

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
TERNOPIL VOLODYMYR HNATIUK NATIONAL
PEDAGOGICAL UNIVERSITY**

APPROVED

by the Academic Council of the University,
Minutes No. 8 dated 23 December 2025.

Enacted by Order of the Rector
No. 458 dated 23 December 2025

With amendments and additions
by the Academic Council of the University,
Minutes No. 19 dated 30 June 2026.

Enacted by Order of the Rector
No. 214 dated 30.06.2026



Rector  Bogdan Buyak

**EDUCATIONAL AND PROFESSIONAL PROGRAM
«SOCIAL INCLUSION AND HUMAN DEVELOPMENT»**

First (Bachelor's) Level of Higher Education

Ternopil 2026

APPROVAL SHEET

for the Educational and Professional Program

FIELDS OF STUDY:	I Health and Social Welfare B Culture, Arts and Humanities D Business, Administration and Law
SPECIALTIES	D4 Public Management and Administration I10 Social Work and Counselling B11 Philology (English Language)
SUBJECT SPECIALTY:	
SECOND SPECIALTY (SUBJECT SPECIALTY)	
SPECIALIZATION	
LEVEL OF HIGHER EDUCATION	First (Bachelor's) level of higher education
DEGREE	Bachelor
EDUCATIONAL QUALIFICATION	Bachelor in Social Inclusion and Human Development



APPROVED BY

Head of the Academic and
Methodological Council

Ternopil Volodymyr Hnatiuk

National Pedagogical University

Nadiia DROBYK

«26» June 2026

DEVELOPED BY

Project team of the educational
program «Social Inclusion and
Human Development»

Ternopil Volodymyr Hnatiuk

National Pedagogical University

Head of the project team

(program guarantor)

Hanna SLOZANSKA

«16» June 2026

PREFACE

Developed by the project team composed of:

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Tomasz PĘDZIŃSKI – Doctor Habilitated in Chemical Sciences, Associate Professor at the Faculty of Chemistry, Adam Mickiewicz University in Poznań, Head of the Department of Chemical Physics.

Laurent BOETSCH – Professor of Romance Languages; President Emeritus of the European College of Liberal Arts (Berlin), Executive Director of the European Consortium of Liberal Arts and Sciences (ECOLAS).

1. Profile of the Educational Program

«Social Inclusion and Human Development»

1.1. General Information	
Full name of the higher education institution and structural unit	Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU), Faculty of Pedagogy and Psychology, Department of Special and Inclusive Education
Level of Higher Education	First (Bachelor's) level of higher education
Degree of Higher Education	Bachelor
Fields of Study	I Health and Social Welfare B Culture, Arts and Humanities D Business, Administration and Law
Specialties	D4 Public Management and Administration I10 Social Work and Counselling B11 Philology (English Language)
Specializations	-
Embedded certificate programs	Veteran Policy and Reintegration Strategic and Digital Communications Human Development and Career Counseling European Integration and Change Management
Official Title of the Educational Program	Social Inclusion and Human Development
Qualification	Degree of Higher Education – Bachelor Educational Program – Social Inclusion and Human Development
Qualification in the Diploma	Bachelor in Social Inclusion and Human Development
Form of Study	Full-time Estimated duration of study: 3 years, 10 months (bachelor's degree),
Language(s) of Instruction	Core and mandatory courses are taught in Ukrainian during the first year and in English from the second to the fourth year. Elective courses are offered in both Ukrainian and English.
Cycle/Level	NQF of Ukraine – Level 6; FQ-EHEA – First Cycle; EQF LLL – Level 6.
Type of Diploma and Volume of the Educational Program	Bachelor's Degree, single diploma. Scope of the educational program:

	*Scope of the first (bachelor's) level of higher education based on complete general secondary education - 240 ECTS credits
Prerequisites	Completion of full general secondary education or possession of a Junior Bachelor's Degree (educational qualification level of "Junior Specialist").
Accreditation	National Agency for Higher Education Quality Assurance, Ukraine. Program accreditation submission year – 2030.
Permanent Internet Address of the Program Description	https://tnpu.edu.ua/fakultet-pedagog-ki-psikholog-.php
2 – Purpose of the Educational Program	
Training of specialist leaders, able to understand and promote development and well-being of individuals and groups, their cooperation and participation in society, and respond to diverse populations' needs with a strong emphasis on social justice and equity.	
3 – Characteristics of the Educational Program	
Subject Area (Field of Study, Specialty, Specialization)	Fields of Study: I Health and Social Welfare, B Culture, Arts and Humanities, D Business, Administration and Law Specialties: D4 Public Management and Administration, I10 Social Work and Counselling, B11 Philology (English Language), Students may choose two out of four embedded certificate programs after completing the second year of study: <i>Veteran Policy and Reintegration, Strategic and Digital Communications, Human Development and Career Counseling, European Integration and Change Management.</i> Learning Objectives: training professionals capable of addressing complex tasks and practical challenges in the field of social inclusion and human development, aimed at promoting equality, social participation, and the well-being of individuals and communities across diverse social and cultural contexts. The program prepares graduates to apply interdisciplinary knowledge and evidence-based practices to support social justice, empower vulnerable groups, and foster sustainable community development. Theoretical Content of the Field: concepts, categories, and terminology related to social inclusion,

	human development, equality, and diversity; interdisciplinary theories and principles of social sciences, communication, and education; frameworks of social policy, human rights, and sustainable development; models of social participation, empowerment, and community engagement; ethical and legal foundations of social work and public communication in inclusive societies. Methods, Methodologies, and Technologies: interdisciplinary research methods combining social, educational, and communication sciences; qualitative and quantitative approaches to social analysis; participatory, project-based, and problem-oriented learning methods; methods of social diagnostics, case management, and counselling; innovative practices in advocacy, community development, and social communication; digital and media technologies for promoting inclusion and human development. Tools and Equipment: modern digital platforms for communication, data collection, and analysis; learning management systems (e.g., Moodle); online collaboration and multimedia tools; information and statistical databases; specialized software for project design, social research, and content creation; access to institutional library and electronic resources supporting academic and professional training.
Orientation of the Educational Program	The program orientation combines academic rigor with applied professional preparation, aiming to train specialists capable of addressing complex societal issues related to social inclusion, equality, and sustainable human development. It emphasizes evidence-based practice, participatory learning, and the integration of theory and field experience across multiple domains, preparing students for diverse professional contexts in education, community work, and social policy implementation.
Main Focus of the Educational Program and Specialization	Program's main academic and professional concentration lies in developing competencies for analysing social systems, designing inclusive environments, and implementing practical solutions that promote equity and participation. Students acquire specialized expertise through two certificate pathways selected from the following areas: <i>Veteran Policy and Reintegration, Strategic and Digital Communications,</i>

	<i>Human Development and Career Counseling, European Integration and Change Management.</i> Each pathway combines theoretical coursework with supervised field practice, enabling graduates to integrate interdisciplinary knowledge with practical skills in their chosen specialization. Keywords: social inclusion; human development; equality; diversity; community; participation; empowerment; social innovation; communication; counselling; sustainable development; lifelong learning; interdisciplinary education; media and communication; youth engagement.
Distinctive Features of the Program	The Bachelor's Program in Social Inclusion and Human Development combines an interdisciplinary and practice-oriented approach to education, integrating knowledge and methods from social work, philology, journalism, and human development studies. The program is designed to equip students with both theoretical understanding and applied skills for addressing complex social issues, fostering inclusion, and promoting human well-being across diverse contexts. Its distinctive features include: • <i>Interdisciplinary curriculum</i> that connects the humanities, social sciences, and communication disciplines. This structure enables students to integrate theoretical and practical knowledge across multiple domains to address real-world challenges in social inclusion, education, and human development. • <i>Applied learning orientation</i> achieved through interactive teaching methods, research-based projects, and progressive field practice. Practical training is embedded throughout all years of study, ensuring that students combine academic learning with experiential engagement in community, governmental, and non-governmental settings. • <i>Flexibility through certificate pathways</i>, allowing students to specialize in two of four applied concentration areas: Veteran Services, Early Intervention, Cognitive and Developmental Disabilities, and Youth Policy, Participation, and Leadership. • <i>Integration of academic mobility and internationalization</i>, offering opportunities for

	participation in national and international mobility programs through partnerships with Ukrainian and foreign higher education institutions. Overall, the program develops professionals capable of promoting inclusion, equality, and human development through interdisciplinary collaboration, evidence-based practice, and ethical engagement in diverse social environments..
4 – Graduate Employability and Opportunities for Further Study	
Graduate Employability	A <i>Bachelor's degree in Social Inclusion and Human Development</i> opens diverse professional pathways across social, educational, and community sectors. Depending on individual interests and competencies, graduates can pursue careers such as: • Program Administration and Management • Public Policy Officer or Project Manager • Human Resources Manager • Organizational Development Consultant • Executive or Career Coach • Community Development and Recovery Specialist • Sustainable Business Development Specialist • Case Manager Graduates are equipped with a solid foundation in social sciences, communication, and human development, enabling them to work effectively across public institutions, NGOs, and international organizations focused on inclusion, education, and social well-being.
Further Education	Graduates are eligible to pursue further studies at the second (master's) cycle of higher education or equivalent qualification levels, in accordance with Ukrainian legislation and international qualification frameworks (FQ-EHEA, EQF-LLL), depending on the specific requirements of the chosen program.
5 – Teaching and Assessment	
Teaching and Learning	The program is based on a practice-oriented, problem-based, and student-centred approach that integrates elements of self-directed learning. The educational process combines traditional formats—such as lectures, seminars, practical classes, individual and group consultations, coursework, and field practice – with modern interactive methods, including portfolio-

	based assessment, project-based learning, case studies, professional situation modelling, role-playing and simulation exercises, and the «living library» method. This approach ensures the integration of theoretical knowledge, practical skills, and personal experience, fostering active engagement, critical thinking, and professional competence.
Assessment	The program applies a cumulative credit-based assessment system aligned with the European Credit Transfer and Accumulation System (ECTS). Student performance is evaluated through various forms of continuous assessment, including oral and written tests, quizzes, essays, presentations, individual research assignments, projects, and practice reports. Semester assessment includes examinations, pass/fail tests, and the public defence of the bachelor's qualification work. The assessment system is designed to ensure objectivity, transparency, and consistency in measuring students' progress toward the program's learning outcomes.
6 – Program Competences	
Integral Competence (IC)	The ability to solve complex specialized tasks and practical problems in the field of special inclusion and human development, implement inclusive policies and manage processes at the state or community level; establish direct interaction with diverse population groups, involving the application of administrative management methods, support techniques, and social change facilitation, as well as professional intercultural communication tools to design and develop a barrier-free environment, ensure effective engagement with individuals, groups, and communities, protect human rights, and promote community development under conditions of uncertainty.
General Competences (GC)	GC 1. Ability to exercise one's rights and duties as a member of society, to realize the values of a civil (free democratic) society and the necessity of its sustainable development, the rule of law, and the rights and freedoms of human and citizen in Ukraine. GC 2. Ability to preserve and enhance moral, cultural, and scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and

	society, and in the development of society, science, and technology, as well as to use various types and forms of physical activity for active recreation and leading a healthy lifestyle. GC 3. Ability to learn and master modern knowledge. GC 4. Ability to identify, pose, and solve problems. GC 5. Ability for abstract thinking, analysis, and synthesis. GC 6. Ability to apply knowledge in practical situations. GC 7. Proficiency in the state language, both spoken and written. GC 8. Ability to work both in a team and independently. GC 9. Ability to source, process, and analyze information from a variety of sources. GC 10. Ability to communicate in a foreign language. GC 11. Ability to effectively use information and communication technologies (ICT). GC 12. Ability to think critically and be self-critical. GC 13. Ability to plan and manage time. GC 14. Ability to adapt and act in new situations. GC 15. Interpersonal skills. GC 16. Knowledge and understanding of the subject area and professional practice.
Specialized professional competences (PC) covering public management and administration (PCM), social work (PCS), philology (c) and program-defined competences (PCI).	PCM 1. Ability to interact socially, cooperate, and resolve conflicts. PCM 2. Ability to ensure the appropriate production and use of managerial products, services, or processes. PCM 3. Ability to ensure compliance with legal regulations and ethical standards of conduct. PCM 4. Ability to use an electronic document management system. PCM 5. Ability to develop tactical and operational plans for managerial activities. PCM 6. Ability to implement innovative technologies. PCS 7. Ability to forecast social processes.

	PC8 8. Knowledge and understanding of the legal framework for social work and social welfare. PCS 9. Ability to analyze socio-psychological phenomena and processes of personality development, socialization, and the development of social groups and communities. PCS 10. Ability to cooperate in an international environment and identify intercultural issues in professional practice. PCS 11. Ability to assess clients' social problems, needs, characteristics, and resources. PCS 12. Ability to develop strategies for addressing social problems and identify effective solutions. PCS 13. Ability to provide support and assistance to clients, taking into account individual needs, age, gender, ethnic, and other characteristics. PCS 14. Ability to develop and implement social projects and programmes. PCS 15. Ability to apply management methods to organize one's professional activity and to manage the work of social workers, volunteers, and other staff. PCS 16. Ability to generate new ideas and demonstrate creativity in professional practice. PCE 17. Ability to apply knowledge of language as a sign system, including its nature, functions, and levels, in professional practice. PCE 18. Ability to use the target language(s) fluently, flexibly, and effectively in spoken and written form across different genres, styles, and registers (formal, informal, neutral) to accomplish communicative tasks in various spheres of life. PCE 19. Ability to use specialized terminology fluently to solve professional tasks. PCE 20. Awareness of the principles and technologies of producing texts of different genres and styles in the state and foreign language(s). PCE 21. Ability to provide advisory support using appropriate literary language and a high standard of speech culture. PCE 22. Ability to organize business communication. PCI 23. Ability to integrate knowledge from different fields ensuring holistic human development and positive changes in the social environment.
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		PCI 24. Understanding and applying theories of personality development, ageing, and lifelong learning in professional practice, with a focus on integrating cognitive, social, emotional, and physical aspects of human development. PCI 25. Ability to identify and explain socio-economic processes and phenomena based on theoretical models, to analyze and meaningfully interpret the results obtained from an interdisciplinary approach. PCI 26. Ability to apply an interdisciplinary approach in analyzing socio-economic phenomena and problems, studying causes, risks and possible socio-economic consequences, justifying and making socio-economic decisions to prevent or overcome them. PCI 27. Ability to understand and study the problems and needs of people at risk of social exclusion, and to develop mechanisms for their inclusion in society, while advocating for their rights. PCI 28. Ability to conduct research to identify social problems, assess the effectiveness of interventions and decisions. PCI 29. Ability to raise awareness about social problems and ways of solving them, and advocate for solutions through various communication channels. PCI 30. Ability to conduct interdisciplinary research, including the search, analysis, and interpretation of social phenomena, using contemporary research methods. PCI 31. Ability to interact with clients, representatives of various professional groups, and communities.
7 – Program Learning Outcomes (PLO)		
PLO 1		Demonstrate the ability to analyze social phenomena and apply interdisciplinary knowledge of human development to address social challenges.
PLO 2		Use interdisciplinary approaches to examine and address complex socio-economic issues, including risks and effects of social exclusion.
PLO 3.		Design, implement, and evaluate social projects and interventions aimed at enhancing the well-being of individuals and communities.
PLO 4.		Assess the needs, resources, and strengths of individuals, groups, society taking into account human development theories and social inclusion principles to ensure the well-being and to building a sustainable development strategies of communities.

PLO 5.	Apply national and international legal frameworks to advocate for human rights and ensure access to services for vulnerable populations.
PLO 6.	Collect, analyze, and interpret quantitative and qualitative data to identify social problems and evaluate the effectiveness of policies and interventions.
PLO 7.	Demonstrate critical thinking and creativity in solving professional problems, decision making in dynamic and multicultural environments.
PLO 8.	Communicate effectively in Ukrainian and English in academic, professional, and intercultural settings using appropriate formats and terminology.
PLO 9.	Apply knowledge of general and social psychology, ethical principles and professional standards to resolve conflicts and build an effective communication strategy with individuals, groups, and partner organizations.
PLO 10.	Facilitate cooperation and inclusive dialogue across different professional and cultural communities.
PLO 11.	Use digital and e-governance tools to manage information, optimize management processes, coordinate projects, and engage with various target groups.
PLO 12.	Communicate the needs and interests of various target groups through well-informed and purposeful use of communication channels in order to promote awareness and support social change.
PLO 13.	Work independently and collaboratively in multidisciplinary, multicultural teams, planning and managing professional activities efficiently.
PLO 14.	Integrate knowledge of cognitive, emotional, social, biological and physical aspects of human development into professional practice.
PLO 15.	Apply the principles of sustainable development and social justice in the analysis and resolution of current social challenges.
PLO 16.	Pursue continuous learning and professional growth, demonstrating adaptability to evolving societal and labor market needs.
PLO 17.	Provide expert consultations in the fields of inclusive policy, social support, and human development, taking into account psychological and physiological characteristics of individuals in specific social contexts.
PLO 18.	Create, manage, and evaluate professional information and communication content in line with the principles of effective social communication for negotiations, conflict resolution, and public presentation of performance results.
PLO 19.	Understand the foundations of the legal and political systems of the state, critically evaluate the directions of social policy in the context of social transformations.
PLO 20.	Demonstrate human resource management, leadership, and teamwork skills in government, local government, and the public sector.

PLO 21.	Evaluate public sector economic performance and justify management decisions regarding resource allocation.
PLO 22.	Use research design methods to collect and analyze data on current issues of social development.
8 – Resource Support for Program Implementation	
Academic Staffing	All academic and teaching staff involved in delivering courses within the educational program possess qualifications fully aligned with the program’s profile and the scope of the disciplines they teach. The composition and qualifications of the faculty meet the licensing requirements for higher education provision at the second (master’s) level, as stipulated by the Resolution of the Cabinet of Ministers of Ukraine No. 1187 of 30 December 2015 (with amendments introduced by Resolution No. 347 of 20 June 2021 “On the Approval of Licensing Conditions for Educational Activities”). To ensure continuous professional growth, all faculty members engaged in the program undertake professional development or internships at least once every five years.
Material and Technical Resources	The material and technical resources ensure high-quality training of professionals under the educational program. Classes are conducted in lecture rooms equipped with modern teaching and learning technologies. Students have access to computer labs with free Internet, a university library, sports facilities, and dining areas. Non-resident students are provided with accommodation in university dormitories. All facilities comply with current sanitary and safety standards, as confirmed by official technical and sanitary certificates.
Information and Educational Support	TNPU provides a robust system of information support, which includes the university’s official website (http://tnpu.edu.ua), the University’s and Department’s official social media pages, wireless Internet access points, the university’s scientific library, reading rooms, and the Moodle virtual learning environment. The educational and methodological support of the learning process comprises curricula, educational and methodological packages for courses, course syllabi and work programs, internship programs, methodological guidelines for preparing master’s theses, comprehensive assessment packages, as well as teaching materials and publications (textbooks, manuals, methodological resources) developed by the university’s academic staff.
9 – Academic Mobility	

National and international credit mobility	National and international credit mobility is carried out under TNPU's agreements with Ukrainian and foreign higher education institutions (http://tnpu.edu.ua/naukova-robotakadem-chna-mob-in-st.php). These agreements define the framework and procedures for student and staff exchange within both national and international mobility programs.
Education of International Students	International students may undertake their studies within the licensed capacity of the program.

2. List and Logical Sequence of the Curriculum Components (CC)

Code	Educational Components of the Program (courses, term projects, internships, qualification work)	Number of credits	Final assessment form
1	2	3	4
1. Fundamental and Core Courses			
1.1. Mandatory General Education Courses			
CC.1	History of Ukraine and National Culture	4	exam
CC.2	Ukrainian for Professional Purposes	3	exam
CC.3	English Language Course	14	credit, exam
CC.4	Philosophy	4	credit
CC.5	Basis of National Resistance	5	credit
Total		26	
1.2. Liberal Arts Core Courses			
CC.6	Digital Technologies in Professional Activity	4	credit
CC.7	Public Sector Economics	4	credit
CC.8	English Communication Skills	12	exam
CC.9	English for Academic Purposes	13	exam
CC.10	Electronic Managment/Goverment	3	credit
CC.11	Introduction to Social Inclusion and Human Development	4	exam
CC.12	Law and Political Systems	4	credit
CC.13	General and Social Psychology	6	exam
CC.14	Social Policy in the Context of Social Transformations	4	exam
CC.15	A Person in a Society	4	credit
CC.16	Leadership and Team Building	4	credit
CC.17	Theories of Human Development	4	credit
CC.18	Human Development and Community Wellbeing	7	credit, exam
CC.19	Resource Management and Budgeting in the Field of Social Development	4	credit
CC.20	Research Design and Methods	4	exam
CC.21	Communication Technologies	5	exam
CC.22	Grant Writing and Project Management	5	exam
CC.23	Intercultural Communication	3	exam
CC.24	Human Resource Management	5	exam
CC.25	Practicum in Non-Governmental Sector	3	credit
CC.26	Practicum in Local Self-Government Authorities	3	credit
CC.27	Practicum in State Institutions	4	credit
CC.28	Practicum in the Chosen Certificate Program (1-rst Field of Specialization)	4	credit

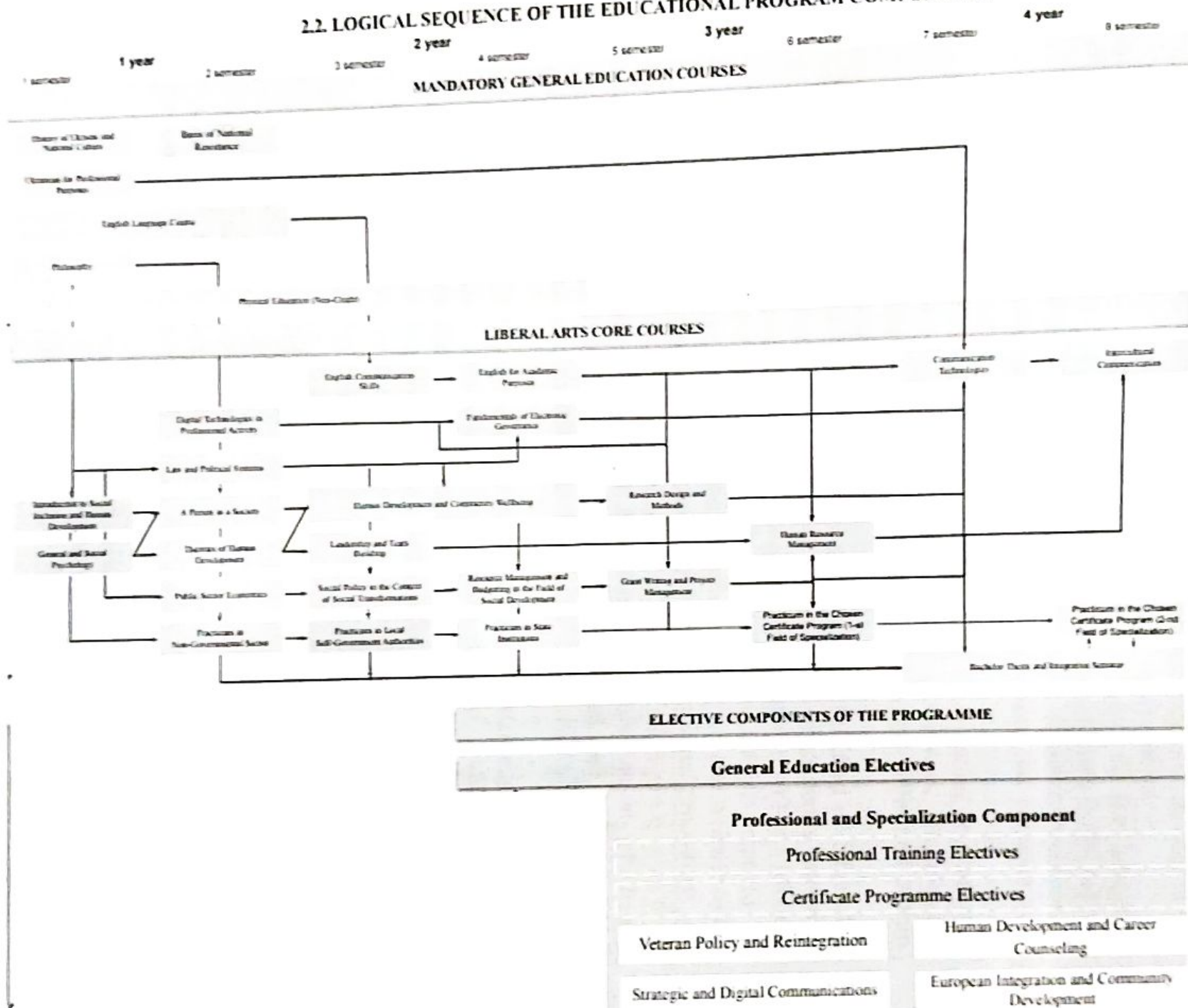
CC.29	Practicum in the Chosen Certificate Program (2-nd Field of Specialization)	5	credit
Total		120	
Total workload of compulsory components:		146	
1. ELECTIVE COMPONENTS OF THE PROGRAM			
2.1. General Education Component			
General Education Electives*		15	credit
2.2. Professional and Specialization Component			
Certificate Program Electives**		42	credit
Professional Training Electives***		30	
Total volume of elective components		87	
A	Qualification work and Integrative Seminar	7	public protection
TOTAL VOLUME OF THE EDUCATIONAL AND PROFESSIONAL PROGRAM		240	

¹*Elective courses from the University-wide catalogue of general training elective courses and courses from other educational programs or levels of higher education at TNPU / other higher education institutions within external or internal academic mobility programs.

²**Elective components (courses) from the catalogue of professional training disciplines offered within the certificate programs of the educational program.

³*** Elective courses from the catalogue of professional training electives of the educational program.

2.2. LOGICAL SEQUENCE OF THE EDUCATIONAL PROGRAM COMPONENTS



2. Form of Final Certification of Higher Education Applicants

Final Assessment	The final assessment of graduates of the Bachelor's Program «Social Inclusion and Human Development» is conducted in the form of a public defense of the qualification thesis.
Requirements for the Qualification Thesis	The qualification thesis must be based on the scholarly analysis of credible sources and relevant practices in the field of social inclusion and human development. It should incorporate authentic data from the institutions where the research was conducted, demonstrate a coherent structure and logical presentation, contain no evidence of falsification or academic plagiarism, comply with formal requirements, include the necessary supporting documentation, and be submitted within the established deadlines. The master's thesis must not contain falsified or fabricated data and must comply with the principles of academic integrity. The plagiarism check is conducted through the TNPU Moodle educational platform. The qualification thesis, prior to its defense, is made publicly available on the official website of the higher education institution or in its institutional repository.
Requirements for Public Defense	The defense of the qualification thesis takes place in an open session of the Final Assessment Commission, in which any interested party may participate, provided that the established defense procedures are respected. The preliminary defense of the thesis is conducted at a meeting of the graduating department. The research findings and main conclusions are presented and validated through participation in methodological seminars and scientific conferences, as well as through the publication of abstracts and articles in the student and master's bulletins of TNPU, and in national and international peer-reviewed academic journals.

Internal Quality Assurance of Education

System of Internal Quality Assurance in Higher Education	An internal quality assurance system is in place, which provides for the implementation of the following procedures and measures: – defining the principles and procedures for quality assurance in higher education; – conducting monitoring and periodic review of educational programs;
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	– ensuring the availability of adequate resources for the organisation of the educational process, including students’ independent work; – ensuring the availability of information systems for effective management of the educational process; – ensuring the transparency and public accessibility of information on educational programs, academic degrees, and qualifications; – ensuring compliance with the principles of academic integrity by academic staff and students, including the establishment and maintenance of an effective system for preventing and detecting academic plagiarism. The quality assurance system of the higher education institution, upon the institution’s submission, is evaluated by the <i>National Agency for Higher Education Quality Assurance (NAQA)</i> or by independent quality assurance agencies accredited by it, in order to verify its compliance with the requirements for internal quality assurance systems established by NAQA, as well as with international standards and guidelines for quality assurance in higher education. The system operates in accordance with the <i>Regulations on the Internal Quality Assurance System of TNPU</i>.
Principles and Procedures of Quality Assurance in Education	The principles and procedures of quality assurance in higher education at TNPU are defined in the following regulatory documents: • <i>Regulations on the Organisation of the Educational Process at TNPU</i>; • <i>Regulations on the Organisation and Implementation of Student Internships</i>; • <i>Regulations on Academic Mobility of Students and Academic Staff and Regulations on the Exercise of the Right to Academic Mobility</i>; • <i>Regulations on the Internal Quality Assurance System of Education</i>; • <i>Regulations on the Educational and Research Centre for Quality Assurance in Education</i>.
Monitoring and Periodic Review of Educational Programs	The mechanism for the development and periodic review of educational programs is established by the <i>Regulations on the Development and Maintenance of Educational Programs</i> in force at TNPU. The program quality assurance group conducts continuous monitoring of the labour market, oversees the organisation of the educational process throughout the entire study period, and

	analyses the relevance and compliance of the educational program with current regulatory documents, recommendations of the Ministry of Education and Science of Ukraine, as well as the requirements of employers and the student community. When necessary, the group prepares proposals for modifications to curricula and other related documentation. Recommendations for the improvement of the educational program are also provided by the Program Council, which functions as an advisory body to the program guarantor and is established by the Faculty Commission for Internal Quality Assurance of Education of the Faculty of Pedagogy and Psychology.
Annual Evaluation of Students and Academic Staff	A mechanism for evaluating the achievements of students and academic staff has been implemented at TNPU. This includes the assessment of student performance for scholarship eligibility, and the evaluation of academic staff based on research, methodological, and organisational achievements, as well as student feedback. The procedure is regulated by the following official TNPU documents: • <i>Regulations on the Rating Evaluation of Higher Education Students at TNPU;</i> • <i>Procedure for Forming the Ranking of Students Funded by the State (Local) Budget;</i> • <i>Rules for Awarding Scholarships at TNPU;</i> • <i>Regulations on the Rating Evaluation of Professional Activities of Academic and Teaching Staff.</i> The results of these evaluations are published annually on the university's official website, on information boards, and through other official communication channels.
Professional Development of Academic, Teaching, and Research Staff	This process is regulated by the <i>Regulations on the Professional Development of Academic Staff.</i> Efforts are being made to strengthen the practical component of professional development within the system of postgraduate and non-formal education. This is achieved through internships at enterprises, institutions, and organisations in Ukraine and abroad; participation in international projects and grant programs; and enrolment in certificate-based training programs. A comprehensive <i>Faculty Professional Development Program</i> has been developed and implemented at TNPU.
Availability of Resources for the	Students enrolled in the <i>Social Inclusion and Human Development</i> program are provided with all necessary resources,

Organisation of the Educational Process	including material facilities, educational and methodological support, information resources, and access to the Moodle distance learning platform. Measures are continuously implemented to improve the organisation of independent student work across different study modes through regular monitoring, updating of course content, and effective use of Moodle. The process is regulated by the following TNPU documents: • <i>Regulations on the Organisation of Independent Student Work;</i> • <i>Regulations on Distance Learning at TNPU;</i> • <i>Regulations on the Electronic Educational and Methodological Course Package for Academic Disciplines.</i>
Ensuring Academic Integrity among University Staff and Students	At TNPU, academic integrity is governed by a comprehensive institutional framework designed to prevent and detect academic dishonesty, including plagiarism. The following regulations are in force: • <i>Regulations on Academic Integrity and Ethics of Academic Relations at TNPU;</i> • <i>Regulations on the Prevention and Detection of Plagiarism and Other Forms of Academic Misconduct in the Educational and Research Work of Students;</i> • <i>Regulations on the Prevention and Detection of Plagiarism and Other Forms of Academic Misconduct in the Educational, Methodological, and Research Work of Academic Staff.</i> A <i>Committee on Academic Integrity, Ethics, and Conflict Management</i> operates at the university. All students enrolled in the <i>Social Inclusion and Human Development</i> program, as well as academic staff involved in its implementation, are required to sign a <i>Declaration of Adherence to Academic Integrity</i>. All qualification works submitted by students are checked for plagiarism through the university's Moodle system.
Other Procedures and Measures	At TNPU, the following mechanisms are in place: • <i>Institutional Model of the Internal Quality Assurance System;</i> • <i>Commission for Internal Quality Assurance in Education.</i>

4. Mapping Matrix of Program's Competencies to Curriculum Components

	CC. 1	CC. .2	CC .3	CC .4	CC .5	CC .6	CC .7	CC .8	CC .9	CC. 10	CC.1 1	CC. 12	CC. 13	CC. 14	CC. 15	CC. 16	CC. 17	CC. 18	CC. 19	CC. 20	CC. 21	CC. 22	CC. 23	CC.2 4	CC. 25	CC. 26	CC. 27	CC. 28	CC. 29	A
GC1	+	+		+	+		+	+	+		+	+		+	+			+	+			+	+		+	+	+	+	+	
GC2	+	+	+	+	+		+	+	+	+	+	+		+	+			+	+			+	+		+	+	+	+	+	
GC3	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
GC4				+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
GC5	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
GC6	+	+	+		+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
GC7	+	+													+		+									+	+	+	+	
GC8		+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
GC9	+	+	+		+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+						
GC10			+					+	+							+		+								+	+	+	+	
GC11			+			+	+	+	+	+									+	+	+	+	+							
GC12	+		+		+		+		+	+	+	+	+	+	+	+	+	+	+	+	+		+		+					
GC13					+	+						+	+		+	+	+	+	+	+		+		+						
GC14			+		+				+	+			+	+			+	+	+			+	+	+	+	+	+	+	+	+
GC15			+				+	+	+	+	+		+		+	+	+	+	+			+	+	+	+	+	+	+	+	+
GC16					+		+	+	+		+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
PCM1							+	+			+		+		+	+	+	+	+		+		+	+	+	+	+	+	+	+
PCM2						+	+				+			+		+		+	+	+		+		+	+	+	+	+	+	+
PCM3							+					+						+						+	+	+	+	+	+	+
PCM4						+				+									+			+		+	+	+	+	+	+	+
PCM5										+								+	+			+		+	+	+	+	+	+	+
PCM6						+	+	+		+	+			+	+	+		+		+		+		+	+	+	+	+	+	+
PCS7	+			+							+		+	+	+	+	+	+	+			+			+	+	+	+	+	+
PCS8												+						+								+	+	+	+	+
PCS9											+		+	+	+	+	+	+	+			+			+	+	+	+	+	+
PCS10																					+		+		+	+	+	+	+	+
PCS11											+		+	+	+	+	+	+	+							+	+	+	+	+
PCS12													+	+	+	+		+	+			+			+	+	+	+	+	+
PCS13													+	+		+			+						+	+	+	+	+	+
PCS14																						+			+	+	+	+	+	+
PCS15												+		+	+			+	+			+		+	+	+	+	+	+	+
PCS16											+			+	+						+					+	+	+	+	+
PCE17			+					+	+												+		+		+	+	+	+	+	+
PCE18			+					+	+												+	+	+		+	+	+	+	+	+
PCE19			+					+	+												+		+		+	+	+	+	+	+

PCE20			+					+	+												+	+	+		+	+	+	+	+	+	+
PCE21			+					+	+												+		+		+	+	+	+	+	+	+
PCE22			+					+	+												+	+	+	+	+	+	+	+	+	+	+
PCI23							+				+		+		+	+	+	+			+	+	+	+	+	+	+	—	+	+	+
PCI24							+				+		+		+		+	+				+		+	+	+	+	+	+	+	+
PCI25							+				+			+	+	+	+	+	+			+		+	+	+	+	+	+	+	+
PCI26							+				+			+	+	+	+	+	+			+		+	+	+	+	+	+	+	+
PCI27											+			+	+	+	+	+		+		+		+	+	+	+	+	+	+	+
PCI28														+	+			+		+		+		+	+	+	+	+	+	+	+
PCI29						+					+				+			+	+	+	+	+	+	+	+	+	+	+	+	+	+
PCI30																	+		+			+		+	+	+	+	+	+	+	+
PCI31											+				+	+	+	+				+		+	+	+	+	+	+	+	+

5. Mapping Matrix of Program Learning Outcomes (PLOs) to Curriculum Components

Mandatory Course Title	CC .1	CC .2	CC .3	CC .4	CC .5	CC .6	CC .7	CC .8	CC .9	CC. 10	CC .11	CC. 12	CC. 13	CC. 14	CC. 15	CC. 16	CC. 17	CC. 18	CC. 19	CC. 20	CC. 21	CC. 22	CC. 23	CC. 24	CC. 25	CC. 26	CC. 27	CC. 28	CC. 29	A
PLO1	+						+			+	+		+	+	+		+	+				+		+	+	+	+	+	+	+
PLO2							+		+		+			+	+	+		+	+					+	+	+	+	+	+	+
PLO3	+	+	+	+				+										+				+		+	+	+	+	+	+	+
PLO4							+									+	+					+			+	+	+	+	+	+
PLO5											+	+		+		+			+						+	+	+	+	+	+
PLO6		+						+			+	+				+			+	+					+	+	+	+	+	+
PLO7	+	+	+	+		+	+	+	+		+	+				+	+		+					+	+	+	+	+	+	+
PLO8	+	+																							+	+	+	+	+	+
PLO9	+	+		+				+		+	+						+				+				+	+	+	+	+	+
PLO10								+	+		+			+	+	+		+			+		+		+	+	+	+	+	+
PLO11						+	+			+	+			+		+		+	+	+	+	+	+	+	+	+	+	+	+	+
PLO12				+			+		+		+			+	+	+			+		+	+	+	+	+	+	+	+	+	+
PLO13			+	+			+	+	+		+	+				+		+	+			+		+	+	+	+	+	+	+
PLO14		+		+		+		+		+		+	+				+	+					+		+	+	+	+	+	+
PLO15				+			+					+		+	+			+		+		+		+	+	+	+	+	+	+
PLO16											+		+			+	+			+				+	+	+	+	+	+	+
PLO17			+				+	+	+		+		+	+	+		+	+	+	+	+	+		+	+	+	+	+	+	+
PLO18		+	+	+				+	+												+		+		+	+	+	+	+	+
PLO19							+					+		+	+			+						+	+	+	+	+	+	+
PLO20							+					+		+	+	+	+	+	+			+		+	+	+	+	+	+	+
PLO21							+							+	+				+			+		+	+	+	+	+	+	+
PLO22						+														+		+			+	+	+	+	+	+

5. List of regulatory documents on which the educational program is based

Law of Ukraine "On Higher Education". Access mode: <https://zakon.rada.gov.ua/laws/show/1556-18>.

Licensing conditions for educational activities, approved by the Resolution of the Cabinet of Ministers of Ukraine dated 12/30/2015 No. 1187 (as amended by the Resolution of the Cabinet of Ministers of Ukraine dated 03/24/2021 No. 365). URL: <https://bit.ly/3cWj7KA>

Methodological recommendations for the development of higher education standards. Order of the Ministry of Education and Science of Ukraine dated 01.06.2017 No. 600 (as amended by the Order of the Ministry of Education and Science of Ukraine dated 21.12.2017 No. 1648. Access mode: <https://mon.gov.ua/storage/app/media/vishcha-osvita/rekomendatsii-1648.pdf>

National Classifier of Ukraine. Classifier of Professions DK 003: 2010. Access mode: <https://zakon.rada.gov.ua/rada/show/va327609-10>.

Regulations on the Development and Support of Educational Programs (with amendments and additions approved by the Academic Council of the Volodymyr Hnatyuk TNPU, Protocol No. 15 dated 25.06.2024. Access mode: https://tnpu.edu.ua/about/public_inform/upload/2024/Polozhennia_pro_rozroblenni_a_i_suprovodzhennia_osvitnikh_program_u_TNPU.pdf

Resolution of the Cabinet of Ministers of Ukraine dated 23.11.2011 No. 1341 "On Approval of the National Qualifications Framework". Access mode: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF>.

Resolution of the Cabinet of Ministers of Ukraine dated 29.04.2015 No. 266 "On Approval of the List of Fields of Knowledge and Specialties in Which Higher Education Applicants are Trained". Access mode: <https://zakon.rada.gov.ua/laws/show/ru/266-2015-%D0%BF>.

On Amendments to the Order of the Ministry of Education and Science of Ukraine dated 21 March 2025 No. 482.

Order of the Ministry of Education and Science of Ukraine dated 09.04.2025 No. 560. Database "Legislation of Ukraine". Access mode: <https://zakon.rada.gov.ua/go/z0574-25> On Amendments to the Order of the Ministry of Education and Science of Ukraine dated March 21, 2025 No. 482.

Order of the Ministry of Education and Science of Ukraine dated 09.04.2025 No. 560. Database "Legislation of Ukraine". Access mode: <https://zakon.rada.gov.ua/laws/show/z0574-25>

On Approval of the Regulations on Accreditation of Educational Programs for Training of Applicants for Higher Education. Order of the Ministry of Education and Science of Ukraine No. 686 dated May 15, 2024. URL: <https://zakon.rada.gov.ua/laws/show/z1013-24#n16>

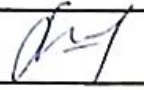
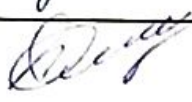
On Approval of the Requirements for Interdisciplinary educational (scientific) programs: Order of the Ministry of Education and Science of Ukraine dated 01.02.2021 No. 128. Database "Legislation of Ukraine". Verkhovna Rada of Ukraine. Access mode: <https://zakon.rada.gov.ua/laws/show/z0454-21>

Standard of higher education in the specialty 231 Social work for the first (bachelor's) level. Order of the Ministry of Education and Science of Ukraine dated 04.24.2019 No. 557. Ministry of Education and Science of Ukraine. Access mode: <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2019/04/25/231-Sotsial.robota-bakalavr-VO.18.01.pdf>

Standard of higher education in the specialty 061 Journalism (bachelor's) for the first (bachelor's) level. Order of the Ministry of Education and Science of Ukraine dated 06/20/2019 No. 864. MES of Ukraine. Access mode: <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/061-Zhurnalistyka-bakalavr.28.07-1.pdf>

Standard of higher education of Ukraine in the specialty 035 "Philology" for the first (bachelor's) level. MES of Ukraine, 2019. 19 p. Access mode: <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/035-Filolohiya-bakalavr.28.07-1.pdf>

Head of the project team (program guarantor)		Hanna SLOZANSKA
The program was approved at the meeting of the Department of Special and Inclusive Education Protocol No. 4 dated October 28, 2025		
Head of the Department		Hanna SLOZANSKA
The program was approved by the Academic Council of the Faculty of Pedagogy and Psychology Protocol No. 4 dated December 15, 2025		
Head of the Academic Council of the Faculty		Zoriana ADAMSKA
The program is recommended for implementation by the Academic Council of Ternopil Volodymyr Hnatyuk National Pedagogical University Protocol No. 8 dated December 23, 2025		
Scientific Secretary of the Academic Council of the University		Halyna DRAPAK

Head of the project team (program guarantor)		Hanna SLOZANSKA
The program was approved at the meeting of the Department of Special and Inclusive Education Protocol No. 11, from June 16, 2026		
Head of the Department		Hanna SLOZANSKA
The program was approved by the Academic Council of the Faculty of Pedagogy and Psychology Protocol No. 12, from June 24, 2026		
Head of the Academic Council of the Faculty		Zoriana ADAMSKA
Acting Head of the Educational and Scientific Center for Educational Quality		Olga PEZHYNKA
The program is recommended for implementation by the Academic Council of Ternopil Volodymyr Hnatyuk National Pedagogical University Protocol No. 19, from June 30, 2026		
Scientific Secretary of the Academic Council of the University		Halyna DRAPAK

