## 3. Educational programs

### 3.1. Profile of the educational program in the specialty 073 "Management" (on the specialization "Trade Management")

Project team leader (guarantor of the educational program)
Candidate of Econ. Sciences, Assoc. Professor Mykytenko N.V.

| 1-General information |  |
| :--- | :--- |
| Full name of IHE <br> and structural <br> subdivision | Kyiv National University of Trade and Economics, Faculty of <br> Economics, Management and Psychology, Department of Management |
| The degree of <br> higher education <br> and the name of the <br> qualification in the <br> language of the <br> original | The degree of higher education bachelor <br> specialty "Management" <br> specialization "Trade Management" |
| The official name of <br> the educational <br> program | "Trade Management" |
| Type of diploma <br> and the volume of <br> the educational <br> program | Bachelor's degree, unitary, <br> 240 ECTS credits, <br> term of study - 3 years and 10 months |
| Availability of <br> accreditation | Certificate of accreditation issued by the Ministry of Education and <br> Science of Ukraine (Ukraine) valid until July 1, 2024 on the basis of the <br> order of the Ministry of Education and Science of Ukraine dated <br> 19.12.2016 No 1565 |
| Cycle / Level | NQF of Ukraine - level 6, <br> FQ-EHEA - the first cycle, <br> EQF-LLL - level 6 |
| Prerequisites | complete secondary education; <br> conditions for admission to the program are regulated by the Rules of <br> admission to KNUTE. |
| Language (s) of <br> teaching | Ukrainian <br> The duration of the <br> educational <br> program <br> Internet address of <br> the permanent <br> placing of the <br> educational <br> program <br> description <br> until July 1, 2024. |

Training of specialists capable on the basis of mastering the basic management concepts and principles to carry out professional activities aimed at forming an effective management system in trade organizations, to ensure effective management decisions in a VUCA environment.

## 3 - Characteristics of the educational program

|  | 3-Characteristics of the educational program |
| :--- | :--- |
| Subject area (field <br> of knowledge, <br> specialty, <br> specialization) | Field of knowledge 07 "Management and administration" <br> Specialty 073 "Management" <br> Specialization "Trade Management" |
| The educational <br> program <br> orientation | Educational-professional, applied, research. <br> The program consists of disciplines of social and humanitarian, <br> fundamental natural science, professional and practical training. <br> The program focuses on the formation and development of competencies <br> in the management of trade organizations and provides: dynamic, <br> integrative and interactive mastery of modern methods of development <br> and implementation of management decisions in trade organizations; <br> formation and development of capabilities for resource provision and <br> construction of the management system of trade organizations; <br> conducting strategic diagnostics of trade organizations in order to make <br> strategic decisions; organization of basic and auxiliary trade processes; <br> formation of the range of food products and non-food products and <br> evaluation of their quality to ensure the efficiency of circulation and <br> consumption; conducting effective categorical management at different <br> stages of the process of managing product categories in trade <br> organizations. |
| The main focus of | Formation of professional competence in the ability to solve complex <br> specialized tasks and practical problems in the field of trade with the use <br> of modern theories and methods of management. <br> Key words: management, enterprise, system approach, trade, marketing, <br> logistics, commodity science, trade organization, management <br> decisions, sales management, categorical management. |
| the educational |  |
| program and |  |
| specialization |  |$\quad$| The cycle of general and practical training includes disciplines, the study |
| :--- |
| of which will allow to master the theoretical knowledge and practical |
| skills for the functioning and development of an effective management |
| system in trade organizations. |


| Further training | Opportunity to study at the second (master's) level of higher education according to the program of the second cycle FQ-EHEA, 7 level EQF-LLL and 8 level NQF of Ukraine |
| :---: | :---: |
| 5 - Teaching and evaluation |  |
| Teaching and learning | The teaching style is focused on student-centered, problem-oriented learning and self-study. Combined approach to learning: a combination of traditional and non-traditional teaching methods using thematic, problem-based, review lectures, including with the participation of practitioners, conducting presentations, discussions, the use of the casestudy method with solving real problems, solution of computational and analytical and situational tasks, work in small groups, independent work of students, preparation of term papers, industrial practices (including training), consultations of teachers. |
| Evaluation | Types of control: current, final. <br> Forms of control: oral and written questioning, test and individual tasks, performing analytical and situational exercises, essays, digests, defense of individual and team projects, reports on internships, written exams, final certification (defense of qualifying work), etc. <br> Evaluation is carried out in accordance with the "Regulations on the assessment of learning outcomes of students and postgraduate students" and "Regulations on the organization of the educational process of students" at KNUTE |
| 6 - Program competencies |  |
| Integral competence | Ability to solve complex specialized tasks and practical problems, which are characterized by the complexity and uncertainty of conditions in the field of trade management or in the learning process, which involves the application of theories and methods of social and behavioral sciences. |
| General competencies | Повторюється в кожному бакалаврському IП! |
| Special competencies | Початок - повторюється в кожному бакалаврському ІП! <br> 16. Ability to organize the main and auxiliary processes in trade. <br> 17. Ability to form the range and quality of food and non-food products and assess their quality. <br> 18. Ability to make strategic decisions in trade organizations. <br> 19. The ability to use methodological and practical approaches to the formation of product categories, to select tools and methods of category management at different stages of the process of managing product categories in trade organizations. |
| 7 - Program learning outcomes |  |
|  | Початок - повторюється в кожному бакалаврському IП! <br> 18. Organize the main and auxiliary processes in trade organizations and ensure their improvement. <br> 19. To form the range and quality of food and non-food products and evaluate the quality of goods to ensure the efficiency of their circulation and consumption. |


|  | 20. Collect and process information in the process of making strategic <br> decisions in trade organizations. <br> 21. Use methodological and practical approaches to the formation of <br> product categories, select tools and methods of category management at <br> different stages of the process of managing product categories in trade <br> organizations. |
| :--- | :--- |
| $\mathbf{8 - \text { Resource support for program implementation }}$ |  |
| Personnel support | Повторюється в кожному бакалаврському IП! |
| Material and <br> technical support | Повторюється в кожному бакалаврському IП! |
| Information and <br> teaching and <br> methodical support | Повторюється в кожному бакалаврському IП! |
|  | 9-Асадетіс mоbility |
| National credit <br> mobility | Повторюється в кожному бакалаврському IП! |
| International credit <br> mobility | Повторюється в кожному бакалаврському IП! |
| Teaching foreign <br> applicants for <br> higher education | Повторюється в кожному бакалаврському IП! |

### 3.2. List of components of the educational program and their logical consistency

### 3.2.1. List of components of EP*

| Code a/d | Components of the educational program (academic disciplines, course projects (works), practices, qualifying exam, final qualifying work) | Amount of credits |
| :---: | :---: | :---: |
| 1 | 2 | 3 |
| Mandatory components of EP |  |  |
| MC 1 | Foreign language for specific purposes | 24 |
| MC 2 | Philosophy | 6 |
| MC 3 | Jurisprudence | 6 |
| MC 4 | Systems of technologies | 6 |
| MC 5 | Sociology | 6 |
| MC 6 | Information technologies in professional activity | 6 |
| MC 7 | Theory of Organization | 6 |
| MC 8 | Economic law | 6 |
| MC 9 | Statistics | 6 |
| MC 10 | Macroeconomics | 6 |
| MC 11 | Psychology | 6 |
| MC 12 | Enterprise Foreign Economic Activity | 6 |
| MC 13 | Microeconomics | 6 |
| MC 14 | Economy and finance of an enterprise | 6 |
| MC 14.1 | CW on economy and finance of an enterprise |  |
| MC 15 | Management | 6 |
| MC 16 | Marketing | 6 |
| MC 17 | Logistics | 6 |


| MC 18 | Accounting | 4,5 |
| :---: | :---: | :---: |
| MC 19 | Commodity Science | 4,5 |
| MC 20 | Organization of trade | 6 |
| MC 21 | E-commerce | 6 |
| MC 22 | Categorical management | 6 |
| MC 23 | Practical course "Business Simulation" | 9 |
| Total am | nt of mandatory components | 162 |
| Selective components of EP |  |  |
| SC 1 | Digital technologies in business | 6 |
| SC 2 | HR-management | 6 |
| SC 3 | Analysis of economic activity | 6 |
| SC 4 | Antimonopoly regulation of industry markets | 6 |
| SC 5 | Intereconomic control | 6 |
| SC 6 | State regulation of the Economy | 6 |
| SC 7 | Diplomatic and business protocol and etiquette | 6 |
| SC 8 | Ecology | 6 |
| SC 9 | Econometrics | 6 |
| SC 10 | Економіка торгівлі | 6 |
| SC 11 | Ukraine economy | 6 |
| SC 12 | Economic statistics | 6 |
| SC 13 | Electronic documents circulation | 6 |
| SC 14 | Business ethics | 6 |
| SC 15 | Consumer protection | 6 |
| SC 16 | Internet technologies in business | 6 |
| SC 17 | Competitiveness of an enterprise | 6 |
| SC 18 | Cultural heritage of Ukraine | 6 |
| SC 19 | Logic | 6 |
| SC 20 | Customs affairs | 6 |
| SC 21 | International trade | 6 |
| SC 22 | International Economic Relations | 6 |
| SC 23 | National interests in world geopolitics and geo-economics | 6 |
| SC 24 | Elocution | 6 |
| SC 25 | Organization of foreign trade operations | 6 |
| SC 26 | Entrepreneurial Law | 6 |
| SC 27 | Consumer behavior | 6 |
| SC 28 | Tax system | 6 |
| SC 29 | Designing of trade facilities | 6 |
| SC 30 | Psychology of trade | 6 |
| SC 31 | Advertising in trade | 6 |
| SC 32 | Religious studies | 6 |
| SC 33 | Risk management | 6 |
| SC 34 | World culture | 6 |
| SC 35 | World market of goods and services | 6 |
| SC 36 | Corporate social responsibility | 6 |
| SC 37 | Social leadership | 6 |
| SC 38 | Market statistics of goods and services | 6 |
| SC 39 | Statistics of quality | 6 |
| SC 40 | Strategic enterprise management | 6 |
| SC 41 | The commodity nomenclature of FEA | 6 |


| SC 42 | Trade equipment | 6 |
| :---: | :---: | :---: |
| SC 43 | Trade marketing | 6 |
| SC 44 | Labor Law | 6 |
| SC 45 | Innovation management | 6 |
| SC 46 | Sales management and merchandising | 6 |
| SC 47 | Public procurement management | 6 |
| SC 48 | Franchising | 6 |
| SC 49 | Retail pricing | 6 |
| Total amount of selective components |  | 60 |
| Practical training |  |  |
| Practical t | ining 1 | 3 |
| Practical t | ining 2 | 6 |
|  | Total | 9 |
| Certification |  |  |
| Preparatio | for certification | 3 |
| Qualificat | work preparation and defense | 6 |
|  | Total | 9 |
| TOTAL V | OLUME OF THE EDUCATIONAL PROGRAM | 240 |

* For all components of the educational program, the form of final control is an exam
3.2.2. Structural and logical scheme of EP



### 3.3. Form of certification of applicants for higher education

 Повторюється в кожному бакалаврському IП!| $\begin{aligned} & \mathrm{Co} \\ & \text { Comp } \\ & \text { cies } \end{aligned}$ | onents | $\begin{aligned} & E \\ & \sum \end{aligned}$ | $\begin{aligned} & N \\ & \mathcal{U} \\ & \sum \end{aligned}$ | $\underset{\sum}{e}$ | $\begin{aligned} & \pm \\ & \sum \\ & i \end{aligned}$ | $\begin{aligned} & 1 n \\ & U \\ & i \end{aligned}$ | $\begin{aligned} & 0 \\ & \sum \\ & \sum \end{aligned}$ | $\underset{E}{E}$ | ${ }_{i}^{\infty}$ | $\begin{aligned} & \ddots \\ & \sum \end{aligned}$ | $\begin{aligned} & E \\ & \underset{i}{i} \end{aligned}$ | $\begin{aligned} & \bar{Z} \\ & \Sigma \\ & i \end{aligned}$ | $\begin{aligned} & \mathbf{N} \\ & \underset{Z}{Z} \end{aligned}$ | $\begin{aligned} & \cdots \\ & i \\ & i \end{aligned}$ | $\begin{aligned} & \pm \\ & E \\ & \sum \end{aligned}$ | $\begin{aligned} & \frac{10}{1} \\ & \frac{1}{2} \end{aligned}$ | $\begin{aligned} & \underline{0} \\ & \frac{U}{i} \end{aligned}$ | $\begin{aligned} & \mathbf{N} \\ & \sum \end{aligned}$ | $\begin{aligned} & \infty \\ & \underset{i}{\infty} \\ & \hline \end{aligned}$ | $\begin{aligned} & Q \\ & i \\ & i \end{aligned}$ | $\begin{aligned} & \mathrm{N} \\ & \mathrm{U} \\ & \sum \end{aligned}$ | $\begin{aligned} & \boldsymbol{N} \\ & \underset{Z}{2} \end{aligned}$ | $\begin{aligned} & \mathrm{N} \\ & \mathrm{~N} \\ & \sum \end{aligned}$ | N <br>  <br>  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 |  | + | + |  | + |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2 | + | $+$ |  | + | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3 | + | + |  |  |  | + | + |  | + |  |  |  | + | + | + | + |  | + |  |  |  | + | + |
|  | 4 |  |  |  | + |  |  | + |  |  |  |  |  |  | + | + | + | + | + |  | + |  | + | + |
|  | 5 |  |  |  | + |  |  |  |  |  |  |  | + |  |  | + |  |  |  | $+$ | + |  |  | + |
|  | 6 |  | + |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  | $+$ |  |  |
|  | 7 | + |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
|  | 8 | + |  |  |  |  | + | + |  |  |  |  |  |  |  | + |  |  |  |  |  | $+$ |  | + |
|  | 9 | + | + |  | + |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  | + | $+$ |  |
|  | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  | $+$ | + | + | + |  |  |  |  | + | $+$ |
|  | 11 |  |  |  |  | + |  |  |  |  | + | + |  |  |  | + | + |  |  |  |  |  | + | + |
|  | 12 |  |  |  | + |  |  |  |  |  |  |  |  |  | + | + | + |  |  |  |  |  |  |  |
|  | 13 | $+$ | + |  |  |  |  | + |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
|  | 14 | + |  |  |  |  |  |  |  |  |  |  | $+$ |  |  |  |  |  |  |  |  |  |  | $+$ |
|  | 15 |  | + | + | + |  |  | + |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \mathscr{y} \\ & \frac{0}{0} \\ & \frac{0}{0} \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | 1 |  |  |  |  |  |  | + |  |  |  |  |  |  |  | + |  |  |  |  | + |  |  |  |
|  | 2 |  |  |  |  |  | + | + |  | + |  |  |  | + | + | + | + |  |  |  | + |  | + | + |
|  | 3 |  |  |  |  |  |  |  |  |  |  |  | + |  | + | + | + |  |  |  |  |  |  |  |
|  | 4 |  |  |  |  |  |  | $+$ |  |  |  |  | $+$ |  | $+$ | + | + | + | $+$ | $+$ | + |  |  | $+$ |
|  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  | + |  |
|  | 6 |  | + | + | + |  |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  | + |  |
|  | 8 |  |  |  |  |  |  |  | + |  |  |  |  |  | + | + |  |  |  |  |  |  |  |  |
|  | 9 |  |  |  |  |  |  |  |  |  |  | + |  |  |  | + |  |  |  |  |  |  |  | + |
|  | 10 |  |  |  |  |  |  |  |  |  |  |  |  |  | + | + |  | + |  |  |  |  | + |  |
|  | 11 | + |  |  |  | + |  |  |  |  |  |  |  |  |  | + | + |  |  |  |  | + |  | + |
|  | 12 |  |  |  |  |  |  |  |  | + |  |  |  |  | + | + |  |  |  |  | + |  | + | + |
|  | 13 | + |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 14 |  | + |  |  |  |  |  |  |  |  | + |  |  |  | + |  |  |  |  |  |  |  |  |
|  | 15 |  |  |  |  |  |  |  |  |  |  | + |  |  |  | + |  |  |  |  |  |  |  |  |
|  | 16 |  |  |  |  |  |  |  |  |  | $+$ |  |  |  | $+$ | + |  |  |  |  | + |  |  | + |
|  | 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | $+$ |  |  | + |  |
|  | 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 19 |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |  |  | + |  |

3．4．2．Matrix of compliance of program competencies with selective components of the educational program

| Kом тен | оненти | $\frac{\mathbf{y}}{\mathbf{s}}$ | $\left\|\begin{array}{c} \mathbf{n} \\ \mathbf{~} \\ \hline \mathbf{n} \end{array}\right\|$ | $\left\lvert\, \begin{aligned} & m \\ & \mathbf{m} \\ & \hline \mathbf{n} \end{aligned}\right.$ | $\frac{\mathbf{s}}{\mathbf{m}}$ | $\begin{aligned} & \infty \\ & \frac{5}{m} \end{aligned}$ | $\begin{aligned} & 0 \\ & \frac{0}{m} \end{aligned}$ | $\begin{aligned} & m \\ & m \\ & m \end{aligned}$ | $\begin{aligned} & \infty \\ & \frac{0}{n} \end{aligned}$ | $\begin{aligned} & \Omega \\ & m \\ & m \end{aligned}$ | $\mid$ | $\begin{aligned} & \overrightarrow{3} \\ & \frac{3}{9} \end{aligned}$ | $\begin{aligned} & \mathrm{C} \\ & \stackrel{3}{\mathrm{~s}} \\ & \hline \end{aligned}$ | $\left\lvert\, \begin{aligned} & \frac{e r}{3} \\ & \frac{3}{m} \\ & \hline \end{aligned}\right.$ |  | $\frac{3}{2}$ | $\left\|\begin{array}{c} 0 \\ \frac{3}{9} \end{array}\right\|$ | $\begin{aligned} & \mathbf{m} \\ & \stackrel{\rightharpoonup}{m} \end{aligned}$ | $\left\lvert\, \begin{aligned} & \infty \\ & \stackrel{\infty}{2} \\ & \hline \mathbf{n} \end{aligned}\right.$ | $\left\lvert\, \frac{9}{2}\right.$ | $\frac{\underset{9}{9}}{\frac{9}{\infty}}$ | $\frac{\sqrt[3]{m}}{m}$ | $\begin{gathered} \mathrm{C} \\ \mathbf{g} \\ \hline \end{gathered}$ | $\left\lvert\, \begin{aligned} & \underset{2}{2} \\ & \frac{9}{2} \end{aligned}\right.$ | $\frac{\mathrm{g}}{9}$ | $\frac{9}{9}$ | $\stackrel{9}{\mathscr{C}}$ | $\left\|\frac{r}{2}\right\|$ | $\left\lvert\, \begin{gathered} \infty \\ \underset{\sim}{9} \end{gathered}\right.$ | $\frac{9}{9}$ | $\frac{\sqrt[2]{2}}{\infty}$ | $\frac{\sqrt[2]{m}}{m}$ | $\begin{aligned} & \mathbf{C} \\ & \mathbf{2} \\ & \hline \end{aligned}$ | $\frac{\infty}{\infty}$ | $\frac{5}{\infty}$ | $\frac{\infty}{9}$ | $\frac{0}{9}$ | $\frac{\infty}{\infty}$ | $\left\lvert\, \frac{\infty}{\infty}\right.$ | $\frac{\infty}{\infty}$ | $\left\lvert\, \frac{\underset{y}{c}}{\substack{\mathbf{~}}}\right.$ | $\left\lvert\, \begin{gathered} \text { 尔 } \\ \frac{9}{m} \end{gathered}\right.$ | $\left\lvert\, \begin{aligned} & 9 \\ & \frac{9}{9} \\ & \hline \end{aligned}\right.$ | $\left\lvert\, \begin{aligned} & \frac{m}{s} \\ & \frac{9}{m} \\ & \hline \end{aligned}\right.$ | $\frac{\mathbf{F}}{\mathbf{~}}$ | $\frac{9}{9}$ | $\left\lvert\, \frac{0}{\frac{0}{0}}\right.$ | $\left\lvert\, \frac{\mathbf{m}}{\mathbf{q}}\right.$ | $\left\lvert\, \begin{aligned} & \infty \\ & \hline \frac{9}{9} \\ & \hline \boldsymbol{m} \end{aligned}\right.$ | 自 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & \text { N } \\ & \text { 恐 } \\ & \\ & \hline \text { n } \end{aligned}$ | 1 |  |  |  | ＋ |  |  | ＋ |  |  |  |  |  |  |  | ＋ |  |  |  |  |  | ＋ |  | ＋ |  |  |  |  |  |  |  |  | ＋ |  | ＋ |  |  |  | ＋ |  |  |  |  |  | ＋ |  |  |  |  |  |
|  | 2 |  |  |  |  |  | ＋ |  | ＋ |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  | ＋ |  | ＋ |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |
|  | 3 |  |  |  |  |  |  |  |  |  | ＋ |  | ＋ |  |  | ＋ |  |  | ＋ | ＋ |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  |  | ＋ |  |  |  |  |  | ＋ |
|  | 4 | ＋ | ＋ | ＋ |  | ＋ |  |  |  | ＋ |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  | ＋ | ＋ | ＋ |  |  |  |  | ＋ |  |  | ＋ | ＋ |
|  | 5 |  | ＋ |  | ＋ |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  | ＋ |  |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ | ＋ |  |  |  |  |  |  | ＋ |  | ＋ |  |  |  |  | ＋ | ＋ |  |  | ＋ |
|  | 6 |  | ＋ |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 7 |  | ＋ |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |
|  | 8 | ＋ |  |  |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  |  |  | ＋ |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 9 |  | ＋ |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 10 |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  | ＋ | ＋ |  |  |  | ＋ |  |  |  | ＋ |
|  | 11 |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  | ＋ |
|  | 12 |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  | ＋ |  |  |  |  |  | ＋ |  |  | ＋ |  |  |  |  | ＋ | ＋ |  |  |  |
|  | 13 |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 14 |  | ＋ |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 15 |  |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |
| $\begin{aligned} & \text { B } \\ & \text { 急 } \\ & \text { 世 } \\ & 0 \end{aligned}$ | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |
|  | 2 |  |  |  |  |  |  |  | ＋ | ＋ | ＋ | ＋ | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ |  |  |  | ＋ |  |  | ＋ |  |  |  |  |  | ＋ |
|  | 3 |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  |  |  |  | ＋ | ＋ |  |  |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |  |  |  |  | ＋ |
|  | 4 |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 6 |  |  | ＋ |  | ＋ |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  |  |  |  |  |  | ＋ |  | ＋ |  | ＋ |  |  |  |  |  |  |  |  |  |
|  | 7 | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 8 |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  | ＋ |  |  |  |  |  |
|  | 9 |  | ＋ |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  | ＋ | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |
|  | 10 |  | ＋ |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ |  | ＋ |  |  |  |  |
|  | 11 |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ | ＋ |  |  |  |
|  | 12 |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  | ＋ |  |  |  | ＋ |
|  | 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |
|  | 14 |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ | ＋ |  |  |  |  |  | ＋ |  |  |  |  |  |  |  | ＋ | ＋ |  |  |  |
|  | 15 |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  | ＋ |  |  |  |  |  |  | ＋ | ＋ |  | ＋ |  |  |  |  | ＋ |  |  |  |  |
|  | 16 |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ |  |  |  |  |  |  |  |  |  | ＋ |  | ＋ |  | ＋ |  |  |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ | ＋ |  |  |  |
|  | 17 |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  |  | ＋ |  | ＋ |  |  |  |  |  |  |  |  |
|  | 18 |  |  | ＋ |  |  |  |  |  |  | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ | ＋ |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ＋ |  |  | ＋ |

3.5.1. Matrix for providing program learning outcomes with mandatory components of the educational program

| Components <br> Program learning outcomes | $\bar{U}$ | ${ }_{N}^{N}$ | $\sum_{i}^{\infty}$ | $\sum_{\Sigma}^{ \pm}$ | $\begin{aligned} & n \\ & \sum \\ & \sum \end{aligned}$ | $\begin{aligned} & \text { O } \\ & \sum \\ & \sum \end{aligned}$ | $\sum_{i}^{n}$ | $\begin{aligned} & \infty \\ & \sum \sum \\ & \hline \end{aligned}$ | $\underset{\sum}{2}$ | $\underset{\sum}{e}$ | $\begin{aligned} & \Xi \\ & \sum \end{aligned}$ | $\underset{\Sigma}{\tilde{U}}$ | $\frac{m}{2}$ | $\begin{aligned} & \pm \\ & \Sigma \\ & \hline \end{aligned}$ | $\frac{10}{u}$ | $\frac{0}{2}$ | $\frac{N}{v}$ | $\frac{\infty}{\underset{\sum}{2}}$ | $\frac{\Xi}{2}$ | $\begin{aligned} & \text { Nे } \\ & \text { vin } \end{aligned}$ | $\begin{aligned} & \underset{\Sigma}{\mathrm{J}} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { N } \\ & \text { Ũ } \end{aligned}$ | $\begin{aligned} & \text { N } \\ & \text { U } \\ & \text { N } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 |  |  | + |  | + |  |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  | + |  | + |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  | + |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  | + | + |
| 5 |  |  |  |  |  |  | + |  |  |  |  |  |  | + | + | + | + | + | + | + |  | + | + |
| 6 |  |  |  |  |  | + |  |  | + | + |  |  |  | + | + | + |  |  |  |  |  | + | + |
| 7 |  |  |  |  |  |  | + |  |  |  |  |  |  |  | + |  | + |  |  | + |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  | + | + |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  | + |  | + |  |  |  | + |  |  |  | + | + |  |  |  |  |  |  | + |
| 10 |  |  |  |  |  |  |  | + |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| 11 | $+$ |  |  |  |  |  | + |  | + |  |  |  |  |  | + | + |  |  |  |  | + |  | + |
| 12 |  |  | + |  |  |  |  | + |  |  |  | + |  | + | + |  |  |  |  |  |  |  | + |
| 13 | $+$ |  |  |  |  |  |  |  |  | + |  |  |  |  | + |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| 15 | + |  |  |  | + |  | + |  |  |  |  |  |  |  | + |  |  |  |  |  |  |  |  |
| 16 |  | + |  |  |  |  |  |  |  | + | + |  |  |  | + |  |  |  |  |  |  |  |  |
| 17 |  |  |  | $+$ |  |  | + |  |  |  |  |  |  |  | + |  |  |  |  |  | + | + | + |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |  | + |  |
| 20 |  |  |  |  |  |  |  |  |  |  |  |  | + | $+$ |  | + |  |  |  |  |  |  |  |
| 21 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | + |  |

### 3.5.2. Matrix for providing program learning outcomes with selective components of the educational program


4. Information about educational components (disciplines).

Стор. 10
3.4.2. Компоненти - Components

Компетентності - Competencies
Загальні - General
Спеціальні - Special
BK - SC
Стор. 12
3.5.2. Компоненти - Components

Програмні результати навчання - Program learning outcomes BK - SC

