

## I. Profile of Educational Programme

Specialty 012 «Preschool Education»

<b>1- General Information</b>	
Name of the higher education institution and structural subdivision	Borys Grinchenko Kyiv University Pedagogical Institute
Degree and qualification	<i>Degree of Higher Education:</i> Bachelor`s degree  <i>Specialty:</i> 012 – Preschool Education  <i>Educational qualification:</i> Bachelor of Preschool Education  <i>Professional qualification:</i> Preschool teacher   <i>Additional Study Program:</i> Primary education  <i>Professional qualification:</i> Primary school teacher  or  <i>Additional Study Program:</i> Foreign Language  <i>Professional qualification:</i> Preschool Foreign Language Teacher
The official title of the program	012.00.01 Preschool education
Type of diploma and the volume of the educational program	Bachelor`s diploma, single, 180 credits ECTS,  Studying period – 3 year 10 months
Accreditation	Accreditation Commission.  Ukraine  Certificate – ND-II №1187350– 2016
Cycle/level	NQF Ukraine – 7 level, FQ-EHEA – first cycle, EQF- LLL – 6
Preconditions	Obtaining General certificate of secondary education
Language(s) of instruction	Ukrainian. Some disciplines are taught in

	English
Duration of the educational program	
Internet address of the permanent description of the educational program	<a href="http://kubg.edu.ua/">http://kubg.edu.ua/</a>
<b>2 - Aim of the educational program</b>	
To train a competent pedagogue who is capable of human interaction with preschool children, aimed at forming a life competence and emotional value attitude to themselves, other people and the world; capable of providing psychological comfort to the child in the educational space of the preschool education institution.	
<b>3 - Characteristics of the educational program</b>	
Subject area (field of knowledge, study program, specialization (if any))	01 Education / Pedagogy 012 Preschool education Additional Study Programs: - Primary education; - Foreign Language. Educational program is multidisciplinary, in which general components contain 18 credits ECTS (7,5 % of general volume of educational program); educational components of special training contain 33 credits ECTS (13,7 % of general volume of educational program); educational components of professional training contain 112,5 credits ECTS (46,9 % of general volume of educational program); practical training contain 76,5 credits ECTS (31,9 % of general volume of educational program)
Orientation of the educational program	Educational and Professional (for Bachelor)
The main focus of the educational program and specialization	General – Bachelor of preschool education Special –preschool teacher
Features of the program	The professional training is based on competence-based and research-based approaches providing the gradual transformation of cognitive activity into professionally directed.  The bachelor's professional training provides for the interdisciplinary integration of scientific, educational and innovative activities on the basis of a competent approach. The substantive content of pedagogical activity is based on the goals, content of educational disciplines and pedagogical tools that acquire a technological orientation. The emphasis on

	competencies and the expected results of the educational process, which enhances its student-centered orientation.
<b>4 - Eligibility of graduates for employment and further education</b>	
Suitability for employment	<p>According to National classification of professions (DK 003:2010) Bachelor in preschool education can occupy the following positions (according to the current version of the National Classification of Occupations):</p> <p>2332 – Preschool teacher of the preschool educational establishment  2351.2 – Guidance counselor in Physical Training  5131 – Family tutor  2351.2 – Preschool teacher- guidance counselor  2332 – Guidance counselor in preschool education  3320 – Professionals (specialists) of preschool education  3474 – Facilitator of cultural and leisure activities.</p> <p>According to International Standard Classification of Occupations 2008 (ISCO-08) Bachelor in preschool education can occupy the following positions:</p> <p>234 – Primary School and Early Childhood Teachers</p> <p>The qualification of «Primary school teacher» or «Preschool foreign language teacher» can be attributed according to a separate decision of the examination committee, based on the professional mastery of the competences provided by the special blocks of disciplines and the practice of this plan, which is confirmed by the successful passing of attestation (certification).</p>
Further education	Training on the second level of higher education (8 level NQF, a second cycle FQ-EHEA and level 7 EQF-LLL) in the field of knowledge 01 Education / Pedagogy
<b>5- Teaching and Assessment</b>	
Teaching and learning	Strengthening the professional training of future preschool teachers involves the transformation of theoretical knowledge into practical activities, which is determined by the leading idea of professional

	training and is based on the full correspondence of the specialist's future experience to his professional activities in the work of PEI. Teaching is carried out in the form of problem-based and multimedia lectures, seminars, practical, laboratory classes, trainings, quests.
Assessment	Input assessment (testing), formative assessment (oral assessment, written express assessment / computer testing, colloquium), final semester assessment (oral, written, combined, testing), graduating certification (complex qualification examination in human study; pedagogy and psychology; complex qualification examination in special methodologies and complex qualification examination in study program)
<b>6 – Program competences</b>	
Integral competence	The ability to solve complex specialized tasks and practical problems in the field of development, education and upbringing of junior preschool age children and senior preschool age children individually and comprehensively using the theory and methods of preschool education in typical and uncertain conditions of the system of preschool education
General competences (GC)	<p>GC-1. The ability to productive (abstract, figurative discursive, creative) thinking.</p> <p>GC-2. The ability to search, process and analyze information from various sources individually.</p> <p>GC-3. The ability to identify, formulate and solve problems.</p> <p>GC-4. The ability to make argued decisions.</p> <p>GC-5. The ability to plan, forecast and anticipate the effects of own professional and innovative activities.</p> <p>GC-6. The ability to collaborate and to interact in the team.</p> <p>GC-7. The ability to self-criticism and perceive constructive criticism.</p> <p>GC-8. The ability to make argued decisions and act in accordance with moral and ethical and legal norms.</p> <p>GC-9. The ability to communicate in official and foreign languages both in oral and written form.</p> <p>GC-10. The ability to be fluent in the means of modern information and communication technologies for realization of tasks and improvement of professional activity.</p> <p>GC-11. The ability to ensure the safety of the own</p>

	<p>work and the participants' activity in the educational process.</p> <p>GC-12. The ability to create a team, encourage the members and achieve common goals; to create interpersonal and business relationship with all participants in the educational process; interact with authority, colleagues and social partners.</p>
Professional competences in Study Program	<p>PC-1. The ability to develop junior preschool age and senior preschool age children's basic individual qualities.</p> <p>PC-2. The ability to form junior preschool age and senior preschool age children's elementary perceptions about the environment; self-awareness development.</p> <p>PC-3. The ability to develop junior preschool age and senior preschool age children's speech as a means of communication and interaction with peers and adults.</p> <p>PC-4. The ability to teach junior preschool age and senior preschool age children official moral and ethical and behavioral norms and rules.</p> <p>PC-5. The ability to bring up junior preschool age and senior preschool age children's national patriotic feelings.</p> <p>PC-6. The ability to create junior preschool age and senior preschool age children's skills of safe behavior and activities in everyday life, nature and environment.</p> <p>PC-7. The ability to form junior preschool age and senior preschool age children's aesthetic attitude to the environment, emotional perception of works of art; the ability to form elementary ideas about different types of art and means of artistic expressiveness (word, sounds, paint, etc.)</p> <p>PC-8. The ability to organize junior preschool age and senior preschool age children's play (leading), artistic and speech and artistic-productive (artistic, musical, theatrical) activities</p> <p>PC-9. The ability to develop junior preschool age and senior preschool age children's physical and keep-fit skills; healthy lifestyle habits.</p> <p>PC-10. The ability to develop individually junior preschool age and senior preschool age children with special needs according to their capabilities (inclusive education).</p>
Professional competences in Study Program «Primary education»	<p>PCSP-1.1. The ability to use professional specialized linguistic and literary, design and technological, naturalistic, art and mathematical knowledge and</p>

	<p>practical skills in the educational process of elementary school.</p> <p>PCSP-1.2 The ability to develop primary school pupils as subjects of educational process on the basis of knowledge and skills about their age, individual characteristics and social factors of development.</p> <p>PCSP-1.3. The ability to design, organize, evaluate, reflect, and correct the educational process in the primary stage of education.</p> <p>PCSP-1.4. The ability to solve standard and problematic methodological problems while teaching pupils educational branches / content lines defined by the State standard of primary general education.</p> <p>PCSP-1.5. The ability to have the appropriate forms of verbal professional communication with all participants in the educational process in primary school.</p>
<p>Professional competences in Study Program «Foreign language»</p>	<p>PCSP-2.1. The ability to speak a foreign language in oral and written forms within the defined themes.</p> <p>PCSP-2.2. The ability to be aware of socio-cultural and linguistic aspects: countries of the far abroad (foreign-speaking countries).</p> <p>PCSP-2.3. The ability to use a foreign language in various situations of social, academic and professional communication.</p> <p>PCSP-2.4. The ability to organize the educational process of a foreign language in preschool establishments, taking into account modern methodological approaches and leading pedagogical experience.</p>
<p><b>7 – Program learning results</b></p>	
	<p>PLR-1. To understand and define the socio-cultural background of preschool education (pedagogical conditions, regularities, principles, goals, objectives, content, organizational forms, methods and means); to find typical features and specifics of the processes of junior preschool age and senior preschool age children’s upbringing, training, education and development of.</p> <p>PLR-2. To understand, describe and analyze the phenomena of junior preschool age and senior preschool age children’s development, education and upbringing using basic psychological and pedagogical concepts and categories; to understand the nature and to know the children’s age peculiarities with different levels of development naturally, peculiarities of</p>

development of gifted children, individual differences of children with special needs.

PLR-3. To understand and determine the features of the preschool children's leading activity – play and other activities, the ways of their usage in the young and preschool age children's development.

PLR-4. To interpret the content and requirements of the BKDO and various programs of preschool education, recommended by the Ministry of Education and Science of Ukraine, the State standard of primary education, primary school curriculum and select appropriate methods for their provision.

PLR-5. To establish the connection between the pedagogical influences and the results achieved by children; to organize work with parents and other subjects of the educational process.

PLR-6. To plan educational work taking into account the junior preschool age and senior preschool age children's age and individual abilities, the abilities of children with special needs and make forecasts of its effectiveness.

PLR-7. To know the purpose, tasks, content, methods, organizational forms and means of primary education, the structure of calendar-thematic planning, the peculiarities of conducting a school register of student's attendance.

PLR-8. To organise an integral educational process taking into account its basic regulatory; to manage its quality; to have necessary skills for the implementation of Basis Component of Preschool Education and functional educational programs; to define the tasks and content of different types of junior preschool age and senior preschool age children's activities on the basis of preschool education programs.

PLR-9. To take measures to keep up physical and mental children's and their own health.

PLR-10. To design pedagogical measures involving specialists from related branches (psychologists, social care teacher, speech therapists, teachers, doctors, physical rehabilitation specialists, etc.), parents for the purposes of comprehensive children's development.

PLR-11. To carry out subject-subjective interaction and interpersonal communication with junior preschool age and senior preschool age children.

PLR-12. To own the technologies of organizing a

	<p>development environment in groups of junior preschool age and senior preschool age children.</p> <p>PLR-13. Analyze data on the individual child's development and take them it account in the educational process of Preschool Education Institution (PEI).</p> <p>PLR-14. To introduce innovative pedagogical technologies of upbringing and training in the educational process of PEI.</p> <p>PLR-15. To have knowledge about technologies of preschool inclusive education; to organize group and individual training and upbringing of children with special needs.</p> <p>PLR-16. To plan the educational process in the PEI; to make plans and worksheets of various forms of educational activities for preschool age children taking into account age characteristics and individual differences.</p> <p>PLR-17. To give lessons in primary school, evaluate the effectiveness of the applied forms, methods, tools and technologies. To design the content and methodology of delivering educational events for primary school pupils. To deliver educational activities in primary school.</p> <p>PLR-17. To give lessons in primary school, assess the effectiveness of the applied forms, methods, means and technologies. To design the content and methodology of delivering educational events for primary school pupils. To deliver educational activities in primary school.</p> <p>PLR-18. To adhere to the ethic rules of professional communication in interaction with participants in the educational process.</p> <p>PLR-19. To speak a foreign language in professional and personal spheres of activities.</p> <p>PLR-20. T be responsible for the duties of the preschool teacher and primary school teacher.</p>
<b>8 –Resource provision of the program implementation</b>	
Staffing	<p>Teaching is provided by the Department of Preschool Education, which consists of 3 Doctors of Sciences, 13 Candidates of Sciences (Doctors of philosophy).</p> <p>Certain disciplines are conducted by the staff representatives of Department of Pedagogy and Psychology, the Foreign Languages and Methodology Department in accordance with their competence and</p>



	<p>experience.</p> <p>The practice-oriented nature of the educational program involves the broad participation of practitioners who correspond to the direction of the program, which enhances the synergy of theoretical and practical training.</p> <p>The head of the project team and the teaching staff that ensures its implementation complies with the requirements defined by the Licensing Conditions for conducting educational activities of educational institutions.</p>
<p>Material and technical support</p>	<p>The technical equipment of the educational process is sufficient for conducting classroom classes in accordance with the program. At the disposal of scientific and pedagogical workers there are 15 classrooms and 4 computer classes that are equipped with SMART boards. So interactive and multimedia tools are widely used by lecturers. There is a specially equipped Educational Center for Creative Pedagogy and a Center for Self-Cognition and Self-Development.</p> <p>Educational process is provided with paper and electronic educational, methodical and scientific literature.</p>
<p>Informational, educational and methodological provision</p>	<p>The Department has created an electronic library of professional publications and special electronic databases with information for studying professional disciplines.</p> <p>Effective management of the educational activities quality is facilitated by resources and services:</p> <p>UNEBO (Uniform State Electronic Education Base)</p> <p>Training load accounting system</p> <p>Available from external network:</p> <p>E-Portfolio</p> <p>Electronic index</p> <p>E-learning</p> <p>Microsoft Imagine Academy</p> <p>WIKI</p> <p>Institutional Repository</p> <p>Electronic editions</p> <p>Scientific developments of post-graduate student</p> <p>Scientific conferences and seminars</p> <p>Master's thesis base and plagiarism test</p> <p>Corporate mail</p> <p>Available from the internal network</p>

	Electronic repository Electronic testing Master's work base
<b>9 –Academic mobility</b>	
National credit mobility	
International credit mobility	
Training of foreign applicants to higher education	