

EDUCATIONAL SCIENTIFIC PROGRAM
"VOCATIONAL EDUCATION"

third (educational and scientific) level of higher education

BRANCH OF KNOWLEDGE	<u>01 Education / Pedagogy</u>
SPECIALTY	<u>015 Vocational education (by specializations)</u>
SPECIALIZATION	<u>-</u>
QUALIFICATION	<u>Doctor of Philosophy (PhD) in Vocational Education</u>

APPROVED BY THE ACADEMIC COUNCIL
LVIV STATE UNIVERSITY OF LIFE SAFETY
Head of the Council

_____ Myroslav Koval
(protocol 1 of «13» 07 2022.)

**Educational-scientific program is
put into effect from «14» 07 2022.**

(order 140 of «14» 07 2022.)

PREFACE

The educational-scientific program (further – ESP) provides preparation of researchers in the field of pedagogical sciences according to the field of knowledge 01 Education / Pedagogy of a specialty 015 Vocational education (by specializations). ESP stimulates the development of scientific thinking, research competence, encourages the development of new innovative ideas, scientific and methodological developments, as well as self-realization of applicants. This creates the necessary conditions for the successful implementation of the topic of research on the theory and methods of vocational education.

DEVELOPED by the working group of specialty 015 Vocational education (by specializations) of Lviv State University of Life Safety consisting of:

Head of the working group

Andrii Vilenovych Lytvyn Professor of the Department of Practical Psychology and Pedagogy, Doctor of Pedagogical Sciences, Professor.

Workgroup:

Mykhailo Mykolaiovych Koziar Researcher of the Department of Organization of Scientific Researches, Doctor of Pedagogical Sciences, Professor, corresponding member of NAES of Ukraine;

Larysa Anatoliivna Rudenko Professor of the Department of Practical Psychology and Pedagogy, Doctor of Pedagogical Sciences, Professor;

Andrii Yaroslavovych Tsiupryk Associate Professor of the Department of Practical Psychology and Pedagogy, Doctor of Pedagogical Sciences, Associate Professor.

Kseniia Mykhailivna Bereziak Applicant for higher education in specialty 015 Vocational education (by specializations)

External stakeholders are involved in the development of the program:

Oleksandr Serhiiovych Kapinus Head of the Department of Moral and Psychological Support of Troops of Hetman Petro Sahaidachnyi National Army Academy, Doctor of Pedagogical Sciences, Associate Professor;

Yuliia Ihorivna Kolisnyk-Humeniuk Associate Professor of Lviv Scientific and Practical Center for Vocational Education of Drahomanov National Pedagogical University, Doctor of Pedagogical Sciences, Associate Professor;

Tetiana Fartivna Matviichuk Associate Professor of the Department of Pedagogy and Psychology, Ivan Boberskyi Lviv State University of Physical Culture, Candidate of Pedagogical Sciences, Associate Professor;

Volodymyr Mykolayovych Bobko Head of the Methodological Center for Vocational Education in Lviv Region.

Reviewers of the educational and scientific program (reviews):

Roman Semenovych Hurevych	Director of the Educational and Scientific Institute of Pedagogy, Psychology, Training of Higher Qualification Specialists of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, full member (academician) of the National Academy of Pedagogical Sciences of Ukraine, Doctor of Pedagogical Sciences, Professor
Oleksandr Vasylovych Didenko	Leading Researcher of the Research Department of the National Academy of State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, Doctor of Pedagogical Sciences, Professor

Educational and scientific program "Vocational Education" in the edition of 2022.

Term of revision of the educational and scientific program: not less than once in 4 years.

I. PROFILE OF THE EDUCATIONAL PROGRAM

1 – General information		
1	Full name of the higher educational institution and structural subdivision	Lviv State University of Life Safety. Educational and Scientific Institute of Psychology and Social Protection. Department of Practical Psychology and Pedagogy
2	Degree of higher education and title of qualification in the original language	The third (educational and scientific) level of higher education Degree of higher education: Doctor of Philosophy Specialty: 015 Vocational Education (by specializations) Qualification: Doctor of Philosophy (PhD) in Vocational Education
3	The official name of the educational program	Vocational education
4	Type of diploma and scope of educational program	Doctor of Philosophy (PhD), single; the volume of the educational component – 48 ECTS credits, the term of study is 4 years
5	Availability of accreditation	The deadline for submitting the program for accreditation is 2022
6	Program level	NRC of Ukraine – level 8; FQ-EHEA – the third cycle; EQF-LLL – level 8.
7	Prerequisites	Employees and personnel of the SES of Ukraine (including non-certified staff), as well as employees of other ministries and departments, enterprises, institutions and organizations, other citizens of Ukraine who have a Master's degree or Specialist's educational qualification level and have a professional knowledge level of a foreign language according to the university program. Admission to the ESP is determined by the "Rules of admission to Lviv State University of Life Safety".
8	Language of instruction	Ukrainian
9	Term of the educational program	Until the full completion of the training period or the next update of the program
10	Internet address of the permanent placement of the educational program description	https://ldubgd.edu.ua/content/profesiyna-osvita

2 – Purpose of the educational program	
<p>Training of highly qualified personnel for teaching and research activities in institutions of higher, professional (vocational) education and research institutions; formation and development of applicants for competencies that allow on the basis of modern methodology of scientific and pedagogical activities to produce new ideas, to solve complex problems in the field of vocational education, to conduct research, scientific-methodical, scientific-organizational, educational-organizational activities, as well as to implement the obtained results in educational practice, demonstrating innovation, independence, academic and professional integrity.</p>	

3 – Characteristics of the educational program	
11	<p>Subject area</p> <p><i>Branch of knowledge:</i> 01 Education / Pedagogy. <i>Specialty:</i> 015 Vocational Education (by specializations). <i>Object of study:</i> Theory and Methods of Vocational Education</p> <p>The educational-scientific program (ESP) is aimed at mastering the applicant's integrated, general scientific and professional competencies provided by the educational component of the program and curriculum, as well as the</p>

		<p>implementation of all types of research activities defined by the scientific component of the ESP.</p> <p><i>Theoretical content:</i> concepts, categories, scientific approaches, ideas and concepts in the field of vocational education, principles and conditions of their use, which form the general and professional competencies of the candidate for the degree of Doctor of Philosophy.</p> <p><i>Methods, techniques and technologies:</i> general scientific (analysis and synthesis; induction and deduction; analogy and modeling; abstraction and concretization; system analysis, etc.), special scientific (psychological, sociological, mathematical, statistical, etc.) methods and pedagogical experiment used in scientific and pedagogical research, as well as methods and technologies that allow to solve practical problems of optimizing the educational process in vocational education institutions.</p> <p><i>Tools and equipment:</i> information and communication systems, technologies, equipment and facilities necessary for the formation of a competitive, professionally competent teacher and organizer of scientific and professional-pedagogical activities.</p>
12	Orientation of the educational and scientific program	<p>The program has an educational and scientific (academic, applied and research) orientation with a focus on ideological, methodological, psychological, pedagogical and methodical components of the applicant's competence. Training involves deepening the professional scientific worldview (provides a basis for carrying out scientific and pedagogical research), preparation for the functional responsibilities of a scientific and pedagogical worker (performing current tasks of a teacher of higher education, vocational education, a researcher and scholar in the field of vocational pedagogy), and also the formation of the ability to continual self-development and self-improvement throughout life (further scientific and teaching growth).</p> <p><i>ESP is aimed primarily at the following relevant areas:</i></p> <ul style="list-style-type: none"> – mastering the theoretical foundations and areas of improvement of existing educational technologies; – identification of regularities, justification of methodological approaches and principles of organization of the educational process; – scientific substantiation of the content, methods, organizational forms and means of vocational education; – research and development of standards of vocational education; – solving problems of improving modern textbooks and electronic educational resources for vocational education; – research and implementation of continuity of education in institutions of continuing professional education; – study and generalization of advanced pedagogical experience in vocational training of adults and the unemployed; – research of innovative processes in vocational education; – development of pedagogical principles of professional

		<p>and creative development of personality in the system of vocational education;</p> <ul style="list-style-type: none"> – search for areas of formation and development of pedagogical skills of scientific pedagogical and teaching staff; – development and substantiation of the research component for training of different profile specialists; – organization of educational and industrial, production and training practices in educational institutions; – scientific bases of training and retraining of specialists in the system of distance education. <p><i>ESP is oriented:</i></p> <p><i>by the level of organization of the pedagogical process</i> – for professional (vocational) education, higher education, postgraduate education, distance education, self-education, adult education, vocational training in the workplace;</p> <p><i>by types of objects of pedagogical influence</i> – pupils of vocational education institutions, students (cadets) of higher education institutions of all specialties, pedagogical, scientific and pedagogical workers; students of the system of postgraduate vocational education; students of employment centers and training units in the workplace;</p> <p><i>by components of pedagogical science</i> – history, theory and methods of vocational education;</p> <p><i>according to the branch component of pedagogical science (branches of training of specialists)</i> – various professional specializations.</p>
13	The main focus of the educational program and specialization	<p>Acquisition of research skills in the field of 01 Education / Pedagogy in the specialty 015 Vocational education (by specializations) and teaching of professionally oriented, profile disciplines in higher and professional (vocational) education.</p> <p><i>Key words: education, professional education, teacher of higher education institution; teacher of professional (vocational) education; scientific and pedagogical research; professional pedagogy; theory and methods of vocational education.</i></p>
14	Features of the program	<p>ESP covers a wide range of innovative vectors for the development of theory and practice of vocational education, aimed at psychological, pedagogical and methodological training in this area, forms an updated theoretical and methodological basis for psychological and pedagogical research.</p> <p>The program focuses on the study of scientific and theoretical courses related to the theory and methodology of vocational education, methods of research and experimental work and provides pedagogical practice in vocational education institutions.</p> <p>General characteristics of the ESP:</p> <ul style="list-style-type: none"> – clearly stated goals that meet the mission and strategy of the institution, the needs of applicants, the wishes of stakeholders, developmental trends in the Specialty 015 Vocational Education (by specialization), labor market and educational services, sectoral and regional context, as well as experience in implementing similar domestic

		<p>educational programs;</p> <ul style="list-style-type: none">– substantiated, well-structured content, logically interconnected, methodologically appropriate system of subjects, which correspond to the subject area of the specialty;– provides an opportunity to achieve learning outcomes that meet the requirements of the National Qualifications Framework for the appropriate qualification level – the formation of integrated competence of the applicant for the practice of innovative pedagogical technologies in the professional activities of teachers-researchers of vocational education institutions;– promotes the acquisition by applicants of a set of universal skills (soft skills) of European level that meet the purpose of education;– provided with material and technical resources of the information and educational environment of LSULS (electronic library, repository, VLE (Virtual Learning Environment), computer classrooms, other infrastructure, equipment, facilities, etc.), educational and methodical complex;– takes into account the research interests of research supervisors and students (postgraduate students, advanced students in military academy) and their professional and pedagogical training;– allows to significantly expand the qualification opportunities by acquiring the competencies from the block of elective disciplines in different branches in accordance with the applicants' areas of research;– enables a postgraduate to design an individual educational and scientific trajectory of higher education, in particular through the individual choice of disciplines in the prescribed amount;– provides professional and practical training for postgraduate students in the process of scientific and pedagogical practice, which allows to acquire and develop professional competencies of a teacher of a vocational education institution, a teacher-researcher;– enables effective conducting and approbation of applicants' research results in accordance with the subject of their scientific works (preparation of publications in scientific professional editions, including indexed in the international scientific-metric databases Scopus and Web of Science, reports at conferences, seminars, etc. including international, access to scientific laboratories, specialized equipment, etc.);– involvement of postgraduate students in the international academic community in the specialty, in particular through presentations at scientific and practical conferences, publications in foreign editions; participation in joint research projects and academic mobility programs (Erasmus +);– a combination of training of a teacher-researcher, a specialist in vocational education and practical training, taking into account the regional characteristics of the Western region of Ukraine;– providing opportunities for research in a higher
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		<p>education institution with specific learning conditions (the contingent of cadets, the specifics of the organization of their training and education and other features);</p> <ul style="list-style-type: none"> – LSULS as a departmental institution of higher education of the SES of Ukraine allows to implement experimental educational programs for specialists training whose work is associated with extreme conditions, including the elimination of emergencies; – cooperation of the university within the Association of Higher Education Institutions of the European Union working in the field of human security (EFSCA) allows to perform comparative pedagogical research in this field of vocational education; – the possibility of learning certain parts of the program in a foreign (English) language; – effective implementation of academic mobility through well-thought-out organization of distance forms and types of training (successfully confirmed in the context of the COVID-19 pandemic and martial law), etc. <p><i>The educational component</i> of the program contains disciplines that provide: language competencies; general scientific training; qualification in the specialty; disciplines of free choice of the applicant for higher education (according to the research topic). The program is implemented in small groups and provides an individualized approach to applicants.</p> <p>The program covers 48 ECTS credits, of which 36 are compulsory components: 21 credit – disciplines of general training, which provide for the acquisition of general scientific, ideological-philosophical, linguistic competencies, universal competencies of a researcher; 15 credits – disciplines of profile training, including 4 credits of pedagogical practice. Another 12 credits within the ESP are provided for the study of disciplines of the applicant's choice.</p> <p><i>The scientific component</i> of the program is aimed at the direct implementation of scientific and pedagogical research on the relevant topic, quality preparation of the dissertation and its public defense. The scientific component involves carrying out systematic independent scientific research under the guidance of one or two supervisors with the proper processing of the results in the form of qualifying research paper. This component is drawn up in the form of an individual plan of scientific work of the postgraduate student (applicant) and is part of the curriculum.</p> <p>The peculiarity of the scientific component is that postgraduate students can perform some components of their own research during practical and seminar classes in the discipline of professional training and scientific pedagogical practice.</p>
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4 – Suitability of postgraduates for employment and further study		
15	Suitability for employment	Documented qualification of Doctor of Philosophy in specialty 015 Vocational education (by specializations) is an admission to teaching, research, administrative and managerial activities in the field of education. According

		<p>to the National Classification of Ukraine SC 003: 2010 "Classifier of professions" with changes (Order of the Ministry of Economic Development and Trade №259 from 15.02.2019 and Order of the Ministry of Economic Development, Trade and Agriculture №1574 from 18.08.2020) a postgraduate of an educational and scientific program has the right to hold the following positions:</p> <p>Principal of a professional educational institution (1210.1), Principal (Rector) of a higher educational institution (1210.1), Principal of advanced training courses (1210.1), Principal of the research institute (1210.1), Dean (1229.4), Head of Postgraduate Studies (1229.4), Head of a department at a college (1229.4), Head of a university department (1229.4; 21909), Head of courses (1229.4; 21951), Head of a laboratory (1229.4; 21958), Head (Manager) of a department (branch office) (1237.2), a researcher (2213.1), a teacher of a higher education institution (2310.2), etc.</p> <p>Place of employment: education authorities of various types; institutions of general secondary, professional pre-higher and higher education, institutions of professional (vocational) education, educational and methodical centers of professional education, institutions of postgraduate pedagogical education, research institutions (stations, laboratories), information-analytical and consulting centers that implement comprehensive educational, socio-cultural projects and programs.</p> <p>The graduate can be an expert, a consultant and advisor on professional issues in the field of vocational education in public institutions and private structures, executive bodies and local governments, public organizations, etc.</p>
16	Further education	<p>Continuation of formal and non-formal education at the scientific level of higher education for the development and self-improvement in research and professional fields, including related fields: obtaining a degree of Doctor of Sciences: acquiring additional qualifications in postgraduate education system, advanced training in research institutes NAES of Ukraine, leading universities, internships, participation in postdoctoral programs, research grants that contain additional educational components (including abroad).</p>

5 – Teaching and assessment

17	Teaching and learning	<p>The educational process is focused on learning and self-learning in order to achieve program learning outcomes and meet the interests and needs of applicants for higher education; aimed at developing competencies sufficient to produce new ideas, suggest hypotheses and find effective ways to solve complex problems in the field of vocational education (research-based learning).</p> <p>The educational process is built on the basis of systemic, competency-based, activity, integrative, axiological,</p>
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		<p>synergetic and other scientific approaches taking into account the principles of student-centeredness, problem-oriented and personality-oriented learning. It includes: a combination of lectures, practical and seminar classes, which involve solving complex problems using the acquired knowledge; mastering the methodology and organization of research; obtaining and improving skills of pedagogical activity; individual scientific guidance.</p> <p><i>Forms of study:</i> classroom (lectures, practical classes, seminars, training, etc.), extracurricular (discussions, tutorials, scientific and pedagogical practice), independent work.</p> <p><i>Teaching methods:</i> problem-based, part-search, research, etc.</p> <p><i>Technologies:</i> interactive (modular, contextual, problem-based learning, etc.), simulation-game (role-playing, business, quests), computer-oriented, project-based, case studies, training, self-development, etc.</p> <p>Preparation during the first year of study of the dissertation research program with the study of principal approaches and methods, including experimental ones. Discussion of intermediate research results during the second, third and fourth years of study. Mastering the methodology of scientific work, skills of presentation of its results. Development of critical thinking; group implementation of projects and their defending in a broad group discussion. Conducting independent research using the resource base of the university. Individual scientific guidance, support and advice by the supervisor; organization of productive pedagogical interaction with other scientific and pedagogical workers involved in the educational process; involvement of well-known specialists in the field of pedagogical science and practice in advising applicants. Direct participation of applicants in the implementation of budgetary and initiative research work. Support for participation in competitions for scientific scholarships, awards, projects of the Ministry of Education and Science of Ukraine, grants (including international).</p>
18	Evaluation	<p>The system of assessment of educational achievements with ESP provides a quarterly report of the applicant on the implementation of the individual curriculum and individual plan of scientific work.</p> <p><i>Educational component of the program.</i> Types of control: preliminary, current, final, self-control.</p> <p>Current control includes evaluation of seminar and practical works (essays, reports, abstracts, etc.), testing, defense of educational projects, presentations, portfolios. The accumulative system provides assessment for all types of classroom and extracurricular educational activities. Assessment of academic achievements in normative and elective disciplines is carried out on a national scale (excellent, good, satisfactory, unsatisfactory or credited / not credited) and a cumulative 100-point system, which is converted into the ECTS system. Evaluation scale: excellent – 91-100 points (A); very good – 81-90 points (B), good – 71-80 points (C);</p>

	<p>satisfactory – 61-70 points (D), sufficient – 51-60 (E); unsatisfactory – 36-50 points (FX); unsatisfactory (with mandatory re-course) – 0-35 points (F).</p> <p>Final control is carried out in the form of tests, exams and defense of the report on pedagogical practice.</p> <p><i>Scientific component of the program.</i></p> <p>Approbation of the results of scientific research of applicants takes place within the framework of departmental and institute scientific seminars, as well as at international and national conferences. The final result of the study is a properly designed dissertation manuscript, its public defense (at a meeting of the specialized academic council with the right to accept and conduct a one-time defense) and award the higher education degree of Doctor of Philosophy in specialty 015 Vocational Education (by specializations).</p>
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6 – Program competencies		
19	Integral competence, IC	Ability to solve complex problems in the field of vocational education, research and teaching, which involves a deep rethinking, improvement and creation of new educational systems and innovative technologies
20	1. General competencies, GC	<p>GC01. Ability to abstract thinking, analysis and synthesis, as well as critical thinking of modern scientific achievements in the subject area of vocational education in the categorical-conceptual dimension, application of scientific and conceptual apparatus, willingness to initiate, plan, implement and manage (autonomously and in teams) research projects based on system scientific worldview, holistic knowledge of philosophy and methodology of science, professional ethics and general cultural outlook.</p> <p>GC02. Ability to search, process, analyze and contextualize scientific information from various sources, identify, pose and solve current problems, evaluate and summarize theoretical and experimental data, interpret research results, willingness to generate new ideas at an appropriate stage of solving research problems and practical situations, in particular in interdisciplinary areas (based on the cooperation of experts), socially responsible and consciously make informed decisions, formulate conclusions and proposals to ensure proper assessment and quality of the work performed.</p> <p>GC03. Awareness of the value of multicultural information space, the ability to navigate in electronic sources, work with library stocks, be critical of the obtained data, information and ICT competence, the ability to use information and communication and Internet technologies, work with scientometric databases to expand the topic, organization and optimization of scientific activity, keeping business documentation in the information and educational environment.</p>

		<p>GC04. Ability to build subject-subject interpersonal interaction, establish productive relationships and communicate with various target audiences, with representatives of other professional groups, using appropriate vocabulary, methods, techniques and methods, use of modern methods of communication and communication technologies in state and foreign languages in the scientific field, apply information resources in the international context, independently prepare scientific articles to be published in foreign editions.</p>
		<p>GC05. Readiness for teaching and scientific-pedagogical activity in a vocational school on the basis of awareness of didactic laws, psychological phenomena and psychological-pedagogical features, rules of life safety and gender equality; ability to motivate students due to the mastery of pedagogical skills (pedagogical techniques, skills to design, implement and evaluate the educational process, critically assess their own work, etc.) and research skills, adapting to new situations and needs of the market of educational services, the requirements of employers.</p>
		<p>GC06. Ability to persistently perform set tasks and taken responsibilities, successfully work with the research team and move towards a common goal, adhering to ethical considerations and norms of professional activity, creating an atmosphere of cooperation and interaction.</p>
		<p>GC07. Ability to continuously master modern knowledge, build and implement an individual educational and scientific trajectory, plan and solve problems of professional and personal development, resist professional deformations, apply scientific self-organization and develop your own research style.</p>
21	2. Professional (professionally oriented) competencies, PC	<p>PC01. Possession of modern conceptual framework, methodology, techniques, a set of methods and technologies of scientific and pedagogical research, in particular with the use of ICT.</p>
		<p>PC02. Ability to critically analyze problems and contradictions that arise in educational processes, systems and technologies, to identify the current state, to identify essential features, to evaluate and take into account scientific achievements, concepts, theories, latest approaches in education, to highlight current issues of vocational education, studying, training, and development of future specialists in the context of European integration.</p>
		<p>PC03. Ability to understand the dynamics, relationship, social determinism and continuity of pedagogical phenomena, the interaction of pedagogical theory and practice, willingness to generate new ideas, to conduct comprehensive scientific and pedagogical research based on a systematic approach and a holistic vision of solving educational and scientific problems of modernization of various vocational education segments taking into account the student-centered approach.</p>

		<p>PC04. Ability to model innovative educational systems, rationally design and construct the content, forms, methods and means of teaching in vocational (technical) and higher education, justify the necessary pedagogical conditions, implement the optimal educational environment, identify areas and methods of effective scientific and methodological support of various types of educational work in a vocational school, take into account domestic achievements and implement the best foreign developments.</p>
		<p>PC05. Ability to effectively cooperate with research and teaching staff on research and implementation of innovations in vocational education based on the strategy of partnership, the ability to implement effective ways of pedagogical management to actively involve educational participants in research, harmonious interaction, exchange of experience, knowledge and resource provision.</p>
		<p>PC06. Ability to determine the purpose, objectives and concept of scientific and pedagogical research, to make hypotheses and on this basis to compile a program of pedagogical experiment; to analyze the obtained data and interpret the results, to assess the limits of their application, to determine the possible risks and appropriateness of implementing the proposed innovations, to make generalizations and conclusions, to determine the prospects for further research.</p>
		<p>PC07. Possession of professional self-expression means, readiness to present one's own developments in the form of statements, messages, reports, scientific publications, etc. according to the accepted international standards of registration, formats of professional cooperation and intellectual property rights.</p>
		<p>PC08. Ability to predict labor market trends, leading areas of modernization of higher, professional (vocational) education, to outline promising areas of scientific and pedagogical research and the basic principles of professional as well as personal self-improvement of a scientific and pedagogical worker.</p>

7 – Program learning outcomes		
22	Knowledge and understanding	<p>PR01. Demonstrate deep knowledge and understanding of philosophical and methodological principles of scientific knowledge, general problems of knowledge, philosophical and pedagogical concepts, features of scientific creativity, historical, theoretical and methodological principles of scientific activity, methodology and methods of organizing and conducting research that allow rethinking and deepening pedagogical science and educational concepts.</p>
		<p>PR02. Possess the leading conceptual and methodological principles of pedagogical science, modern paradigm of education, theory of vocational education, methodology, methods and techniques of scientific and pedagogical research, be aware of current issues, latest achievements and promising trends in pedagogy, pedagogical psychology and vocational pedagogy in Ukraine and abroad.</p>

		<p>PR03. Analyze the development of pedagogy and vocational education in their historical retrospection, understand the hierarchy of goals, structure, content, methods, organizational forms, technologies and pedagogical conditions of vocational training, know the legal framework of domestic educational policy, the task of Ukrainian education to join the world educational and scientific space, to study and generalize the national pedagogical heritage and experience of professional training in foreign vocational education institutions.</p>
	Application of knowledge and understanding	<p>PR04. Formulate, research and solve problems of professional training using the basic theoretical and methodological approaches, theories and concepts of pedagogical science, regularities and principles of professional training, the specificity of organizing the educational process in institutions of higher, professional (vocational) education using the latest tools and technologies.</p> <p>PR05. Identify priorities of scientific research, independently plan innovative activities, develop comprehensive research projects in the field of vocational education based on strategic management and legislation governing the activities of educational institutions, knowledge and understanding of the structure of scientific and pedagogical research, stages of constructing content, testing and implementation of modern pedagogical technologies, features of development, carrying out and diagnosing of results of pedagogical experiment.</p> <p>PR06. Qualified application of general scientific methods, diagnostic tools for monitoring the quality of education, methods of mathematical and statistical analysis, information and communication technologies, etc. to study the real situation and forecast changes in the educational process in institutions of higher and vocational (technical) education.</p> <p>PR07. Independently develop a structural and functional model, substantiate the pedagogical conditions of professional training, evaluate the effectiveness of the educational process (on the topic of the study), solve a set of problems arising in research and practical activities in the field of vocational education.</p>
	Communication	<p>PR08. Organize scientific and professional communication and interpersonal communication in the field of professional education, including in a foreign language, in a dialogue mode with the wider scientific community and the public, choose appropriate styles, methods and means of communication in oral and written scientific and pedagogical speech, effectively present research ideas, discuss and defend one's views in oral and written forms, know the rules of international academic writing.</p>

		PR09. Understandably and convincingly convey professionally significant information, the results of one's own scientific research, empirical data, justifications, considerations and conclusions for different audiences at the national and international level in accordance with the forms and standards of approbation and presentation of the results of scientific work.
	Autonomy and responsibility	PR10. Reasonably choose and apply traditional and new methods, innovative technologies and tools (including information and communication tools) in scientific, scientific-pedagogical, social-educational and public activities.
		PR11. Demonstrate leadership, responsibility, independence, autonomy and professional mobility in the implementation of complex scientific, pedagogical and educational projects, the ability to adapt to new educational situations and scientific challenges, to manage the educational process, to make adequate decisions and adjust one's own work.
		PR12. Exercise intellectual property rights on the results of one's own research activity, comply with professional and ethical norms accepted in domestic and world educational and scientific practice.
	Formulation of judgments	PR13. To consider the strategy of development of the national education system, to predict and determine the leading directions of modernization of vocational education, to choose effective approaches to updating the content and methods of training specialists, to develop the latest scientific and methodological support for vocational training, to effectively apply traditional and innovative learning technologies in order to optimize the educational process, to formulate author's proposals and recommendations regarding the construction and development of a modern informational and educational environment in an educational institution.
		PR14. To organize the search, selection and processing of scientific information and empirical data, to plan and implement in practice original scientific research, which is characterized by relevance, novelty, theoretical and practical value, contributes to the solution of significant problems of professional education.
		PR15. To be aware of the need for learning and self-improvement throughout one's life in order to deepen the acquired ones and acquire new competences, to form a holistic worldview, to identify and develop individual creative qualities, to plan and solve the tasks of one's own professional, scientific and personal development, to maintain and improve the image of a modern scientific and pedagogical worker, to form one's own professional position.

8 – Resources for program implementation

23	Human resources	The educational process under the ESP “Vocational Education” is provided by scientific and pedagogical staff of various departments of the University, the quality of which meets the requirements specified in the Licensing Conditions for Educational Activities of Educational
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		<p>Institutions (in accordance with current regulations). The nature of the educational-scientific program involves the wide participation of scientists (Doctors of Sciences by training profile), which strengthens the synergistic connection between theoretical and practical training.</p>
24	Logistical support	<p>Complies with license terms. Teaching of academic disciplines is carried out in classrooms, laboratories and specialized offices, which are equipped with the necessary equipment and facilities. Areas of the premises used in the educational process meet sanitary standards, requirements of fire safety rules in accordance with current regulations. The use of a modern classroom fund, a multimedia educational complex, a center for intelligent modelling of a safe future, laboratory-practical complexes, a psychological training ground, a branch of the UNESCO department "New information technologies in education for all" and other funds of the University, in accordance with the needs of the applicants, is foreseen.</p>
25	Informational, educational and methodological support	<p>Applicants for higher education can use the funds of the scientific library, the repository (study guides of scientific and pedagogical workers; textbooks and study aids with the seal of the Academic Council of the University) and the virtual learning environment of Lviv State University of Life Safety (author's courses); have access to the scientometric databases of Web of Science, Scopus, the National Library of Ukraine named after V. I. Vernadskyi, Vasyl Stefanyk National Scientific Library of Ukraine in Lviv , other educational and methodical materials posted on open online platforms.</p> <p>According to current regulations, the library funds include textbooks, study guides, periodicals, reference and other educational literature. The volume of funds is sufficient for the independent and individual work of postgraduate students. Applicants have the opportunity to use the funds of the electronic library, which includes scientific and scientific-methodical publications of leading domestic and foreign scientists, university teachers. Plagiarism checking of scientific works of higher education applicants (articles, theses, dissertations, etc.) is ensured.</p> <p>The educational program is fully equipped with educational and methodological complexes in all educational disciplines, which are provided in printed form and are available in electronic form in the educational environment of the university. A local network operates in classrooms, laboratories, and reading rooms, and high-speed Internet access is provided.</p> <p>The electronic system of information collection and analysis and the electronic document management system of the University contribute to effective monitoring, quality management of educational activities and the adoption of effective management decisions regarding its improvement.</p>

9 – Academic mobility

26	National credit mobility	It is implemented within the framework of bilateral agreements between institutions of higher education on the establishment of scientific and educational relations.
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		<p>Individual agreements on academic mobility for study (training) and conducting research in other universities and scientific institutions of Ukraine are allowed.</p> <p>LSULS closely cooperates with research institutions of the National Academy of Sciences of Ukraine (Ivan Ziaziun Institute of Pedagogical Education and Adult Education, Institute of Information Technologies and Learning Tools, Institute of Vocational and Technical Education), maintains close ties with related educational institutions of Ukraine (National University of Civil Defense of Ukraine, Cherkasy Institute of Fire Safety named after Chernobyl Heroes of National University of Civil Defence of Ukraine), as well as Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, the National Academy of the State Border Service of Ukraine named after Bohdan Khmelnytskyi, etc.</p>
27	International credit mobility	<p>International academic mobility is implemented within the framework of signed bilateral agreements between Lviv State University of Life Safety and higher education institutions of partner countries (Erasmus+ programs, British Council), in particular with Kingston University, London, and the Main School of Fire Safety, Warsaw, as well as recipients of individual international grants.</p>
28	Education of foreign students of higher education	<p>It is possible to train foreign citizens in accredited areas (specialties) according to the Order of the Ministry of Education and Science of Ukraine from 04.06.2013 #20701.</p> <p>Language of instruction – Ukrainian</p>

II. LIST OF EDUCATIONAL PROGRAM COMPONENTS AND THEIR LOGICAL SEQUENCE

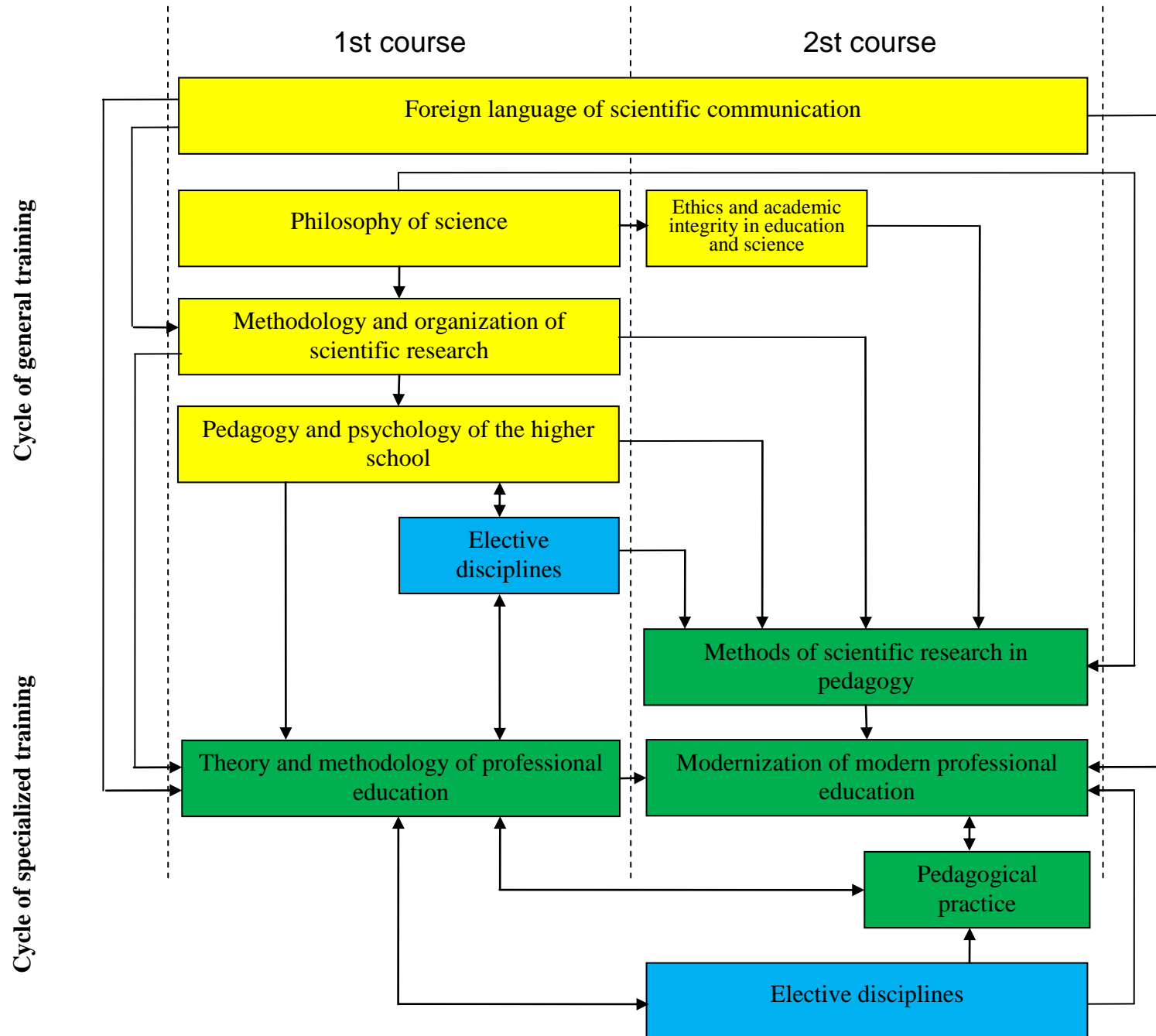
The term of study under the educational and scientific program is 4 years in full-time / full-time evening forms of study. This period provides theoretical, methodical and practical training of applicants for scientific and pedagogical activities in institutions of higher, professional (vocational and technical) education, as well as the implementation of scientific and pedagogical research on the chosen topic. The educational component of the program provides for the separation of normative and selective academic disciplines of cycles of general and specialized training, practical training, semester types of control and final certifications.

The total volume of the educational component is 48 ECTS credits, one credit corresponds to 30 hours educational load. The table shows the distribution of the content of the ESP, taking into account the study time and the number of ECTS credits.

2.1. List of components

Code n/a	Components of the educational and scientific program	Number of credits	Final control form
Obligatory components of the Educational and Scientific Program			
1.1. Cycle of general training			
OCG 1.	Foreign language of scientific communication	6,0	exam
OCG 2.	Ethics and academic integrity in education and science	3,0	exam
OCG 3.	Philosophy of science	3,0	exam
OCG 4.	Methodology and organization of scientific research	6,0	exam
OCG 5.	Pedagogy and psychology of the higher school	3,0	exam
Together by cycle		21,0	
1.2. Cycle of specialized training			
OCP 1.	Theory and methodology of professional education	4,0	exam
OCP 2.	Methods of scientific research in pedagogy	4,0	exam
OCP 3.	Modernization of modern professional education	3,0	exam
OCP4.	Pedagogical practice	4,0	exam (defense)
Together by cycle		15,0	
The total amount of obligatory components		36,0	
Selective components of the Educational and Scientific Program			
1.1. Cycle of general training			
	Selective block 1	3,0	term-end graded tests
Together by cycle		3,0	
1.2. Cycle of specialized training			
	Selective block 1	3,0	term-end graded tests
	Selective block 2	6,0	term-end graded tests
Together by cycle		9,0	
The total amount of sample components		12,0	
GENERAL SCOPE OF THE EDUCATIONAL PROGRAM		48,0	

2.2. Structural and logical scheme of the educational and scientific program



III. SCIENTIFIC COMPONENT

The scientific component of the educational-scientific program provides for the third educational level holder to carry out one's own scientific research under the guidance of one or two academic supervisors and to present its results in the form of a dissertation. The dissertation for obtaining the degree of Doctor of Philosophy is an independent comprehensive study that offers a solution to a relevant scientific and applied task in the specialty 015 Vocational education (by specializations), the results of which are characterized by scientific novelty and practical value and are published in relevant publications.

The scientific component of the educational and scientific program is finalised in the form of an individual plan of scientific work and is an integral part of the curriculum. An indispensable part of the scientific component of the educational and scientific program is the preparation and publication of scientific articles, speeches at scientific and scientific-practical conferences, symposia, scientific professional seminars, round-table discussions, etc.

Approximate topics of scientific research for postgraduates in a military academy:

- The system of training future officers of the State Service of Ukraine for emergency situations for professional interaction.
- Formation of professional competence of future civil defense specialists in the process of studying specialized disciplines.
- Formation of moral, psychological and physical readiness of civil defense specialists for official activities to eliminate the consequences of emergency situations.
- The system of degree-level professional training for officers of the State Service of Ukraine for emergency situations.
- Formation of professionally important qualities of future civil defense specialists in institutions of higher education with specific training conditions.
- Formation of security specialists' competence components in the process of professional training.

- Modernization of professional training of future psychologists for activities in extreme conditions.

Approximate directions of scientific research for postgraduate students:

- Comparative vocational pedagogy.
- Theory and methods of continuous graduate education in vocational education institutions.
- Theory and methods of studying professionally oriented disciplines in institutions of professional (vocational and technical education) and higher education.
- Theory and methods of vocational training of adults and unemployed population.
- Innovative processes in vocational education.
- Modernization of postgraduate education of specialists.
- Pedagogical principles of professional and creative development of personality in the system of professional education.
- Development of pedagogical skills of teachers of vocational education institutions.
- Research work of students in the process of professional training.
- Training and retraining of specialists in the distance education system.
- Pedagogical technologies in continuous vocational education.
- Use of information and communication technologies in professional training of specialists.
- Formation of the readiness of specialists for professional activity under the conditions of diversification of the education system.
- Integration processes in modern professional education.
- Pedagogical problems of managing the development of the vocational education system.

IV. FORM OF CERTIFICATION OF HIGHER EDUCATION APPLICANTS

The form of certification of the educational component is the completion by the applicant for the curriculum of the educational and scientific program in its entirety.

The form of certification of the scientific component for the graduates of the educational and scientific program "Professional Education" is the public defense of the dissertation work for obtaining the scientific degree of Doctor of Philosophy, which is carried out by a specialized academic council created for a one-time defense, and ends with the awarding of the scientific degree of Doctor of Philosophy. A mandatory condition for admission to the defense is the applicant's successful completion of his/her individual study plan.

The requirements for the procedure and special conditions for public defense are determined by the Cabinet of Ministers of Ukraine.

Certification is carried out openly and publicly.

V. MATRIX OF SUITABILITY OF PROGRAM COMPETENCES TO THE COMPONENTS OF THE EDUCATIONAL PROGRAM

Program competences	Obligatory components of the educational program								
	OCG 1	OCG 2	OCG 3	OCG 4	OCG 5	OCP 1	OCP 2	OCP 3	OCP 4
GC01			•	•					
GC02				•			•		
GC03				•			•	•	
GC04	•								
GC05					•	•			•
GC06		•							
GC07				•			•		
PC01			•	•			•		
PC02					•	•		•	•
PC03						•		•	
PC04						•	•	•	•
PC05							•		•
PC06				•			•		
PC07	•	•		•			•		
PC08					•	•	•	•	

**VI. MATRIX OF PROVIDING PROGRAM LEARNING OUTCOMES BY
RELEVANT COMPONENTS OF THE EDUCATIONAL PROGRAM**

Program learning outcomes	Obligatory components of the educational program								
	OCG 1	OCG 2	OCG 3	OCG 4	OCG 5	OCP 1	OCP 2	OCP 3	OCP 4
PR01			•	•					
PR02				•		•	•		
PR03					•	•		•	
PR04						•		•	
PR05					•	•		•	
PR06				•			•		
PR07							•		•
PR08	•			•					
PR09	•	•					•		
PR10				•			•		•
PR11							•		•
PR12		•					•		
PR13				•	•	•		•	•
PR14							•		•
PR15			•		•	•	•	•	

VII. Normative base

7.1. Official documents

1. ESG 2015 (Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)). URL: https://ihed.org.ua/wp-content/uploads/2018/10/04_2016_ESG_2015.pdf
2. EQF 2017 (European Qualifications Framework). URL: <https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en>;
<https://ec.europa.eu/ploteus/content/descriptors-page>
3. QF EHEA 2018 (European Higher Education Area (ESG) Qualifications Framework). URL: http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIII_952778.pdf
4. ISCED (International Standard Classification of Education, ISCED) 2011. URL: <http://uis.unesco.org/sites/default/files/documents/international-standardclassification-ofeducation-isced-2011-en.pdf>; <http://uis.unesco.org/en/topic/international-standardclassification-education-isced>
5. ISCED-F (International Standard Classification of Education – Sectors, ISCED-G) 2013. URL: <http://uis.unesco.org/sites/default/files/documents/international-standardclassification-of-education-fields-of-education-and-training-2013-detailedfielddescriptions-2015-en.pdf>
6. THE LAW ON HIGHER EDUCATION. URL: <http://zakon4.rada.gov.ua/laws/show/1556-18>.
7. THE LAW ON EDUCATION. URL: <http://zakon5.rada.gov.ua/laws/show/2145-19>.
8. National Classifier of Ukraine: Classifier of Professions DK 003:2010. URL: <https://zakon.rada.gov.ua/rada/show/va327609-10>
9. National Qualifications Framework. URL: <http://zakon4.rada.gov.ua/laws/show/1341-2011-п>.
10. List of fields of knowledge and specialties, 2015. URL: <http://zakon4.rada.gov.ua/laws/show/266-2015-п>.
11. Decree of the President of Ukraine "Issues of European and Euro-Atlantic Integration" dated April 20, 2019 No. 155/2019. URL: <https://www.president.gov.ua/documents/1552019-26586>
12. Resolution of the Cabinet of Ministers of Ukraine "On Approval of the Procedure for Training Candidates for Higher Education Degrees of Doctor of Philosophy and Doctor of Science in Higher Education Institutions (Scientific Institutions) No. 261 of March 23, 2016 (as amended in accordance with Resolution of the Cabinet of Ministers of Ukraine No. 283 of April 3, 2019). URL: <https://zakon.rada.gov.ua/laws/show/261-2016-%D0%BF#Text>
13. Resolution of the Cabinet of Ministers of Ukraine "On approving the Procedure for awarding the degree of Doctor of Philosophy and canceling the decision of the one-time specialized academic council of the institution of higher education, scientific institution on awarding the degree of Doctor of Philosophy" dated January 12, 2022 No. 44 (With changes introduced in accordance with Resolution of the Cabinet of Ministers No. 341 from 21.03.2022). URL: <https://zakon.rada.gov.ua/laws/show/44-2022-%D0%BF#Text>
14. Methodological recommendations for the development of higher education standards, approved by the 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 01.10.2019 No. 1254), approved by the higher education sector of the Scientific and Methodological Council Ministry of Education and Science of Ukraine (protocol No. 3 dated June 21, 2019).

7.2. Other recommended sources

1. EU TUNING project (examples of learning outcomes, competencies). URL: <http://www.unideusto.org/tuningeu>.
2. National Glossary: Higher Education, 2014. URL: <http://erasmusplus.org.ua/korysna-informatsiia/korysni-materialy/category/3-materialynatsionalnoi-komandyekspertiv-shchodo-zaprovadzhennia-instrumentiv-bolonskohoprotsesu.html?start=80>
3. Rashkevych Yu. M. The Bologna process and the new paradigm of higher education: a monograph. URL: <http://erasmusplus.org.ua/korysna-informatsiia/korysnimaterialy/category/3-materialynatsionalnoi-komandyekspertiv-shchodozaprovadzhenniainstrumentiv-bolonskohoprotsesu.html?start=80>
4. Recommendations for the application of criteria for evaluating the quality of the educational program: Approved by the National Agency for Quality Assurance of Higher Education on November 17, 2020. Kyiv: LLC "Ukrainian Educational Publishing Center "Orion", 2020. 66 p.
5. Development of educational programs: method. river / V.M. Zakharchenko, V.I. Lugovyi, Yu.M. Rashkevich, Zh.V. Talanova / Edited by V.G. Flint. Kyiv: State Enterprise "NVC "Priority", 2014. 120 p. URL: http://ibhb.chnu.edu.ua/uploads/files/metodrada/Rozroblennya_osv_program.pdf

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