higher Education Quality Assurance in a term not exceeding 14 working days after the decision-making by the Agency for Higher Education Quality Assurance.

3.2. An appeal committee of the Agency for Higher Education Quality Assurance is obliged to the received appeal in a month from the moment of its getting.

3.3. At least one member of the expert group has to be present at the appeal committee meeting must be present.

PART 3
DRAFT STANDARDS FOR THIRD-CYCLE PROGRAMMES EXTERNAL QUALITY ASSUARANCE EVALUATION IN UKRAINE

Introduction

These Standards have been jointly worked out by Kyiv National University of Trade and Economics (KNUTE), Simon Kuznets Kharkiv National University of Economics (KhNUE), the Ministry of Education and Science of Ukraine (MESU) with the support of the French High Council for Evaluation of Research and Higher Education (Hcéres) resulting from Erasmus+ project "Promotion internationalization of research through establishment of Cycle 3 QA System in line with the European Agenda" (C3QA). They are based on The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Salzburg principles, as well as on the Standards for third-cycle programmes external evaluation outside France provided by the French High Council for Evaluation of Research and Higher Education (Hcéres).

The Standards are drawn for the evaluation of the HEI third-cycle programmes, to be realized at the third level of higher education, to the 8th level of the National Qualifications Framework of Ukraine.

The third-cycle programmes evaluation standards have been brought out into four strengths:

Area 1: Positioning of the doctorate.
Area 2: Organization and management of the doctorate
Area 3: Supervision and training of doctoral students.
Area 4: Integration of doctors into the job market.

Evaluation standards are specified by a great number of criteria, according to which it is required to conduct self-evaluation, external evaluation as well as the accreditation of the third-cycle programmes.

Area 1 : Positioning of the doctorate

Standard 1-1: The doctorate's distinctive features and objectives are clearly defined

● The doctorate content can be easily identified and is clear with regard to the scientific scope covered.

● The doctorate's target audience is clearly identified.

● The objectives of the doctorate are clearly defined, formulated and brought to the attention of all stakeholders.

● The doctorate is in keeping with the institution's scientific policy.

Standard 1-2: The positioning of the doctorate is consistent with its environment

● The positioning of the doctorate and its interactions with its lead institution(s) are relevant, formally set out and effective.

● The doctorate contributes to capacity building in the institution.

● The doctorate works with research units whose scope, potential and scientific topics are consistent with its objectives.

● These research units are involved in the doctorate (recruitment of doctoral students, teaching, monitoring of doctoral students and graduates, exploitation of results/promotion of doctoral programmes, etc.).

● The doctorate interacts with the socio-economic and socio-cultural environments, which have a role in training doctoral students and/or integrating doctoral graduates into the job market.

● Through international links with foreign institutions and/or research units/centres, the doctorate has a clear and operational policy on international orientation which benefits doctoral students (work placements, training, conferences, research residencies, etc.).

● The doctorate benefits from an incentive policy (at university level, partnership level or national level) to develop doctoral studies. Where applicable, partnership agreements (between universities, with local authorities or international agreements) are established to ensure the long-term financial stability and future of the programme.

Area 2 : Organization and management of the doctorate

Standard 2-1: Effective organization and management is in place for the doctorate

● The doctorate's organizational structure is based on a scientific, teaching and administrative team that successfully manages and coordinates it. The roles and responsibilities of each team member are clearly defined and understood by all stakeholders.

● Governance of the doctorate (directors, any co-directors, board, committees, etc.) is adapted to its context and objectives, and involves doctoral student representatives.

● Management is based on clearly defined rules, which detail procedures for general operation of the doctorate and are brought to the attention of users (charter, in-house regulations, etc.).

● The doctorate has material and human resources, including pooled resources, that are consistent with its objectives (premises, staff, digital platform and dedicated software, information systems, digital document resources).

● The doctorate has operational internal and external communication tools. Doctorate activities (administrative procedures, research activities, scientific and/or professional training events, etc.) are accessible to doctoral students and stakeholders.

● Internal quality assurance mechanisms are in place within the doctorate. Regular self-evaluation of the doctorate is based on a procedure and clearly identified activity indicators. In particular, this includes surveys for doctoral students and thesis supervisors (e.g. evaluation of teaching and follow- up systems) and helps the doctorate to develop. The conclusions of these self-evaluations and the resulting changes are communicated to the lead institutions, doctoral students and other doctorate stakeholders.

Standard 2-2: There is an explicit policy for funding and recruiting doctoral students which is adapted to their programme
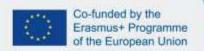
● The doctorate is based on a transparent thesis funding policy, which is consistent with its objectives and the institution's scientific policy. The policy involves controlled management of this funding.

● Precise rules for recruitment have been established. The procedures adopted (choice of thesis topics, admission conditions, type and amount of funding, etc.) are accessible, explicitly stated and fair.

● Student induction services are suitable for all types of doctoral students (international students, students with disabilities, etc.) to help them complete their doctorate under the best conditions.

● Doctoral students recruited have the appropriate conditions for preparing their doctorate (supervision, material resources, etc.) and sufficient financial resources up to defense of their thesis.

Area 3 : Supervision and training for doctoral students

Standard 3-1: The doctorate applies a strict doctoral student supervision and follow-up policy

● Precise and explicit rules are set for supervising and follow-up of doctoral students (quality of supervisor, number of doctoral students per

supervisor, management of co-director or co-supervisor situations, etc.): these rules are brought to their attention

● The reciprocal commitments of doctoral students and thesis supervisors (or directors) are clearly defined and brought to their attention.

● The doctorate includes individual and regular follow-up of doctoral students, with clearly defined, coherent and transparent procedures for doctoral students and thesis supervisors.

● This follow-up measures thesis progress (results obtained, publications/outputs, teaching received, etc.), checks preparation for employment, and ensures that appropriate conditions are in place (finances, supervision and material resources).

● Measures to combat fraud, plagiarism and corruption are applied within the doctorate.

● The doctorate has systems for preventing any forms of conflict, discrimination and harassment, and for limiting situations which may lead to students dropping out of the programme. In the event of a conflict or lack of scientific integrity, appeal mechanisms for mediation are in place and brought to the attention of users.

Standard 3-2: The doctorate offers diverse teaching and organizes supplementary events

● Doctoral students have access to disciplinary/scientific teaching and professional training (soft skills, work placements, work experience, etc.) suited to their profile and career plans. Doctorates raise awareness of research ethics and scientific integrity.

● The teaching proposed is based on the expertise of research units and socio-economic partners associated with the doctorate.

● Methods for accessing and validating this teaching (test of knowledge acquired, required/recommended number of teaching hours before thesis defence, etc.) are clearly defined and known by users.

● The doctorate invites doctoral students to take part in supplementary scientific and/or professional events or actions, such as scientific events, conferences or panel discussions, etc. For each type of action, the methods for access, validation and evaluation, particularly by doctoral students, are defined and communicated.
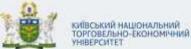
Standard 3-3: The doctorate is based on explicit rules for thesis duration and defense

● The doctorate has set clear and suitable objectives with regard to the duration of theses and re-enrolment of doctoral students each year, taking into account the profiles of doctoral students and any special conditions (employed doctoral students, training leave, parental leave, maternity leave, sick leave, etc.).

- Explicit criteria for authorizing thesis defense (producing new knowledge, exploitation of results, validating teaching, mobility, etc.) are communicated to doctoral students and thesis supervisors.
- Organization rules for thesis defense (composition of the examination board and role of its members, convening notice, manuscript submission, etc.) are communicated to doctoral students and supervisors. These rules are defined in a fair and transparent manner.

Area 4 : Integration of doctors into the job market

Standard 4-1: The doctorate includes mechanisms to promote the integration of doctors into the job market

- In partnership with the lead institutions, the doctorate implements systems to promote the doctorate among local, national and international partners (public and private sector).
- Doctoral students are informed of the requirements and conditions for accessing all potential positions.
- Appropriate tools are used to evaluate the skills (discipline-specific and transferable skills) acquired throughout the doctorate.
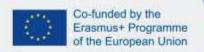
Standard 4-2: The doctorate has effective monitoring of the integration of doctors into the job market

- There is an effective monitoring system for cohorts of doctors, ensuring a high level of usable responses.
- The monitoring system takes into account type, profile, remuneration, geographical location and career development in jobs held by doctors.
- With the participation of doctoral students/doctors, the doctorate and its institutional partners seek to create an "alumni" directory or network of former doctoral students.

Standard 4-3: The data collected is analyzed, communicated and used

- Doctorate managers use the data collected, ensuring that it is analyzed and sent to doctorate applicants/doctoral students/doctors and stakeholders.
- Analysis of employment data is used to develop the doctorate (recruitment and follow-up of doctoral students, additional teaching and events proposed, etc.).
- Analysis of employment data is used to strengthen promotion of the doctorate to local, national and international partners (institutions and socio-economic partners).

КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ
ТОРГОВЕЛЬНО-ЕКОНОМІЧНИЙ
УНІВЕРСИТЕТ

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ
ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ім. С. КУЗНЕЦЯ

МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

PART 4
CONCEPTION OF INTERNAL QUALITY ASSURANCE OF CYCLE 3 PROGRAMS AT KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS

General provisions

The Conception of internal quality assurance of Cycle 3 programs (hereinafter – Conception) is an integral part of the System of Quality Assurance of Scientific and Educational Activity in Higher Education (System of Quality Management at Kyiv National University of Trade and Economics (hereinafter – SQM KNUTE)).

The Conception is developed according to the requirements of the Law of Ukraine "On Education", "On higher education", the instructions of Ministry of Education and Science of Ukraine (hereinafter – MESU), Standards and Guidelines for Quality Assurance in the European Higher Education Area, ISO 9001:2015, License Conditions for training activities in higher education institutions, and other laws and regulations.

The Conception serves for quality assessment and improvement of Cycle 3 programs in Kyiv National University of Trade and Economics (hereinafter – KNUTE, the University).

Internal quality assurance of Cycle 3 programs includes the following:
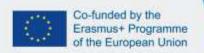
1. Cycle 3 programs are accompanied by internal mechanisms of quality control, which ensure compliance with the officially adopted internal and external quality standards/ instructions and rules.

2. Cycle 3 programs are revised periodically to be improved and updated.

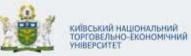The Conception is developed to monitor, assess, and improve a Cycle 3 program.

1. Organizational activity

1.1. Organizational structure of Cycle 3 programs includes research, academic, and administrative staff, which guides and coordinates the training activity (Appendix).

1.2. There are rules for PhD study support, which are clear and accessible to PhD students, their academic supervisors, directors of Cycle 3 programs, academic staff, and the heads of academic departments.

1.3. Conditions, rights, and obligations of the University and a PhD student, responsibilities of parties, settlement of disputes are clearly defined in the agreement on training of PhD students.

1.4. Transparency of expectations and obligations of educational process

participants is assured by presenting all the fundamentals in the PhD student handbook.

1.5. PhD students and their supervisors follow the well-determined procedures formally documented as the KNUTE internal higher education standards and Provisions published on the KNUTE official web site.

1.6. PhD studies start from the meeting of PhD students with the rector, Vice-Rector for scientific work, deans, the heads of academic departments, the directors of programs, scientific supervisors, and the staff of a doctorate school. The issues for consideration are:

the common conditions of study and research,

the rights and the obligations of educational process participants,

the procedure of thesis performance monitoring;

the attestation procedure;

the rules of intellectual property development and protection of intellectual property rights,

the definition of unlawful research results, adherence to academic integrity and prevention of plagiarism,
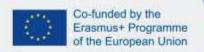
the range of KNUTE Cycle 3 programs' regulations.

1.7. The University monitors career progression of the PhD graduates by the Center of Career Development.

1.8. The University introduces and promotes independent and official procedures of consideration of complaints and appeals, which are fair and understandable for all participants.
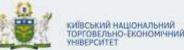
2. Research environment

2.1. KNUTE research infrastructure includes modern common and specialized technical support and software, free access to all open research information, libraries, and information funds of the University. The University has Financial Research Institute, Business Incubator, Technology Transfer Centre, Scientific Fellowship of students, PhD students and young scientists, Laboratory of Distance Learning, specialized laboratories, which ensure research performance and quality of training activities.

2.2. Professional scientific and academic staff executes scientific supervision of PhD students and training support.

2.3. The heads of academic departments, scientific supervisors, Cycle 3 programs' guarantors and doctorate school officials monitor permanently academic progress of PhD students, quality of training activities and completion of individual plans (individual curriculum, individual plan of research) by PhD students.

2.4. The University creates necessary conditions for personal and professional development.

3. Enrolment policy and criteria

3.1. According to Cabinet of Ministers Resolution No. 261 'Procedure of training PhD and doctoral students in higher education institutions (research institutions)' dated March 23, 2016 and Admission conditions to higher education institutions in Ukraine, KNUTE Admission Regulation is developed annually by the KNUTE Admission Commission. It determines the procedure of admission to entrance exams and competitive selection.

3.2. Enrolment to Cycle 3 program is performed within a scope of the license by the specialties from the List of fields and specialties for enrolment of applicants, which is approved by Cabinet of Ministers Resolution No. 266 dated April 29, 2015.

3.3. The entrance exams are permitted for those applicants who previously gained the academic degree of Master or Specialist and submitted all documents timely in accordance with the Rules of enrolment.

3.4. If the scores are equal, the applicant who has conducted research and published his / her works in scientific publications by the selected specialty is privileged.

3.5. The procedure of selection to Cycle 3 programs is open, transparent, while the decision on enrolment is made collectively by the selection board, basing on the decisions of relevant course committees, and published on the University web site usually on the day of enrolment, but not later the next day after enrolment date.

3.6. The course committees include academic staff, who are specialized in the particular study field and who has valuable research results in the relevant sphere.

3.7. An applicant, who submits the diploma issued by a foreign higher education institution, is permitted to entrance exams on the equal basis with other applicants. Enrolment of such applicant is performed in case of successful completion of entrance exams and the decision made by KNUTE Academic Board on recognition of such diploma.
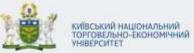
4. Cycle 3 Program

4.1. The University has gained the licenses on 15 Cycle 3 programs. System of educational components is determined within a program. It also determines the requirements for applicants, the list and the logframe of study courses and, number of ECTS credits necessary to complete this program, and the expected learning outputs, competencies to be acquired by a PhD student.

4.2. The goal of a Cycle 3 program is to provide a PhD student with in-

depth knowledge, skills, and other competencies to generate new ideas, solve complex problems in professional and/or research and innovation activity through scientific and pedagogical methodologies, and conduct research of scientific novelty, practical and theoretical meaning.

4.3. A Cycle 3 program specifies at least four groups of competences, being in line with the National Qualification Framework. Among them are deep professional knowledge, general scientific (philosophical) competences, cross-functional research skills, language competences.

Scientific component of a Cycle 3 program envisages conducting of scientific research and formalization of its results within a thesis.

4.4. A Cycle 3 program complies with the requirements of Higher Education Standard in terms of:

number of ECTS credits;

competences to be acquired;
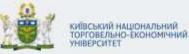
learning outcomes;

forms of PhD candidates' appraisal;

requirements of functionality of a system of quality assurance in higher education.

4.5. KNUTE ensures the right of a PhD student to elect training courses from the pool, determined by the educational component of a Cycle 3 program, as well as the relevant curriculum, which cover at least 25% of a study load in ECTS.

4.6. Educational component combines self-study with obligatory attendance of lectures, practical trainings, and scientific seminars. Researches are supervised by a highly qualified doctor of sciences (a PhD as an exception).

4.7. PhD student is supported permanently to make qualitative research timely through its systematic planning, including the planned consultations, advanced trainings, seminars; participation in research works, etc.

4.8. The University supports participation of PhD students in competition for grant support for research and scholarships, founded in honor of outstanding scientists, academics, culture and public persons, as well as established by the President of Ukraine, the Cabinet of Ministers of Ukraine, state and non-state bodies, enterprises, institutions or organizations.

4.8. The criteria of monitoring and improvement of Cycle 3 programs in KNUTE are formulated by the results of feedback of academic staff, PhD students, graduates, partners, and other stakeholders as well as by projected development of specialties and change of society needs.

4.9. Updated Cycle 3 programs are the component of SQM KNUTE. They are included into ECTS Information Packages, which are published annually on the official website of KNUTE.

5. Supervision of PhD students' scientific work

5.1. Thesis supervisor is assigned by KNUTE Academic Board among scientific and academic staff, who has a doctor (PhD as an exception) degree. He or she executes the thesis supervision, provides advice on the content and methodology of a PhD research, controls the implementation of the individual plan of research and the individual curriculum of a PhD student, and responds to KNUTE Academic Board for the proper and timely performance of own responsibilities as a thesis supervisor.

5.2. KNUTE Academic Board may decide on appointment of two thesis supervisors for a PhD student with an appropriate distribution of academic workload and responsibilities between them.

5.3. KNUTE Academic Board decides to assign a doctor of philosophy to carry out PhD thesis supervision according to the recommendation provided by an academic council of the faculty. The criteria for providing thesis supervision are the following:

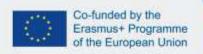supervision or participation in researches;

publications (min 10), published after his / her own PhD thesis defense in domestic and / or foreign (international) peer-reviewed journals, of which at least three publications are in periodicals included in the scientometric databases Scopus or Web of Science.

5.4. As an exception, KNUTE Academic Board may change a thesis supervisor for a PhD student in answer to his or her inquiry.
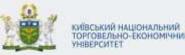
6. Procedure of monitoring PhD study outcomes

6.1. Management and monitoring of PhD learning outcomes are performed by the guarantor of a Cycle 3 program, who is accessible for communication with PhD students and provision with their feedback.

6.2. Study progress and results of completing the individual curriculum and individual plan of research are discussed twice a year on the meeting of academic departments and academic councils of faculties. The decision on further study of a PhD student is taken by the results of consideration.

6.3. The procedure of monitoring of the results of individual curriculum and individual plan of research completing by PhD students is determined in the Regulation on organization of PhD training in KNUTE (approved by KNUTE Academic Board – minutes 10 dated April 28, 2016) and the Regulation on assessment the learning outcomes of students and PhD students (approved by KNUTE Academic Board – minutes 9 dated April 26, 2018). It involves thesis supervisor, the head of relevant academic department, and the reviewers from this academic department. The results of the consideration on the academic department meeting and the academic council of a faculty are formalized in
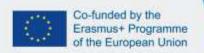
appropriate minutes. They are stored in the file of a PhD student in a doctorate school.

6.4. A PhD student submits a thesis for consideration of the head of the relevant academic department and the reviewers after its completion (or planned stage of completion) by the permission of the thesis supervisor.

6.4. The procedure of considering the controversial issues related to a thesis completion, monitoring of its outcomes, supervision of its performance is determined in the KNUTE Documented Procedure 8.7-01 «Control of inconsistencies» and Regulation on adherence to academic integrity by scientific and academic staff, PhD students of KNUTE, approved by the KNUTE Academic Board (minutes 6 dated January 28, 2018). A PhD student may appeal a formal decision in a due course.

7. Final assessment

7.1. The result of PhD study is a thesis as the qualified research work performed by a PhD student personally in the form of a manuscript prepared or a monography published. The PhD thesis prepared for defense should contain scientifically grounded theoretical or experimental results, scientific positions, as well as should be characterized by the integrity of its content along with the evidence of the individual scientific contribution of PhD student. Quality of a PhD thesis and its adherence to academic integrity are the basis for a PhD degree awarding.

7.2. A PhD thesis should be formalized in accordance with Cabinet of Ministers Resolution No. 40 On approval of Requirements to a thesis design dated January 12, 2017.

7.3. The procedure and the terms of preliminary examination of a thesis by the relevant academic department and the members of an interdepartmental panel, thesis defense in the specialized academic council are well determined in the Regulation on the assessment of PhD students and doctoral students in KNUTE, approved by the University Academic Council (minutes 10 dated June 21, 2018).

7.4. The thesis expertise and discussion on the department meeting are performed by highly qualified staff – PhDs and doctors of science. If necessary, the academic staff of other KNUTE academic departments may be involved as reviewers. The procedure of selection, approval, and assignment of reviewers are clearly determined in the Regulation on the assessment of PhD students and doctoral students in KNUTE.

7.5. The result of a thesis consideration at the meeting of academic department is the conclusion about its compliance with the requirements and completion, as well as its recommendation for consideration the thesis by the interdepartmental panel. The results of discussion are formalized with the extract from the minutes of the academic department meeting.

7.6. The members of the interdepartmental panel are qualified professionals, namely professors, doctors in sciences, associate professors (PhD), who have relevant research experience of research, the members of specialized academic councils for thesis defense. The goal of the interdepartmental panel meeting is a conclusion on relevance, scientific novelty and practical value of thesis, comparing with the existing achievements of Ukrainian and world science.

7.7. A conclusion is made and the extract from the minutes is formalized by the results of the interdepartmental panel meeting. Common positive conclusion is the rationale for submitting a PhD thesis to a specialized academic council.

7.8. The PhD degree is awarded as the results of public defense of a PhD thesis. The latter helps to ascertain a conformity of the level and extent of a PhD student's knowledge, skills, and other competences to the requirements of higher education standards. PhD thesis defense is carried out openly and publicly in the permanent or one-time specialized academic council of KNUTE or other higher education institution or a scientific institution. A PhD student has the right to choose a specialized academic council.

7.9. The only a thesis (scientific report), which is performed by a PhD student personally, is allowed for defense. Disclosure of the violations of academic integrity in the theses submitted to defense appears a reason for refusal to award the corresponding degree of higher education.

7.10. PhD student may appeal the results of the expertise and a formal decision in a due course.

**CONCEPTION OF INTERNAL QUALITY ASSURANCE
OF PHD PROGRAMS AT THE THIRD ACADEMIC LEVEL OF
HIGHER EDUCATION AT SIMON KUZNETS KHARKIV NATIONAL
UNIVERSITY OF ECONOMICS**

1. Policy of quality provision

1.1. The policy of quality assurance is formulated on the basis of the University development strategy and complies with the mission, aims and tasks of the University.

1.2. The University mission lies in forming a creative and well-rounded personality, a specialist in academic and practical work in the sphere of socio-economic activity with the aim of improving people's living standards and progressive development of the society.

1.3. The strategic aim of the University is enhancement of specialists training quality to the level, which will enable them to take a decent place in the society and successfully work in the specialty in order to develop the society, which is based on the global knowledge economy.

1.4. The concept of PhD programs quality assurance (hereinafter QA) at Simon Kuznets Kharkiv National University of Economics (hereinafter - KhNUE) is grounded on the quality assurance principles of the European higher education area and takes account of:

the national legislative base and demands to licensing (Laws of Ukraine "On Education", "On Higher Education", orders of the Ministry of Education and Science of Ukraine (hereinafter MES), Standards and Recommendations on Quality Assurance in the European Higher Education Area (hereinafter ESG), Order of the Cabinet of Ministers of Ukraine on the terms of licensing for learning activity provision by educational institutions and other statutory regulations);

− standards and other frameworks of European Network for Quality Assurance in Higher Education;

− provisions for the system of internal scientific activity and education quality assurance in KhNUE;

− learning outcomes based on the capability to form new knowledge through research, formation of research skills and professional skills essential for program graduates career development, scientific knowledge generation and dissemination, social awareness of the correlation between knowledge development and its impact on the society;

− interests of the main stakeholders as to the contents and quality of PhD programs;

− adherence to the principles of academic integrity by all participants of the education process.
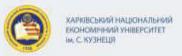
2. PhD Programs Development and Approval

2.1. Training at the postgraduate school is conducted in compliance with the legislation of Ukraine and Salzburg principles, which describe the role of PhD programs within the framework of the Bologna process.

2.2. PhD programs are developed in compliance with the National Qualifications Framework and European Qualification Framework.

2.3. PhD programs describe the aims, learning outcomes and learning outcomes assessment methods.

2.4. Work groups including the leading professors of the University, employers and students are formed with the aim of a PhD program development. PhD programs are discussed at work group meetings and approved by the University Academic Council.

2.5. PhD program curricula consist of 40 ECTS and differ in disciplines, which provide for the professional competences, are agreed with employers, approved by the University Academic Council and put into effect by the Order of the Rector.

2.6. The University Academic Council approves PhD Programs and their components on the annual basis.

2.7. PhD programs in every specialty has 3 cycles of disciplines: the cycle of general education disciplines (mandatory for all PhD students of all specialties), the cycle of professional disciplines (mandatory for all PhD students within a specialty) and the cycle of professional disciplines chosen by PhD students (minimum 25% ECTS).

2.8. Postgraduate training lasts for four years. In the first year and a half of training, postgraduate students have in-depth study of academic disciplines including four disciplines, which provide for:

− mastering general scientific competences aimed at systemic scientific outlook, professional ethics and general cultural outlook formation etc. (5 ECTS)

− acquisition of general research skills, oral and written presentation of scientific research findings in Ukrainian, application of advanced information technologies in scientific activity, organization and conduction classes as well as academic projects management (6 ECTS);

− acquisition of language skills sufficient for presentation and discussion of scientific findings in a foreign language (English or any other foreign language with regard to the specificity of the specialty) in the oral or written form as well as for full understanding of foreign scientific texts within the specialty (6 ECTS).

2.9. Every PhD program is provided by a complex of e-learning components.

2.10. Approval of the dissertation topic for the degree of Doctor of Philosophy consists of the following stages:

− dissertation topic approval at the meeting of the department at which the scientific supervisor works and to which the PhD student is allotted for the period of training in the postgraduate program;

– dissertation topic approval at the Commission for Dissertation Topics Approval;

– final dissertation topic approval at the University Academic Council through open discussion and voting.

3. Student-centered learning, teaching and assessment

3.1. PhD students take an active part in PhD program development and education quality assurance procedures at University.

3.2. For PhD students, an opportunity for individual planning of the learning trajectory is provided. This is guaranteed by the system of education process organization and personal learning systems as a component of PhD students' self-development work management.

3.3. University participation in international academic mobility programs fosters PhD students' academic mobility.

3.4. PhD students have access to all statutory institutional documents, which are placed and regularly updated on the University site.

3.5. The basic approaches to teaching and PhD students' learning are:

– application of various forms of in-class learning;

– self-development work on individual research tasks on the topic of the dissertation;

– individual consultations by the lecturers of the University, other specialized higher education institutions, workers of scientific institutions on the dissertation topic;

– PhD students' participation in seminars, workshops, round tables held by the leading scientists and foreign specialists in particular;

– engagement of business representatives in consulting PhD students;

– informing on PhD students' participation in contests for scientific scholarships and grants as well as international and all-Ukrainian conferences;

– active work of PhD students in project teams, government funded and contract-based research, participation in obtaining patents and authorship certificates.

3.6. PhD students are involved in quality assurance of particular disciplines and the PhD program via an anonymous survey and participation in work groups.

4. PhD students' enrolment, achievements, recognition and appraisal (certification)

4.1. PhD students' enrolment is done by the University admissions commission.

4.2. Persons with the Master or Specialist Degree are admitted to studying.

4.3. University PhD program admission regulations, which are established annually, determine the necessary documents and entrance exam dates.
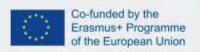
4.4. Entrance exams include:

– written professional examination; the exam board includes University staff members with an academic degree in the relevant specialty;

– entrance exam in a foreign language (English, German, French at B2 level of the common European language knowledge base); candidates with TOEFL, IELTS or BEC certificates are exempt from the entrance exam;

4.5. The enrollee ratings and previous academic achievements are taken into account by the University admissions commission in enrolment for the PhD program.

4.6. Unsuccessful enrollees may retake the entrance exams in the next study year.

4.7. PhD students have to perform all tasks within the framework of the individual learning and research program / plan effectively and timely.

4.8. Learning within the PhD program is conducted on the intramural and extra-mural basis.

4.9. PhD student's learning and research plan covers 8 semesters (2 semesters per one academic year), each of them consists of two parts: individual research plan and individual learning plan, developed on the basis of the educational PhD program component in compliance with the selected specialty.

4.10. During the 1st-3rd academic years, PhD students may study optional disciplines approved by the supervisor (10 ECTS per a semester maximum).

4.11. ECTS are determined on the basis of the right for academic mobility.

4.12. Full-time PhD student's individual learning and research plan covers mandatory 50-hour teaching practice during the 1st-4th academic years.

4.13. The individual research plan presupposes preparation of the dissertation work under the supervision of one or several scientific supervisors.

4.14. Learning outcomes assessment is conducted in the form of a final test or exam.

4.15. PhD students' intermediate research outcomes assessment is conducted in the form of research findings presentation and their discussion at the department meeting every 6 months.

4.16. PhD students' final / state attestation is conducted by the specialized academic council for dissertation defense.

4.17. Any violations to the academic integrity in the dissertation work and/or scientific publications, which publicize the basic research findings in the dissertation, revealed by the specialized academic council are the reason for the rejection of awarding the PhD degree with no right for repeat defense of the submitted thesis.
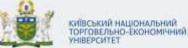
5. Academic staff

5.1. The scientific supervisor is appointed by the University academic council from the leading scientists and academic staff members.

5.2. If a PhD student selects an inter-disciplinary dissertation topic, the University academic council may appoint two scientific supervisors in the corresponding branches of science.

5.3. The University academic council conducts annual monitoring of the scientific supervisors' performance.

5.4. A different scientific supervisor may be appointed for the PhD student in case of a change of the field of research, dismissal of the earlier appointed scientific supervisor or any other valid reasons.

6. PhD program monitoring and improvement.

6.1. The University academic council approves the PhD program monitoring and self-evaluation plan annually with the aim of assessing the quality of the PhD program management through correlating the set aims with the obtained outcomes as well as distinguishing the reasons for any poor results and further planning of corresponding improvements.

6.2. Planning of PhD program monitoring involves review of:

− the PhD program contents and its compliance with modern scientific achievements and labour market demand in the corresponding field of research;

− the amount and distribution of academic hours between various educational and scientific components;

− techniques and recommendations for the application of PhD students educational and scientific activity support tools provided by the University;

− PhD students learning outcomes;

− level of PhD students' satisfaction with the quality of the academic process / services.

6.3. The University structural units collect and analyze the information concerning the PhD program implementation (alumni and PhD students' feedback, the number of PhD students enrolled, the amount of ECTSs obtained by PhD students in the given period, the number of PhD students who completed their studies / defended dissertation in due course, information concerning alumni job placement in the field of specialty etc.)

6.4. Upgraded PhD programs are approved by the University academic council and enforced by the Order of the Rector.

6.5. PhD program curricula are published annually on the University website.

PART 6
REGULATION ON DEVELOPMENT AND IMPLEMENTATION OF CYCLE 3 PROGRAMS AT KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS
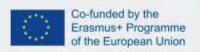
1. General provisions

1.1. The Regulation on Development and Implementation of Cycle 3 programs at Kyiv National University of Trade and Economics (hereinafter – the Regulation) is an integral part of the System of Quality Assurance of Scientific and Educational Activity in Higher Education (System of Quality Management at Kyiv National University of Trade and Economics (hereinafter – SQM KNUTE)).

1.2. The Regulation is developed in line with the Ukrainian Laws 'On Education', 'On Higher Education', guidelines of Ministry of Education and Science of Ukraine (hereinafter – MESU), Standards and Guidelines for Quality Assurance in the European Higher Education Area (hereinafter – ESG), ISO 9001:2015, Government Decree on License Terms of Educational Activity Providing by Educational Institutions, and other statutory regulations.

1.3. The Regulation regulates the procedure of development, implementation and monitoring of Cycle 3 programs at Kyiv National University of Trade and Economics (hereinafter – KNUTE).

1.4. A Cycle 3 program is a set of educational and scientific components within some specialty at the third level of higher education. It determines admission requirements, list of study courses and scientific tasks, as well as a logical sequence of their accomplishment, correspond number of ECTS credits, and intended learning outcomes and competences to be acquired by a candidate of PhD degree.

A Cycle 3 program specifies at least four groups of competences, being in line with the National Qualification Framework. Among them are deep professional knowledge, general scientific (philosophical) competences, cross-functional research skills, language competences.

Scientific component of a Cycle 3 program envisages conducting of scientific research and formalization of its results within a thesis.

1.5. A Cycle 3 program complies with the requirements of Higher Education Standard in terms of:

− number of ECTS credits;
− competences to be acquired;
− learning outcomes;
− forms of PhD candidates' appraisal;
− requirements of functionality of a system of quality assurance in higher education.

1.6. A Cycle 3 program may be developed and implemented within the specialty licensed.

1.7. The name of a Cycle 3 program corresponds to the specialty name (MESU Order # 1151 dated 06 November 2015).

1.8. KNUTE ensures the right of a PhD candidate to elect training courses from the pool, determined by the educational component of a Cycle 3 program, as well as the relevant curriculum, which cover at least 25% of a study load in ECTS.

2. The process of development and implementation of Cycle 3 programs

2.1. After consultation with the heads of core departments, the head of the doctoral school develops a draft of the decree on establishment of a Cycle 3 program design team. It comprises an annex with the list of such team members. The decree must be approved according to the internal KNUTE rules.

The number of a Cycle 3 program design team's members varies between 5 and 11 persons. It consists of key KNUTE academics, practitioners (representatives of business, state agencies, NGOs, etc.), PhD candidates.

The head of a Cycle 3 program design team (guarantor of a Cycle 3 program) has to comply with follow requirements:
- he / she is a doctor of science (equal to doctor habilitatus);
- he / she has a professor title;
- he / she has at least one published paper concerning the research lines within the Cycle 3 program scope in the journal (or other kind of periodical), which is included into the scientometric database Scopus or Web of Science Core Collection (this requirement will come in force on 10 May 2021[10]);
- he / she has adequate international experience (publications abroad and / or participation in international conferences and / or international internship, etc.)
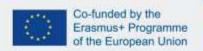
The head of a Cycle 3 program design team (guarantor of a Cycle 3 program) is governed by the Regulation on organization of educational process of PhD candidates in Kyiv National University of Trade and Economics and has the responsibility for the quality of a Cycle 3 program.

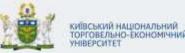A Cycle 3 program design team is responsible for:

2.1.1. monitoring and analysis of labour market, study of similar Cycle 3 programs, provided by other Ukrainian and foreign higher education institutions (hereinafter – HEIs);

2.1.2. study current and anticipated institutional environment;

2.1.3. study and analysis of admission statistics for at least 5 years;

2.1.4. study and analysis of quantitative and qualitative indicators of teaching staff sustainability;

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[10] In three years after the Resolution of the Cabinet of Ministers of Ukraine #347 dated 10 May 2018 'On Amendments of the Resolution of the Cabinet of Ministers of Ukraine # 1187 dated 30 December 2015' becomes effective

2.1.5. determination of a Cycle 3 program's learning outcomes (description of knowledge and skills that must be obtained through Cycle 3 study);

2.1.6. clear presentation of the draft of a Cycle 3 program (developed in the accordance with the List of study fields and specialties of students' training, approved with the Resolution of the Cabinet of Ministers of Ukraine # 266 dated 24 April 2015) to stakeholders in order to find out its match value and to get their approval of such a program start;

2.1.7. modifying the draft, where appropriate, and formalizing a Cycle 3 program according to the rules established.

2.2. A Cycle 3 program design team develops a substantial reasoning of the draft of a Cycle 3 program and the logframe of training courses. They are presented by the head of a Cycle 3 program design team (guarantor of a Cycle 3 program) at the session of KNUTE academic council. The stakeholders (PhD candidates, practitioners, etc.), as well as a Cycle 3 program design team's members use to be invited to the session.

2.3. As KNUTE academic council approves the draft of a Cycle 3 program, the draft of curriculum must be developed. It is also a subject of approval by KNUTE academic council. There is a common way of its approval. The information about new Cycle 3 program must be included into the KNUTE Admission Rules and into other relevant documents.

2.4. The number of vacant places under a Cycle 3 program is determined by a specialty license terms.

3. The procedure of monitoring and improvement of Cycle 3 programs

3.1. Monitoring and improvement of KNUTE Cycle 3 programs are aimed to ensure their relevance to specified goals, as well as to the needs of PhD candidates and of the whole society. All the stakeholders shall be informed about all the planed and implemented developments of the program.

3.2. The head of a Cycle 3 program design team (guarantor of a Cycle 3 program) organizes the cyclical monitoring and improvement of the program in order to ensure the quality of educational services, to develop competitive competences and to create favourable and effective education environment for PhD candidates. The members of a Cycle 3 program design team are also involved into this work.

3.3. Criteria of monitoring and improvement of KNUTE Cycle 3 programs are created due to feedback of teaching staff, PhD candidates, graduates, practitioners, other stakeholders and due to anticipating programs' development and public needs.

3.4. Monitoring and improvement of KNUTE Cycle 3 programs concern:
– the content of a Cycle 3 program and its adequacy to modern demand and current scientific achievements in the relevant study field;
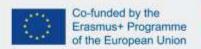– changes of public needs;

– PhD candidates' expectations, needs and satisfaction with a Cycle 3 program.

3.5. Cycle 3 program design teams cyclically monitor and analyze the programs, improve them to meet the current needs.

3.6. Updated Cycle 3 programs must be approved by KNUTE academic council and put in force by KNUTE order.

3.7. Updated Cycle 3 programs are the integral part of SQM KNUTE. They are incorporated into Program's ECTS portfolios, which are annually published at the official KNUTE web-site.

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
KYIV NATIONAL UNIVERSITY OF TRADE AND ECONOMICS
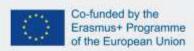
C Y C L E   3   P R O G R A M

"N A M E"

The Third Level of Higher Education
Specialty   Code «Name»
Study field   Code «Name»

APPROVED BY
KNUTE ACADEMIC BOARD
Head of Academic Board
_____ / A. Mazaraki
Minutes #___ dated __ _____ 20__

Cycle 3 Program put in force since _____ 2018
Rector _____ / A. Mazaraki
Order # ____ dated __ _____ 20__

Kyiv-20__

APPROVAL SHEET
of Cycle 3 program
«N A M E »

(Academic Degree «Doctor of Philosophy»)

Approved:
The first vice-rector
for Scientific-Pedagogical Work

_____N. Prytulska.
_____ 20__

Approved:
Vice-rector
for Scientific Work

_____S. Melnychenko
_____ 20__

Approved:
Head of Training Department

_____ K. Mostyka
_____ 20__

Approved:
Head of Doctoral School

_____ Y. Anishchenko
_____ 20__

Approved:
Guarantor of the Cycle 3 program
_____
_____ (program name)
_____(Name)

_____ 2018 p.

Approved:
Representative of Scientific Society of students, doctoral students, and young scientist
_____ Y. Baraniuk

_____ 2018 p.

Approved:

_____
(external stakeholder's position and affiliation)
_____

_____(Name)
_____ 2018

Approved:

_____
(external stakeholder's position and affiliation)
_____

_____(Name)
_____ 2018

PREAMBLE

Developed by the program design team:

#	Name	Position, academic degree, academic title (acknowledge the guarantor)

External stakeholders' response:

1.
2.

1. Profile of the Cycle 3 Program #__ "NAME"

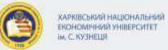| *1 – General Information*	
Name of HEI Name of a structural unit (if appropriate)	Kyiv National University of Trade and Economics
Academic degree (in the original language)	Doctor of Philosophy (PhD)
Official name of a program	
Number of ECTS credits, study duration	60 ECTS credits, 4 years
Accreditation (if appropriate)	*Put the information about Cycle 3 accreditation (Ukrainian or international), inter alia:* − *name of accreditation agency,* − *country of accreditation agency affiliation,* − *# of accreditation certificate,* − *period of accreditation,* − *accreditation hallmark, etc.*
Level of higher education	QF for EHEA – the third, EQF for LLL – 8 level, Ukrainian NQF – 8 level.
Admission requirements	*Put the requirements to prior education or other admission requirements*
Language of teaching	
Period of program validity	*Put the term of validity of Cycle 3 program. Cannot be longer than accreditation period.*
Website of Cycle 3 program's description	*Put a link to the web-page with the information package of a Cycle 3 program*
2 – The aim of Cycle 3 program	
Exact and laconic formulation up to two sentences.	
3 – Characteristics of Cycle 3 program	
Study field, specialty	
Program orientation	*According to ISCED a Cycle 3 program can be theoretical or applied. Put a small characteristic of the orientation of the Cycle 3 program.*
Main focus of a program	
Program peculiarities	*Among other things may be pointed out the relevance of the Cycle 3program to foreign ones.*
4 – Graduates' employability and ability to next study	
Employability	*Put relevant industries and professions (according to State Classification Code of Professions)*
Next study	*Postdoctoral study of getting the academic degree of doctor of science (equal to doctor habilitatus).*
5 – Teaching and Assessment	
Teaching and learning	*Laconic description (up to 3 lines) of the main approaches, methods and techniques used within the program*

Assessment	

6 – Program Competences	
Integral competence	*Formulate through concretization of integral competence of the relevant standard of higher education in context of the program*
General competences (GC)	*It is recommended to select the appropriate ones (in addition to the determined by the standard) from the list of general competences suggested by the TUNING Project: Tuning of educational structures and programmes on the basis of diversity and autonomy!*
Professional competences (PC)	*Must correlate with description of the relevant qualification level of NQF and be broken down of 4 types of competences: knowledge, skills, communication and autonomy and responsibility. Use of international best practice and examples (QAA standards, TUNING Project: Tuning of educational structures and programmes on the basis of diversity and autonomy!) are desirable.*

7 – Program learning outcomes	
	− *program learning outcomes, defined by the standard of higher education in the specialty (the standard determines the normative training content – 15-20 generic learning outcomes, which correlate with the program competences);* − *program learning outcomes, defined by the HEI (usually, 5 at the most);* *Program learning outcomes must be formulated in active form factored at different complexity degrees in regard to cognitive (Bloom's taxonomy), affective and psychomotor spheres.* *In case of classifying the program learning outcomes, it is recommended to break them down of 3 groups: knowledge and understanding, use of knowledge and understanding, estimation.*

8 – Program resourcing	
Academic staff	*Put specific characteristics of academic staff, including the prospect of engaging of foreign academics*
Material support	*Put specific characteristics of material support*
Informational and methodological support	*Put specific characteristics of informational and methodological support*

9 – Academic mobility	
National credit mobility	*E.g.* *Put the information about agreements on national academic mobility*
International credit mobility	*E.g.* *Put the information about agreements on international academic mobility (Erasmus+K1), long-term international projects, which include study of PhD students.*
Training of foreign students PhD students	*Put the information about conditions and peculiarities of aliens' training*

2. The list and the consequentiality of Cycle 3 program's components

2.1. The list of components

Code	Components of the Cycle 3 program	ECTS credits	Form of final assessment
1	2	3	4
	1. MANDATORY COMPONENTS		
MC 1			
MC 2			
MC 3			
…			
Total mandatory			
	2. ELECTIVE COMPONENTS		
EC 1			
EC 2			
EC 3			
…			
Total elective			
Total			

2.2. The logframe of the Cycle 3 program

Brief summary of consequentiality of Cycle 3 program's components. Graphic chart depiction is recommended.

3. Appraisal form

Put the information about forms and procedures of final academic assessment, as well as academic degree awarded and documents obtained due to successful program completion.

4. Matrix of program competences compliance with components of Cycle 3 program

	MC 1	MC 2	…	MC n	EC 1	EC 2	…	EC n
GC 1			●	●				●
GC 2	●			●	●	●	●	●
GC 3	●	●				●		
…								
PC 1	●		●		●		●	●
PC 2	●	●		●	●	●	●	●
PC 3	●	●		●	●	●	●	●

5. Matrix of program learning outcomes (PLO) providing with relevant components of Cycle 3 program

	MC 1	MC 2	…	MC n	EC 1	EC 2	…	EC n
PLO 1	●	●	●	●	●	●	●	●
PLO 2	●	●	●	●	●	●	●	●
…	●	●		●		●		●
PLO 3	●			●		●	●	●