

## The work program

<b>Teaching Nr.</b>	1	
<b>Title</b>	<ol style="list-style-type: none"> <li>1. Quality assurance in higher education and general principles of security in the EU.</li> <li>2. The standards and guidelines for quality assurance in higher education in the EU.</li> <li>3. Methodology of quality assurance in higher education in the EU.</li> <li>4. Expert activity in higher education in the EU: goals, tasks, content, objects and subjects.</li> <li>5. Legal principles of quality assurance in higher education: the EU experience.</li> <li>6. Internal monitoring of quality assurance in higher education in the EU.</li> <li>7. External monitor of the quality assurance in higher education in the EU.</li> <li>8. Expertise innovations for quality assurance in higher education.</li> <li>9. Leadership and functioning of education systems of the quality assurance in higher education.</li> <li>10. The quality assurance in higher education: the experience of the Republic of Austria.</li> <li>11. The quality assurance in higher education: the experience of the Kingdom of Belgium.</li> <li>12. The quality assurance in higher education: the experience of the Republic of Bulgaria.</li> <li>13. The quality assurance in higher education: the experience of the Republic of Croatia.</li> <li>14. The quality assurance in higher education: the experience of the Kingdom of Denmark.</li> <li>15. The quality assurance in higher education: the experience of the Republic of Estonia.</li> <li>16. The quality assurance in higher education: the experience of the Republic of Finland.</li> <li>17. The quality assurance in higher education: the experience of the French Republic.</li> <li>18. The quality assurance in higher education: the experience of the Federal Republic of Germany.</li> <li>19. The quality assurance in higher education: the experience of Greece.</li> <li>20. The quality assurance in higher education: the experience of Italy.</li> <li>21. The quality assurance in higher education: the experience of the Republic of Hungary.</li> <li>22. The quality assurance in higher education: the experience of the Republic of Ireland.</li> <li>23. The quality assurance in higher education: the experience of Lithuania.</li> <li>24. The quality assurance in higher education: the experience of Netherlands.</li> <li>25. The quality assurance in higher education: the experience of the Republic of Poland.</li> <li>26. The quality assurance in higher education: the experience of the Portuguese Republic.</li> <li>27. The quality assurance in higher education: the experience of Romania.</li> <li>28. The quality assurance in higher education: the experience of the Republic of Slovenia.</li> <li>29. The quality assurance in higher education: the experience of the Kingdom of Spain.</li> <li>30. The quality assurance in higher education: the experience of the United Kingdom of Great Britain and Northern Ireland.</li> </ol>	
<b>Prof. in charge</b>	Nina Batechko	
<b>Typology</b>	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Training course

	<input type="checkbox"/> Seminar <input type="checkbox"/> Summer course		<input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course	
<b>Description</b>	<b>№</b>	<b>Title of lecture</b>	<b>Content</b>	
	1	Quality assurance in higher education and general principles of security in the EU	1) Definition of "quality", "quality of education", "quality of higher education", "quality of educational activity". 2) Various aspects of quality assurance in higher education: quality of knowledge, quality of education, the results of educational activities. 3) Internal and external components of quality assurance of higher education. 4) Quality assurance management of higher education in the EU. 5) New approaches to quality assurance process of modern higher education in the EU.	
	2	The standards and guidelines for quality assurance in higher education in the EU	1) Context, scope, actions, objectives and principles. 2) Standards and guidelines for internal quality assurance in higher education. 3) Standards and guidelines for external quality assurance in higher education. 4) The standards and guidelines for quality assurance agencies. 5) Standards of quality assurance review.	
	3	Methodology of quality assurance in higher education in the EU	1) "The cycle of quality", or four stages of the quality assurance process: planning; implementation and evaluation; revision. 2) Methods of quality assurance: survey; analysis of documents; observation; interview; using existing statistics. 3) Indicators / criteria of quality of higher education: the state of logistics of the institution; quality of infrastructure; quality of teaching; quality of training programs; quality of students; quality of knowledge; innovative activity of management; innovation; demand for graduates; graduates achievements. 4) Internal and external quality assurance procedures, self-assessment; inspection, accreditation, licensing and certification; website; interinstitutional surveys of students; rating. 5) Feedback mechanism. Open access to the assessment results.	
	4	Expert activity in higher education in the EU: goals, tasks, content, objects and subjects	1) The meaning of "expertise", "education expert" and "expert activities in higher education." 2) The essence and content of the expert. 3) The objectives of expertise in higher education. 4) The main tasks of an expert in higher education, their types. 5) Objects and subjects of expertise in higher education.	
	5	Legal principles of quality assurance in higher education: the	1) The EU documents on quality assurance in higher education. 2) The role of the Bologna Declaration in ensuring	

	EU experience	<p>the quality assurance in higher education.</p> <p>3) Legal principles of ensuring licensing procedures.</p> <p>4) Legal principles of ensuring the accreditation procedure.</p> <p>5) Analysis of the legal framework of the modern development of higher education in the context of Ukraine's integration into the European community.</p>
6	Internal monitoring of quality assurance in higher education in the EU	<p>1) Comparative, prolonged, diagnosing and predicting nature of the internal monitoring of quality assurance in higher education.</p> <p>2) Effectiveness of internal monitoring of the quality of higher education.</p> <p>3) Using the rankings in monitoring studies.</p> <p>4) Monitoring technology quality of the educational process in higher educational institutions.</p> <p>5) Requirements, functions, methods of monitoring the quality assurance in higher education.</p>
7	External monitor of the quality assurance in higher education in the EU	<p>1) Classification of packages indicators of the quality assurance in higher education.</p> <p>2) Indicators of the quality assurance for Economic Cooperation and Development (OECD).</p> <p>3) Quality assurance in higher education used by UNESCO.</p> <p>4) UN indicators of human development. Human Development Index.</p> <p>5) Educational indicators recommended by the Board of Education of the EU.</p>
8	Expertise innovations for quality assurance in higher education	<p>1) Innovation activities in higher education: parameters for analysis and evaluation.</p> <p>2) Types and kinds of expertise innovation.</p> <p>3) Methods of selection and forecasting of innovative processes in higher education, the criteria for their performance.</p> <p>4) Expertise in innovative teaching activities.</p> <p>5) Criteria for evaluating innovative educational projects.</p>
9	Leadership and functioning of education systems of the quality assurance in higher education	<p>1) The role of the university in the development of leadership potential of society.</p> <p>2) The global research infrastructure of comparative studies in higher education.</p> <p>3) Education systems of the European countries (for example UK, France, Germany, Sweden).</p> <p>4) Education Policy of the EU.</p> <p>5) The activities of international organizations in the field of Comparative studies on education.</p>
10	The quality assurance in higher education: the experience of the Republic of Austria	<p>1) Legal principles of quality assurance in Austria.</p> <p>2) The procedure for internal quality assurance of higher education in Austria.</p> <p>3) The procedure of external quality assurance of higher education in Austria.</p> <p>4) The activities of Quality Assurance Agencies in Austria.</p> <p>5) The system of the quality assurance management of higher education in Austria.</p>
11	The quality assurance in higher education: the experience of the Kingdom of Belgium	<p>1) Legal principles of quality assurance in Belgium.</p> <p>2) The procedure for internal quality assurance of higher education in Belgium.</p> <p>3) The procedure for external quality assurance of</p>

		<p>higher education in Belgium.</p> <p>4) The activities of Quality Assurance Agencies in Belgium.</p> <p>5) The system of the quality assurance management of higher education in Belgium.</p>
12	The quality assurance in higher education: the experience of the Republic of Bulgaria	<p>1) Legal principles of quality assurance in the Republic of Bulgaria.</p> <p>2) The procedure for internal quality assurance of higher education in the Republic of Bulgaria.</p> <p>3) The procedure for external quality assurance of higher education in the Republic of Bulgaria.</p> <p>4) The activities of Quality Assurance Agencies in the Republic of Bulgaria.</p> <p>5) The system of the quality assurance management of higher education in the Republic of Bulgaria.</p>
13	The quality assurance in higher education: the experience of the Republic of Croatia	<p>1) Legal principles of quality assurance in the Republic of Croatia.</p> <p>2) The procedure for internal quality assurance of higher education in the Republic of Croatia.</p> <p>3) The procedure for external quality assurance of higher education in the Republic of Croatia.</p> <p>4) The activities of Quality Assurance Agencies in the Republic of Croatia.</p> <p>5) The system of the quality assurance management of higher education in the Republic Croatia.</p>
14	The quality assurance in higher education: the experience of the Kingdom of Denmark	<p>1) Legal principles of quality assurance in the Kingdom of Denmark.</p> <p>2) The procedure for internal quality assurance of higher education in the Kingdom of Denmark.</p> <p>3) The procedure for external quality assurance of higher education in the Kingdom of Denmark.</p> <p>4) The activities of Quality Assurance Agencies in the Kingdom of Denmark.</p> <p>5) The system of the quality assurance management of higher education in the Kingdom of Denmark.</p>
15	The quality assurance in higher education: the experience of the Republic of Estonia	<p>1) Legal principles of quality assurance in the Republic of Estonia.</p> <p>2) The procedure for internal quality assurance of higher education in the Republic of Estonia.</p> <p>3) The procedure for external quality assurance of higher education in the Republic of Estonia.</p> <p>4) The activities of Quality Assurance Agencies in the Republic of Estonia.</p> <p>5) The system of the quality assurance management of higher education in the Republic of Estonia.</p>
16	The quality assurance in higher education: the experience of the Republic of Finland	<p>1) Legal principles of quality assurance in the Republic of Finland.</p> <p>2) The procedure for internal quality assurance of higher education in the Republic of Finland.</p> <p>3) The procedure for external quality assurance of higher education in the Republic of Finland.</p> <p>4) The activities of Quality Assurance Agencies in the Republic of Finland.</p> <p>5) The system of the quality assurance management of higher education in the Republic of</p>

		Finland.
17	The quality assurance in higher education: the experience of the French Republic	<ol style="list-style-type: none"> <li>1) Legal principles of quality assurance in French Republic.</li> <li>2) The procedure for internal quality assurance of higher education in French Republic.</li> <li>3) The procedure for external quality assurance of higher education in French Republic.</li> <li>4) The activities of Quality Assurance Agencies in French Republic.</li> <li>5) The system of the quality assurance management of higher education in French Republic.</li> </ol>
18	The quality assurance in higher education: the experience of the Federal Republic of Germany	<ol style="list-style-type: none"> <li>1) Legal principles of quality assurance in the Federal Republic of Germany.</li> <li>2) The procedure for internal quality assurance of higher education in the Federal Republic of Germany.</li> <li>3) The procedure for external quality assurance of higher education in Federal Republic of Germany.</li> <li>4) The activities of Quality Assurance Agencies in Federal Republic of Germany.</li> <li>5) The system of the quality assurance management of higher education in Federal Republic of Germany.</li> </ol>
19	The quality assurance in higher education: the experience of Greece	<ol style="list-style-type: none"> <li>1) Legal principles of quality assurance in Greece.</li> <li>2) The procedure for internal quality assurance of higher education in Greece.</li> <li>3) The procedure for external quality assurance of higher education in Greece.</li> <li>4) The activities of Quality Assurance Agencies in Greece.</li> <li>5) The system of the quality assurance management of higher education in Greece.</li> </ol>
20	The quality assurance in higher education: the experience of Italy	<ol style="list-style-type: none"> <li>1) Legal principles of quality assurance in Italy.</li> <li>2) The procedure for internal quality assurance of higher education in Italy.</li> <li>3) The procedure for external quality assurance of higher education in Italy.</li> <li>4) The activities of Quality Assurance Agencies in Italy.</li> <li>5) The system of the quality assurance management of higher education in Italy.</li> </ol>
21	The quality assurance in higher education: the experience of the Republic of Hungary	<ol style="list-style-type: none"> <li>1) Legal principles of quality assurance in the Republic of Hungary.</li> <li>2) The procedure for internal quality assurance of higher education in the Republic of Hungary.</li> <li>3) The procedure for external quality assurance of higher education in the Republic of Hungary.</li> <li>4) The activities of Quality Assurance Agencies in the Republic of Hungary.</li> <li>5) The system of the quality assurance management of higher education in the Republic of Hungary.</li> </ol>
22	The quality assurance in higher education: the experience of the Republic of Ireland	<ol style="list-style-type: none"> <li>1) Legal principles of quality assurance in the Republic of the Republic of Ireland.</li> <li>2) The procedure for internal quality assurance of higher education in the Republic of Ireland.</li> <li>3) The procedure for external quality assurance of higher education in the Republic of Ireland.</li> </ol>

		<p>4) The activities of Quality Assurance Agencies in the Republic of Ireland.</p> <p>5) The system of the quality assurance management of higher education in the Republic of Ireland.</p>
23	The quality assurance in higher education: the experience of Lithuania	<p>1) Legal principles of quality assurance in the Republic of Lithuania.</p> <p>2) The procedure for internal quality assurance of higher education in Lithuania.</p> <p>3) The procedure for external quality assurance of higher education in Lithuania.</p> <p>4) The activities of Quality Assurance Agencies in Lithuania.</p> <p>5) The system of the quality assurance management of higher education in Lithuania.</p>
24	The quality assurance in higher education: the experience of Netherlands	<p>1) Legal principles of quality assurance in the Republic of Netherlands.</p> <p>2) The procedure for internal quality assurance of higher education in Netherlands.</p> <p>3) The procedure for external quality assurance of higher education in Netherlands.</p> <p>4) The activities of Quality Assurance Agencies in Netherlands.</p> <p>5) The system of the quality assurance management of higher education in Netherlands.</p>
25	The quality assurance in higher education: the experience of the Republic of Poland	<p>1) Legal principles of quality assurance in the Republic of the Republic of Poland.</p> <p>2) The procedure for internal quality assurance of higher education in the Republic of Poland.</p> <p>3) The procedure for external quality assurance of higher education in the Republic of Poland.</p> <p>4) The activities of Quality Assurance Agencies in the Republic of Poland.</p> <p>5) The system of the quality assurance management of higher education in the Republic of Poland.</p>
26	The quality assurance in higher education: the experience of the Portuguese Republic	<p>1) Legal principles of quality assurance in the Republic of the Portuguese Republic.</p> <p>2) The procedure for internal quality assurance of higher education in the Portuguese Republic.</p> <p>3) The procedure for external quality assurance of higher education in the Portuguese Republic.</p> <p>4) The activities of Quality Assurance Agencies in the Portuguese Republic.</p> <p>5) The system of the quality assurance management of higher education in the Portuguese Republic.</p>
27	The quality assurance in higher education: the experience of Romania	<p>1) Legal principles of quality assurance in the Republic of Romania.</p> <p>2) The procedure for internal quality assurance of higher education in Romania.</p> <p>3) The procedure for external quality assurance of higher education in Romania.</p> <p>4) The activities of Quality Assurance Agencies in Romania.</p> <p>5) The system of the quality assurance management of higher education in Romania.</p>
28	The quality assurance in higher education: the	<p>1) Legal principles of quality assurance in the Republic of the Republic of Slovenia.</p>

		experience of the Republic of Slovenia	2) The procedure for internal quality assurance of higher education in the Republic of Slovenia. 3) The procedure for external quality assurance of higher education in the Republic of Slovenia. 4) The activities of Quality Assurance Agencies in the Republic of Slovenia. 5) The system of the quality assurance management of higher education in the Republic of Slovenia.		
	29	The quality assurance in higher education: the experience of the Kingdom of Spain	1) Legal principles of quality assurance in the Republic of the Kingdom of Spain. 2) The procedure for internal quality assurance of higher education in the Kingdom of Spain. 3) The procedure for external quality assurance of higher education in the Kingdom of Spain. 4) The activities of Quality Assurance Agencies in the Republic of the Kingdom of Spain. 5) The system of the quality assurance management of higher education in the Kingdom of Spain.		
	30	The quality assurance in higher education: the experience of the United Kingdom of Great Britain and Northern Ireland	1) Legal principles of quality assurance in the Republic of the United Kingdom of Great Britain and Northern Ireland. 2) The procedure for internal quality assurance of higher education in the United Kingdom of Great Britain and Northern Ireland. 3) The procedure for external quality assurance of higher education in the United Kingdom of Great Britain and Northern Ireland. 4) The activities of Quality Assurance Agencies in the Republic of the United Kingdom of Great Britain and Northern Ireland. 5) The system of the quality assurance management of higher education in the United Kingdom of Great Britain and Northern Ireland.		
<b>Impact</b>	Defined goal of lectures, primarily aimed at facilitating the promotion of knowledge of European integration processes. Namely structure, themes and content of lectures aimed at raising awareness of future PhDs on the quality assurance in higher education and its expert support in the EU and by adopting future PhDs the European Standards and Guidelines for Quality Assurance in Higher Education.				
<b>N° of hours</b>	<b>1<sup>st</sup> acad. year:</b>	<b>2<sup>nd</sup> acad. year:</b>	<b>3<sup>rd</sup> acad. year:</b>	<b>Total over 3 years:</b>	
	16	24	20	60	
<b>N° of students</b>	40	40	40	40	
<b>Discipline of audience</b>	humanities				
<b>Year/type of study</b>	<input type="checkbox"/> 1 <sup>st</sup> cycle (Bachelor) <input type="checkbox"/> 2 <sup>nd</sup> cycle (Masters) <input checked="" type="checkbox"/> 3 <sup>rd</sup> cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school		
<b>Nature</b>	<input type="checkbox"/> Compulsory		<input checked="" type="checkbox"/> New		

	<input type="checkbox"/> Optional	<input type="checkbox"/> Existing							
<b>Timing</b>	<input checked="" type="checkbox"/> 1 <sup>st</sup> year	<input checked="" type="checkbox"/> 1 <sup>st</sup> semester							
	<input checked="" type="checkbox"/> 2 <sup>nd</sup> year	***							
	<input checked="" type="checkbox"/> 3 <sup>rd</sup> year								
		<table border="1"> <thead> <tr> <th>Nº of lectures</th> <th>Timing</th> </tr> </thead> <tbody> <tr> <td>1-8</td> <td>1<sup>st</sup> year, 1<sup>st</sup> semester</td> </tr> <tr> <td>9-20</td> <td>2<sup>nd</sup> year, 1<sup>st</sup> semester</td> </tr> <tr> <td>21-30</td> <td>3<sup>rd</sup> year, 1<sup>st</sup> semester</td> </tr> </tbody> </table>	Nº of lectures	Timing	1-8	1 <sup>st</sup> year, 1 <sup>st</sup> semester	9-20	2 <sup>nd</sup> year, 1 <sup>st</sup> semester	21-30
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21-30	3 <sup>rd</sup> year, 1 <sup>st</sup> semester								

<b>Teaching Nr.</b>	2	
<b>Title</b>	<ol style="list-style-type: none"> <li>1. The quality assurance system of higher education in the EU member states.</li> <li>2. Implementation of standards for quality assurance in higher education: Ukrainian and European experience.</li> <li>3. Methods and technology of expert support of quality assurance in higher education.</li> <li>4. Organizational forms and methods of expertise in higher education.</li> <li>5. Legislative support of quality assurance in higher education of the EU and Ukraine.</li> <li>6. The concept of internal monitoring. Goal. Objectives. Toolkit.</li> <li>7. Quality assurance indicators in the EU.</li> <li>8. Managing the implementation of educational innovation in the EU.</li> <li>9. The activities of international organizations in the field of Comparative studies on education.</li> <li>10. Quality assurance in higher education: the experience of Austria.</li> <li>11. Quality assurance in higher education: the experience of Belgium.</li> <li>12. Quality assurance in higher education: the experience of Bulgaria.</li> <li>13. Quality assurance in higher education: the experience of Croatia.</li> <li>14. Quality assurance in higher education: the experience of Denmark.</li> <li>15. Quality assurance in higher education: the experience of Estonia.</li> <li>16. Quality assurance in higher education: the experience of Finland.</li> <li>17. Quality assurance in higher education: the experience of France.</li> <li>18. Quality assurance in higher education: the experience of Germany.</li> <li>19. Quality assurance in higher education: the experience of Greece.</li> <li>20. Quality assurance in higher education: the experience of Italy.</li> <li>21. Quality assurance in higher education: the experience of the Republic of Hungary.</li> <li>22. Quality assurance in higher education: the experience of Ireland.</li> <li>23. Quality assurance in higher education: the experience of Lithuania.</li> <li>24. Quality assurance in higher education: the experience of the Netherlands.</li> <li>25. Quality assurance in higher education: the experience of Poland.</li> <li>26. Quality assurance in higher education: the experience of the Portuguese Republic.</li> <li>27. Quality assurance in higher education: the experience of Romania.</li> <li>28. Quality assurance in higher education: the experience of the Republic of Slovenia.</li> <li>29. Quality assurance in higher education: the experience of the Kingdom of Spain.</li> <li>30. Quality assurance in higher education: the experience of the United Kingdom of Great Britain and Northern Ireland.</li> </ol>	
<b>Prof. in charge</b>	Svitlana Sysoieva	
<b>Typology</b>	<input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Summer course	<input type="checkbox"/> Training course <input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course



	<b>№</b>	<b>Title of seminar</b>	<b>Content</b>
<b>Description</b>	1	The quality assurance system of higher education in the EU member states	1) Quality assurance of Ukrainian professional education: problems and prospects. 2) The process of quality assurance in higher education in the EU member states. 3) Specific trends of quality assurance in higher education in the EU member states.
	2	Implementation of standards for quality assurance in higher education: Ukrainian and European experience	1) Domestic and European standards and guidelines for quality assurance: comparative aspect (for example, Standards and Guidelines for Quality Assurance in the European Higher Education / The Standards and guidelines for quality assurance in the European Higher Education Area (ESG)). 2) Agencies for Quality Assurance in Education: European experience. 3) European Students' Union (ESU). 4) European Quality Assurance Register (EQAR). 5) European Quality Assurance Reference Framework (EQARF).
	3	Methods and technology of expert support of quality assurance in higher education	1) Methods of expert support of quality assurance in higher education. 2) Expert support technology of quality assurance in higher education. 3) Expert opinion on the quality of the teaching staff of the university. 4) Features of preparation of an expert opinion of the quality of the curriculum. 5) Technologies of preparation of an expert opinion on the quality of the manual.
	4	Organizational forms and methods of expertise in higher education	1) Selection of the organizational forms and methods of expert activities. 2) Preparation of instruments for expertise. 3) Expertise Technology. 4) Statistical analysis of the results. 5) Preparation of report on the results of expert evaluation.
	5	Legislative support of quality assurance in higher education of the EU and Ukraine	1) The EU documents of quality assurance in higher education. 1.1. Recommendation of the European Parliament and of the Council of 23 April 2008 on the approval of the European Qualifications Framework for lifelong learning (2008 / C 111/01). 1.2. The standards and guidelines for quality assurance in the European Higher Education Area prepared for adoption at the Ministerial Conference in Yerevan, approved 14-15 May 2015 1.3. «Towards Trust in Quality Assurance System» № 516935-TEMPUS-1-2011-1-FITEMPUS-SMGR, 15.10.2011-14.10.2014. 1.4. «Arbeitsprogramm Allgemeine und berufliche Bildung 2010» ("Action Programme for the Education and Training 2010"). 1.5. «Das Programm für Lebenslanges Lernen» («Lifelong learning program"). 1.6. «Strategischer Rahmen für die europäische Zusammenarbeit auf dem Gebiet der allgemeinen und beruflichen Bildung (ET 2020)» ("Strategic framework for European cooperation in education and training (ET 2020)").

		<p>2) The Bologna Declaration: objectives and implementation of basic principles.</p> <p>3) Licensing and accreditation of educational activities.</p> <p>4) Regulatory support of quality assurance in higher education in Ukraine in the context of European integration.</p>
6	The concept of internal monitoring. Goal. Objectives. Objectives	<p>1) Schemes and models of monitoring studies.</p> <p>2) The benefits of the internal monitoring of the quality assurance in higher education.</p> <p>3) Internal monitoring tools of quality assurance in higher education.</p> <p>4) Ratings in monitoring studies.</p> <p>5) Monitoring of the management systems of quality assurance in higher educational institutions according to the standards of ISO 9000: 2000.</p>
7	Quality assurance indicators in the EU	<p>1) Indicators of quality in higher education (approaches to their selection and classification).</p> <p>2) Review of the indicators of quality assurance in higher education of Organization for Economic Cooperation and Development (OECD). Characteristics of education of Ukraine by the identified indicators.</p> <p>3) Quality indicators of higher education used by UNESCO. Characteristics of education of Ukraine by the identified indicators.</p> <p>4) Detection Technology of Human Development Index.</p> <p>5) Educational indicators recommended by the Board of Education of the European Union. Characteristics of higher education of Ukraine by the identified indicators.</p>
8	Managing the implementation of educational innovation in the EU	<p>1) Technology development of innovative educational project.</p> <p>2) Expertise of innovative educational project.</p> <p>3) Stages of implementation of educational innovation in the practice of the higher education institutions.</p> <p>4) Current approaches to evaluating the effectiveness of implementation of educational innovation in the practice of the higher education institutions.</p> <p>5) The procedure of expertise of the higher education institutions innovation activity and form presentation of its results.</p>
9	The activities of international organizations in the field of Comparative studies on education	<p>1) European Association for Quality Assurance in Higher Education.</p> <p>2) Central and Eastern European Network for Quality Assurance in Higher Education (CEENQA).</p> <p>3) International Network for Quality Assurance Agencies in Higher Education (INQAAHE).</p> <p>4) European Association of Institutions in Higher Education (EURASHE)</p> <p>5) European University Association (EUA).</p>
10	Quality assurance in higher education: the experience of Austria	<p>1) The quality of higher education in Austria: procedures for internal and external security.</p> <p>2) Agency For Quality Assurance and Accreditation activities (purpose, duties, composition and activity of experts, international activities).</p>

		<p>3) Ethical Policy of the Agency for Quality Assurance and Accreditation (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Austria.</p> <p>5) The management system of the quality of higher education in Austria.</p>
11	Quality assurance in higher education: the experience of Belgium	<p>1) The quality of higher education in Belgium, procedures for internal and external security.</p> <p>2) Activities of Agencies for Quality Assurance in higher education in Belgium: Activity</p> <p>2.1. Agency for Quality Assurance in Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>2.2. Department of Quality Assurance of the Flemish Council of Universities and University Colleges - Quality Assurance Unit (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of Agency for Quality Assurance in Higher Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Belgium.</p> <p>5) The quality of higher education management system in Belgium.</p>
12	Quality assurance in higher education: the experience of Bulgaria	<p>1) The quality of higher education in Bulgaria: procedures for internal and external security.</p> <p>2) Activity of the National Evaluation and Accreditation Agency (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the National Evaluation and Accreditation Agency (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Bulgaria.</p> <p>5) The quality of higher education management system in Bulgaria.</p>
13	Quality assurance in higher education: the experience of Croatia	<p>1) The quality of higher education in Croatia: procedures for internal and external security.</p> <p>2) Activity of the Agency for Science and Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) The ethical policy of the Agency for Science and Higher Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Croatia.</p> <p>5) The quality of higher education management system in Croatia.</p>
14	Quality assurance in higher education: the experience of Denmark	<p>1) The quality of higher education in Denmark: procedures for internal and external security.</p> <p>2) Activity of the Danish Accreditation Institution (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Danish Accreditation Institution (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Denmark.</p> <p>5) The quality of higher education management system in Denmark.</p>
15	Quality assurance in higher education: the experience of Estonia	<p>1) The quality of higher education in Estonia: procedures for internal and external security.</p> <p>2) Activity of the Estonian Quality Agency for Higher</p>

		<p>and Vocational Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) The ethical policy of the Estonian Quality Agency for Higher and Vocational Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Estonia.</p> <p>5) The quality of higher education management system in Estonia.</p>
16	Quality assurance in higher education: the experience of Finland	<p>1) The quality of higher education in Finland: the procedures for internal and external security.</p> <p>2) Activity of the Finnish Education Evaluation Council (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Finnish Education Evaluation Council (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Finland.</p> <p>5) The quality of higher education management system in Finland.</p>
17	Quality assurance in higher education: the experience of France	<p>1) The quality of higher education in France: the procedures for internal and external security.</p> <p>2) Activities of Agencies for Quality Assurance in higher education in France:</p> <p>2.1. The High Council for the Evaluation of Research and Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>2.2. French Engineering Commission (Commission des Titres d'Ingénieur).</p> <p>3) Ethical policy of agencies to ensure the quality of higher education in France (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in France.</p> <p>5) The quality of higher education management system in France.</p>
18	Quality assurance in higher education: the experience of Germany	<p>1) The quality of higher education in Germany: the procedures for internal and external security.</p> <p>2) Activities of Agencies for Quality Assurance in higher education in Germany:</p> <p>2.1. Accreditation, Certification and Quality Assurance Institute.</p> <p>2.2. The Accreditation Agency for Study Programmes in Health and Social Sciences.</p> <p>2.3. Agency for Quality Assurance through Accreditation of Study Programmes.</p> <p>2.4. Federal State Agency of Baden-Württemberg assessment (Evaluation Agency of Baden-Württemberg).</p> <p>2.5. Foundation for International Business Administration Accreditation.</p> <p>2.6. German Accreditation Council (German Accreditation Council).</p> <p>2.7. Central Agency for Evaluation and Accreditation.</p> <p>3. Ethical policy of agencies to ensure the quality of higher education in Germany (principles, rules, guidance activities).</p> <p>4. Accreditation procedures in Germany.</p> <p>5. The quality of higher education management system in Germany.</p>
19	Quality assurance in	1) The quality of higher education in Greece, the

	higher education: the experience of Greece	<p>procedure of internal and external security.</p> <p>2) Activity of the Hellenic Quality Assurance and Accreditation Agency (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of Hellenic Quality Assurance and Accreditation Agency (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Greece.</p> <p>5) The quality of higher education management system in Greece.</p>
20	Quality assurance in higher education: the experience of Italy	<p>1) The quality of higher education in Italy.</p> <p>2) Activity of the Agency for the Evaluation and Promotion of Quality in Ecclesiastical Faculties (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Agency for the Evaluation and Promotion of Quality in Ecclesiastical Faculties (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Italy.</p> <p>5) The quality of higher education management system in Italy.</p>
21	Quality assurance in higher education: the experience of the Republic of Hungary	<p>1) The quality of higher education in Hungary: procedures for internal and external security.</p> <p>2) Activity of the Hungarian Accreditation Committee in Budapest (purpose, duties, composition and activity of experts, international activities).</p> <p>3) The ethical policy of the Hungarian Accreditation Committee in Budapest (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Hungary.</p> <p>5) The quality of higher education management system in Hungary.</p>
22	Quality assurance in higher education: the experience of the Republic of Ireland	<p>1) The quality of higher education in Ireland: procedures for internal and external security.</p> <p>2) Activity of the Quality and Qualifications Agency in Ireland (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Quality and Qualifications Agency in Ireland (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Ireland.</p> <p>5) The quality of higher education management system in Ireland.</p>
23	Quality assurance in higher education: the experience of the Republic of Lithuania	<p>1) The quality of higher education in Lithuania: procedures for internal and external security.</p> <p>2) Activity of The Centre for Quality Assessment in Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Centre for Quality Assessment in Higher Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Lithuania.</p> <p>5) The quality of higher education management system in Lithuania.</p>
24	Quality assurance in higher education: the experience of the Netherlands	<p>1) The quality of higher education in the Netherlands: the procedures for internal and external security.</p> <p>2) Activities of Agencies for Quality Assurance in higher education in the Netherlands:</p>

		<p>2.1. Accreditation Organization of the Netherlands and Flanders.</p> <p>2.2. Quality Assurance Netherlands Universities Agency (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical policy of agencies of quality assurance in higher education in the Netherlands (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in the Netherlands.</p> <p>5) The quality of higher education management system in the Netherlands.</p>
25	Quality assurance in higher education: the experience of Poland	<p>1) The quality of higher education in Poland: procedures for internal and external security.</p> <p>2) Activity of the Polish Accreditation Committee (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of Polish Accreditation Committee (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Poland.</p> <p>5) The quality of higher education management system in Poland.</p>
26	Quality assurance in higher education: the experience of the Portuguese Republic	<p>1) The quality of higher education in Portugal: procedures for internal and external security.</p> <p>2) Activity of the Agency for Evaluation and Accreditation of Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Agency for Evaluation and Accreditation of Higher Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Portugal.</p> <p>5) The quality of higher education management system in Portugal.</p>
27	Quality assurance in higher education: the experience of Romania	<p>1) The quality of higher education in Romania: the procedure of internal and external security.</p> <p>2) Activity of the Agency for Quality Assurance in Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of the Agency for Quality Assurance in Higher Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Romania.</p> <p>5) The quality of higher education management system in Romania.</p>
28	Quality assurance in higher education: the experience of the Republic of Slovenia	<p>1) The quality of higher education in Slovenia: procedures for internal and external security.</p> <p>2) Activity of the Slovenian Quality Assurance Agency for Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical Policy of Slovenian Quality Assurance Agency for Higher Education (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Slovenia.</p> <p>5) The quality of higher education management system in Slovenia.</p>
29	Quality assurance in higher education: the experience of the Kingdom of Spain	<p>1) The quality of higher education in Spain: the procedures for internal and external security.</p> <p>2) Activities of Agencies for Quality Assurance in higher education in Spain:</p>

			<p>2.1. Andalusian Agency of Knowledge, Department of Evaluation and Accreditation.</p> <p>2.2. Aragon Agency for Quality Assessment and Accreditation.</p> <p>2.3. Quality Assurance Agency for the University System in Castilla-Leon (Quality Assurance Agency for the University System in Castilla y León).</p> <p>2.4. Agency for Quality Assurance in the Galician University System.</p> <p>2.5. National Agency for Quality Assessment and Accreditation of Spain.</p> <p>2.6. Catalan University Quality Assurance Agency.</p> <p>2.7. Madrid Knowledge Foundation.</p> <p>2.8. Agency for the Quality of the Basque University System (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical policy of agencies of quality assurance in education in Spain (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in Spain.</p> <p>5) The quality of higher education management system in Spain.</p>		
	30	Quality assurance in higher education: the experience of the United Kingdom of Great Britain and Northern Ireland	<p>1) The quality of higher education in the UK: the procedures for internal and external security.</p> <p>2) Activities of Agencies for Quality Assurance in higher education in the UK:</p> <p>2.1. British Accreditation Council.</p> <p>2.2. Quality Assurance Agency for Higher Education (purpose, duties, composition and activity of experts, international activities).</p> <p>3) Ethical policy of agencies of the quality assurance in education in the UK (principles, rules, guidance activities).</p> <p>4) Accreditation procedures in UK.</p> <p>5) The quality of higher education management system in UK.</p>		
<b>Impact</b>	30 seminars (60 hrs.) will be held in order to consolidate the knowledge of future doctors of philosophy (PhD) on quality assurance in higher education and its expert support in the EU member-states, and for the implementation of the European Standards and Guidelines for Quality Assurance.				
<b>N° of hours</b>	<b>1<sup>st</sup> acad. year:</b>	<b>2<sup>nd</sup> acad. year:</b>	<b>3<sup>rd</sup> acad. year:</b>	<b>Total over 3 years:</b>	
	16	24	20	60	
<b>N° of students</b>	40	40	40	40	
<b>Discipline of audience</b>	Humanities				
<b>Year/type of study</b>	<input type="checkbox"/> 1 <sup>st</sup> cycle (Bachelor) <input type="checkbox"/> 2 <sup>nd</sup> cycle (Masters) <input checked="" type="checkbox"/> 3 <sup>rd</sup> cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school		
<b>Nature</b>	<input type="checkbox"/> Compulsory		<input checked="" type="checkbox"/> New		

	<input type="checkbox"/> Optional	<input type="checkbox"/> Existing							
<b>Timing</b>	<input checked="" type="checkbox"/> 1 <sup>st</sup> year	<input checked="" type="checkbox"/> 1 <sup>st</sup> semester							
	<input checked="" type="checkbox"/> 2 <sup>nd</sup> year	***							
	<input checked="" type="checkbox"/> 3 <sup>rd</sup> year								
		<table border="1"> <thead> <tr> <th>Nº of seminars</th> <th>Timing</th> </tr> </thead> <tbody> <tr> <td>1-8</td> <td>1<sup>st</sup> year, 1<sup>st</sup> semester</td> </tr> <tr> <td>9-20</td> <td>2<sup>nd</sup> year, 1<sup>st</sup> semester</td> </tr> <tr> <td>21-30</td> <td>3<sup>rd</sup> year, 1<sup>st</sup> semester</td> </tr> </tbody> </table>	Nº of seminars	Timing	1-8	1 <sup>st</sup> year, 1 <sup>st</sup> semester	9-20	2 <sup>nd</sup> year, 1 <sup>st</sup> semester	21-30
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1-8	1 <sup>st</sup> year, 1 <sup>st</sup> semester								
9-20	2 <sup>nd</sup> year, 1 <sup>st</sup> semester								
21-30	3 <sup>rd</sup> year, 1 <sup>st</sup> semester								

<b>Teaching Nr.</b>	3								
<b>Title</b>	<ol style="list-style-type: none"> <li>Guidelines for quality assurance in higher education: the experience of the EU.</li> <li>Criteria and performance efficiency indicators of the education experts on quality assurance in the EU.</li> <li>Methods and technologies of expert support to higher education quality assurance in the EU.</li> <li>Accreditation procedure: the EU experience.</li> <li>Expert accreditation activities.</li> <li>Education quality indicators in the EU.</li> <li>Expertise of training programs.</li> <li>Expertise of innovation to ensure the quality assurance in higher education in the EU.</li> <li>Methodology of Comparative Studies. Settings examination of educational systems, phenomena and processes.</li> <li>Code of Ethics expert in the field of education.</li> <li>Activities of Quality Assurance Agencies of Higher Education in the EU countries.</li> </ol>								
<b>Prof. in charge</b>	Lyudmila Kozak, Natalia Mospan								
<b>Typology</b>	<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Summer course	<input checked="" type="checkbox"/> Training course <input type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course							
<b>Description</b>	<table border="1"> <thead> <tr> <th>Nº</th> <th>Title of Training</th> <th>Content</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Guidelines for quality assurance in higher education: the experience of the EU</td> <td>           1. Introductory instruction.            2. Main part.            As a game – the verbal journal – graduate students will be offered to make recommendations to the EU as for higher education quality assurance and to develop their own ones, thus justifying why those selected positions were highlighted. Structurally, the journal consists of several “pages”, each of which is a brief oral report of a graduate student (theatrical - as an option) on a studied topic.            Approximate pages:            1) Standards and guidelines for internal quality assurance in higher education.            2) Standards and guidelines for external quality assurance in higher education.            3) Provisions for education quality assurance agencies.            After each page discussions, announcements of interesting facts, results and recommending         </td> </tr> </tbody> </table>	Nº	Title of Training	Content	1	Guidelines for quality assurance in higher education: the experience of the EU	1. Introductory instruction. 2. Main part. As a game – the verbal journal – graduate students will be offered to make recommendations to the EU as for higher education quality assurance and to develop their own ones, thus justifying why those selected positions were highlighted. Structurally, the journal consists of several “pages”, each of which is a brief oral report of a graduate student (theatrical - as an option) on a studied topic. Approximate pages: 1) Standards and guidelines for internal quality assurance in higher education. 2) Standards and guidelines for external quality assurance in higher education. 3) Provisions for education quality assurance agencies. After each page discussions, announcements of interesting facts, results and recommending		
Nº	Title of Training	Content							
1	Guidelines for quality assurance in higher education: the experience of the EU	1. Introductory instruction. 2. Main part. As a game – the verbal journal – graduate students will be offered to make recommendations to the EU as for higher education quality assurance and to develop their own ones, thus justifying why those selected positions were highlighted. Structurally, the journal consists of several “pages”, each of which is a brief oral report of a graduate student (theatrical - as an option) on a studied topic. Approximate pages: 1) Standards and guidelines for internal quality assurance in higher education. 2) Standards and guidelines for external quality assurance in higher education. 3) Provisions for education quality assurance agencies. After each page discussions, announcements of interesting facts, results and recommending							



		<p>literature are foreseen.</p> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
2	<p>Criteria and performance efficiency indicators of the education experts on quality assurance in the EU</p>	<p>1. Introductory instruction.</p> <p>2. Main part.</p> <p>Graduate students will be offered to justify the basic criteria and efficiency indicators of an education quality expert in the EU according to PFEC formula:</p> <p>P - position F- foundation E - example C - consequence</p> <p>The first sentence (position) will be built by a graduate student beginning with the words: "I consider that..."</p> <p>The second sentence (foundation) begins with the words: "Because ..."</p> <p>The third sentence (example) begins with the words: "I can prove it on the experience of the EU countries ..."</p> <p>The fourth sentence (consequence) begins with the words: "Based on the foregoing, I conclude that ..."</p> <p>The PFEC formula is an effective tool for control of the learned material quality; as an interactive technique of feedback, its components allow to parse the problem under study and solidify the covered material. This formula more clearly identifies the existing gaps in knowledge of graduate students. In addition, the formula acts as a good tool for building discussion, allows building one's speech shortly, clearly, reasonably, with all the necessary conclusions.</p> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
3	<p>Methods and technologies of expert support to higher education quality assurance in the EU</p>	<p>1. Introductory instruction.</p> <p>2. Main part.</p> <p>Focus areas of the training:</p> <ul style="list-style-type: none"> <li>- Methods and technologies of expert support to higher education quality assurance in the Nordic countries.</li> <li>- Methods and technologies of expert support to higher education quality assurance in the countries of Eastern Europe.</li> <li>- Methods and technologies of expert support to higher education quality assurance in the countries of Western Europe.</li> <li>- Methods and technologies of expert support to higher education quality assurance in the countries of Southern Europe.</li> </ul> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
4	<p>Accreditation procedure: the EU experience</p>	<p>Training stages:</p> <ol style="list-style-type: none"> <li>1. Clarification the requests and desired outcome of post-graduate students on the topic "Accreditation procedure: the EU experience."</li> <li>2. Search for resources.</li> <li>3. Drawing up a joint action plan together with graduate students.</li> <li>4. Summing up.</li> </ol>

		<p>5. Determining the perspectives for future meetings with the coach.</p> <p>We view this training as a tool for professional development, efficiency increase, and knowledge areas expansion. Coaching will help to create an environment that will help a graduate student to master the accreditation procedure, basing themselves on the best examples of the European experience.</p>
5	Expert accreditation activities	<p>1. Introductory instruction.</p> <p>2. Main part.</p> <p>Graduate students will be offered to analyze the specific situation concerned with the activities of an expert on higher education establishment accreditation and to work out practical solutions to the problem. The end of the process is the assessment of proposed algorithms and the best choice in the context of the stated problem.</p> <p>This method of training will allow to improve the skills of graduate students as for fulfilment of the expertise of a higher education establishment accreditation of and gain experience in the following areas: identification, selection and problem solving; work with information – comprehension of important details described in a particular situation; analysis and synthesis of information and arguments; evaluation of alternatives; decision making; teamwork skills.</p> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
6	Education quality indicators in the EU	<p>1. Introductory instruction.</p> <p>2. Main part.</p> <p>Focus areas of the training:</p> <ul style="list-style-type: none"> <li>- Education quality indicators (approaches to their selection and classification).</li> <li>- Survey of the education quality indicators of the Organization for Economic Cooperation and Development (OECD).</li> <li>- Education quality indicators used by UNESCO.</li> <li>- Technology of Human Development Index estimation.</li> <li>- Educational indicators recommended by the Education Board of the European Union.</li> </ul> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
7	Expertise of training programs	<p>1. Introductory instruction.</p> <p>2. Main part.</p> <p>Focus areas of the training:</p> <ul style="list-style-type: none"> <li>- Selection of the organizational forms and methods of expertise of educational programs.</li> <li>- Preparation of instruments for fulfilment of expertise of educational programs.</li> <li>- Technology of expertise of educational programs.</li> <li>- Statistical analysis of the results.</li> <li>- Preparing the report on the results of the expert evaluation of educational programs.</li> </ul> <p>The training will contribute to forming the following graduate students' abilities: the selection of organizational forms and methods of expertise of educational programs; to carry out training</p>

		<p>programs expert examination; to perform statistical analysis of the results; to prepare a report on the results of the examination curriculum. The master class creates a stimulating environment for deepening professional knowledge.</p> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
8	<p>Expertise of innovation to ensure the quality assurance in higher education in the EU</p>	<p>1. Introductory instruction. 2. Main part. Graduate students will be invited to attend training on the following topics:</p> <ul style="list-style-type: none"> <li>- The technology of development of an innovative educational project.</li> <li>- Expertise of an innovative educational project.</li> <li>- The stages of implementation of educational innovation in the practice of an educational institution.</li> <li>- Current approaches to evaluating the efficiency of implementation of educational innovation in the work practice of educational institution.</li> <li>- The procedure of expertise of the educational institution innovation activities and presentation form of its results.</li> </ul> <p>The training will contribute to forming graduate students' abilities in: development of innovative educational project; carrying out an expertise of innovative educational project; implement expertise of the educational institution's innovation activities; mastering the technology of implementation of educational innovation in the educational institution's work practice; evaluating the efficiency of the educational innovations implementation in the educational institution's work practice.</p> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
9	<p>Methodology of Comparative Studies. Settings examination of educational systems, phenomena and processes</p>	<p>The structure of training:</p> <p>1. The theoretical part "Structure and methodological bases of comparative research." Providing knowledge on the following basic issues:</p> <ul style="list-style-type: none"> <li>• Types of comparative studies.</li> <li>• The structure and main stages of a comparative study.</li> <li>• Selection of the purpose and object of the research and their conceptualization.</li> <li>• Peculiarities of selection of methods, techniques and means to conduct a comparative study.</li> <li>• Selection of experimental material in a comparative study.</li> <li>• Mechanism of selection of the means of obtaining information for a comparative study.</li> <li>• Peculiarities of organization of a comparative study.</li> <li>• Analysis and interpretation of the results of the comparative study.</li> </ul> <p>Discussion (questions - answers).</p> <p>2. Group work "Institutions and organizations that initiate comparative studies in higher education and study education quality."</p>

		<p>Objective: To reveal the role and activities areas in the field of education comparative studies of the following organizations: • UNESCO International Bureau of Education. • Club of Rome. • Organization for International Cooperation and Development (OICD). • Council of Europe. • International Society for Research on school achievement. Discussion of the experience.</p> <p>3. Individual work. Based on the study of doctoral and master's thesis on comparative pedagogy to analyze the methodological bases of the study; to identify the common and different in the structure and methodology of these studies. Discussion of the results of the assignment.</p> <p>4. Drawing up the conclusions (dialogue between the tutor and the audience) and determination of the main parameters of expertise of educational systems, phenomena and processes.</p>
10	Code of Ethics expert in the field of education	<p>1. Introductory instruction. 2. Main part.</p> <p>The work of the methodical theatre allows activating of the professionally aimed relationship between graduate students, on the one hand, and between graduate students and teachers on the other. This will help future PhDs to become proficient and able to adapt quickly to the educational, social and cultural spheres, endowed with creativity and flexible methodical thinking. A methodological theatre is one of the most effective forms of teaching that allows a graduate student to try himself in the role of teacher and demonstrate the knowledge of the principles, rules and guidelines for professional work of experts in the field of education. Methodological theatre is scheduled to hold in "from graduate to graduate" format. The selected group of graduate students will hold a demonstration class for other graduate students to develop and study during the class an expert's code of ethics in the field of education.</p> <p>3. Final part (summing up; reflexion; relaxation; procedure completion of the training).</p>
11	Activities of Quality Assurance Agencies of Higher Education in the EU countries	<p>1. Introductory instruction. 2. Main part.</p> <p>It is expected to hold the quiz as a game where a team answer to the oral questions on a given topic of another team. The issues will be distributed by the blocks:</p> <ul style="list-style-type: none"> <li>- Accreditation, Certification and Quality Assurance Institute.</li> <li>- The Accreditation Agency for Study Programmes in Health and Social Sciences.</li> <li>- Agency for Quality Assurance through Accreditation of Study Programmes.</li> <li>- Federal State Agency of Baden-Württemberg assessment (Evaluation Agency of Baden-Württemberg).</li> <li>- Foundation for International Business Administration Accreditation.</li> <li>- German Accreditation Council (German Accreditation Council).</li> </ul>

		- Central Agency for Evaluation and Accreditation. 3. Final part (summing up; reflexion; relaxation; procedure completion of the training).		
<b>Impact</b>	11 trainings (44 hrs.) will be held in order to consolidate the knowledge of future doctors of philosophy on quality assurance in higher education and its expert support in the EU member-states, and for the acquiring technology of expert support of quality assurance in higher education by future PhDs.			
<b>N° of hours</b>	<b>1<sup>st</sup> acad. year:</b>	<b>2<sup>nd</sup> acad. year:</b>	<b>3<sup>rd</sup> acad. year:</b>	<b>Total over 3 years:</b>
	28	16		44
<b>N° of students</b>	40	40		40
<b>Discipline of audience</b>	Humanities			
<b>Year/type of study</b>	<input type="checkbox"/> 1 <sup>st</sup> cycle (Bachelor) <input type="checkbox"/> 2 <sup>nd</sup> cycle (Masters) <input checked="" type="checkbox"/> 3 <sup>rd</sup> cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school	
<b>Nature</b>	<input type="checkbox"/> Compulsory <input type="checkbox"/> Optional		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
<b>Timing</b>	<input checked="" type="checkbox"/> 1 <sup>st</sup> year <input checked="" type="checkbox"/> 2 <sup>nd</sup> year <input type="checkbox"/> 3 <sup>rd</sup> year		<input type="checkbox"/> 1 <sup>st</sup> semester <input checked="" type="checkbox"/> 2 <sup>nd</sup> semester	

<b>Teaching Nr.</b>	4	
<b>Title</b>	1. Promising areas of the use of the Nordic countries experience in higher education quality assurance in Ukraine. 2. Promising areas of the use of Southern Europe experience in higher education quality assurance in Ukraine. 3. Promising areas of the use of Western European countries experience in higher education quality assurance in Ukraine. 4. Promising areas of the use of Eastern European countries experience in higher education quality assurance in Ukraine.	
<b>Prof. in charge</b>	Olena Lokshyna, Iryna Sokolova	
<b>Typology</b>	<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Summer course	<input type="checkbox"/> Training course <input checked="" type="checkbox"/> Intensive course <input type="checkbox"/> Distance learning course

	<b>№</b>	<b>Title</b>	<b>Content</b>
<b>Description</b>	1	Promising areas of the use of the Nordic countries experience in higher education quality assurance in Ukraine	<ul style="list-style-type: none"> <li>- Promising areas of the use of Denmark experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Lithuania experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Finland experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Estonia experience in higher education quality assurance in Ukraine.</li> </ul>
	2	Promising areas of the use of Southern Europe experience in higher education quality assurance in Ukraine	<ul style="list-style-type: none"> <li>- Promising areas of the use of Greece experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Italy experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Portugal experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the Republic of Slovenia experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the Kingdom of Spain experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the Republic of Croatia experience in higher education quality assurance in Ukraine.</li> </ul>
	3	Promising areas of the use of Western European countries experience in higher education quality assurance in Ukraine	<ul style="list-style-type: none"> <li>- Promising areas of the use of the Republic of Austria experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Belgium experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the United Kingdom of Great Britain and Northern Ireland experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Federal Republic of Germany experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the Republic of Ireland experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the French Republic experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the Netherlands experience in higher education quality assurance in Ukraine.</li> </ul>
	4	Promising areas of the use of Eastern European countries experience in higher education quality assurance in Ukraine	<ul style="list-style-type: none"> <li>- Promising areas of the use of Bulgaria experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of the Republic of Hungary experience in higher education</li> </ul>

		<p>quality assurance in Ukraine.</p> <ul style="list-style-type: none"> <li>- Promising areas of the use of the Republic of Poland experience in higher education quality assurance in Ukraine.</li> <li>- Promising areas of the use of Romania experience in higher education quality assurance in Ukraine.</li> </ul>		
<b>Impact</b>	<p>This form of work will be held in order to consolidate the knowledge of future doctors of philosophy on quality assurance in higher education and its expert support in the EU member-states, and for the acquiring technology of expert support of quality assurance in higher education by future PhDs. By the answers / statements of participants it is possible to draw conclusions about the level of mastery of knowledge skills and abilities by them in the process of learning of the educational program module. The peculiarities of the form of work lie in the fact that each group member can express his or her views on the proposed topic. Thus, future PhDs can talk freely about the topic, based on his or her own knowledge and the knowledge gained during the learning of the educational module and his or her own attitude to the problem.</p>			
<b>N° of hours</b>	<b>1<sup>st</sup> acad. year:</b>	<b>2<sup>nd</sup> acad. year:</b>	<b>3<sup>rd</sup> acad. year:</b>	<b>Total over 3 years:</b>
			16	16
<b>N° of students</b>			40	40
<b>Discipline of audience</b>	Humanities			
<b>Year/type of study</b>	<input type="checkbox"/> 1 <sup>st</sup> cycle (Bachelor) <input type="checkbox"/> 2 <sup>nd</sup> cycle (Masters) <input checked="" type="checkbox"/> 3 <sup>rd</sup> cycle (Postgraduate)		<input type="checkbox"/> Doctoral studies <input type="checkbox"/> Summer school	
<b>Nature</b>	<input type="checkbox"/> Compulsory <input type="checkbox"/> Optional		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing	
<b>Timing</b>	<input type="checkbox"/> 1 <sup>st</sup> year <input type="checkbox"/> 2 <sup>nd</sup> year <input checked="" type="checkbox"/> 3 <sup>rd</sup> year		<input type="checkbox"/> 1 <sup>st</sup> semester <input checked="" type="checkbox"/> 2 <sup>nd</sup> semester	