MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
FERENC RAKOCZI II TRANSCARPATHIAN HUNGARIAN UNIVERSITY

APPROVED BY THE ACADEMIC COUNCIL

of Ferenc Rakoczi II Transcarpathian
Hungarian University,
Minutes No. 5 of 27 May 2026.

With amendments and additions
approved by the Academic Council,
Minutes No. 7 dated 25 August 2026

Enacted by Rector's Order
No. 92 Вн dated 26 August 2026

Rector _____ István Csernicskó

EDUCATIONAL AND PROFESSIONAL PROGRAMME "PSYCHOLOGY"

LEVEL OF HIGHER EDUCATION	**FIRST**
DEGREE OF HIGHER EDUCATION	**BACHELOR**
FIELD OF KNOWLEDGE	**C SOCIAL SCIENCES, JOURNALISM AND INFORMATION**
SPECIALTY	**C4 PSYCHOLOGY**

Berehove – 2026

APPROVAL SHEET
of the Educational Programme
"PSYCHOLOGY"

1. **Programme Director:**

Tetiana SHCHERBAN, Doctor of Psychological Sciences, Professor, Professor of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions

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2. **Programme Developers:**

1. Emőke BERGHAUER-OLASZ, Doctor of Philosophy (PhD) in Psychology, Associate Professor, Associate Professor of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions _____

2. Ildiko GREBA, Doctor of Philosophy (PhD), Associate Professor of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions

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_____ 2026

3. **Head of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions**

_____ 2026 _____Olena BIDA

4. **Head of the Division of Students' Contingent**

_____ 2026 _____ Zsuzsanna FÜZESI

5. **Head of the Department for Quality Assurance in Higher Education**

_____ 2026 _____ Adalbert RATS

6. **Vice-Rector for Science and Quality Assurance Work**

_____ 2026 _____ Sándor BERGHAUER

7. **Vice-Rector for Education and Methodology**

_____ 2026 _____ Imre SZAKAL

8. **Rector**

_____ 2026 _____ István CSERNICSKÓ

FOREWORD

The Educational and Professional Programme for the training of higher education students at the first (bachelor's) level of higher education in specialty C4 "Psychology", within the field of knowledge C "Social Sciences, Journalism and Information", has been developed in accordance with the Laws of Ukraine "On Education" and "On Higher Education".

The Educational and Professional Programme "Psychology" was developed by the working group of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions on the basis of the Standard of Higher Education of Ukraine for the first (bachelor's) level in specialty 053 "Psychology", approved by Order of the Ministry of Education and Science of Ukraine No. 565 of 24 April 2019. In developing the Programme, the amendments to the Higher Education Standard introduced by the Orders of the Ministry of Education and Science of Ukraine "On Amendments to Certain Standards of Higher Education" No. 593 of 28 May 2021, No. 1583 of 29 December 2023, and No. 842 of 13 June 2024 were taken into account. Law of Ukraine No. 1702-IX of 16 July 2021 "On the Fundamentals of National Resistance" and Order of the Ministry of Education and Science of Ukraine No. 1002 of 30 June 2026 on the Model Curriculum for the Academic Discipline "Fundamentals of National Resistance". In addition, the Programme was designed with due regard to the provisions of the Law of Ukraine "On Education" (2017), the New Ukrainian School Concept, professional standards in the field of psychological practice, current trends in the development of psychological science, labour market needs, and stakeholder proposals.

The Programme is aimed at training highly qualified psychologists capable of working effectively in conditions of social change, crisis situations and a multicultural environment, applying modern evidence-based approaches and methods of professional practice.

The Educational and Professional Programme regulates the number of ECTS credits required for obtaining the Bachelor's degree, the list of general and professional competences of graduates, the normative content of higher education students' training expressed in terms of learning outcomes, the forms of final certification of students, as well as the requirements for the functioning of the internal quality assurance system in higher education. The Programme also includes practical training, elements of academic mobility, and opportunities for shaping students' individual educational trajectories.

The Educational and Professional Programme "Psychology" was considered and approved by the Academic Council of Ferenc Rakoczi II Transcarpathian Hungarian University, taking into account current amendments to the regulatory framework and contemporary requirements for the training of specialists in the field of psychology.

DEVELOPED AND SUBMITTED BY
the Project Group of the Educational Programme "Psychology" of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions of Ferenc Rakoczi II Transcarpathian Hungarian University, composed of:

Programme Director:
Tetiana SHCHERBAN, Doctor of Psychological Sciences, Professor, Professor of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions of Ferenc Rakoczi II Transcarpathian Hungarian University.
Members of the Project Group:
1. Emőke BERGHAUER-OLASZ, Doctor of Philosophy (PhD) in Psychology, Associate Professor, Associate Professor of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions of Ferenc Rakoczi II Transcarpathian Hungarian University.
2. Ildiko GREBA, Doctor of Philosophy (PhD), Associate Professor of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions of Ferenc Rakoczi II Transcarpathian Hungarian University.

International Partner:
Eszter BERÁN, Doctor of Philosophy in Psychology (PhD), Associate Professor, Head of the Department of Developmental and Clinical Child Psychology, Pázmány Péter Catholic University, Hungary.

STAKEHOLDERS INCLUDED IN THE WORKING GROUP:
Mariana MARUSYNETS – Director of the Department of Education and Science of the Transcarpathian Regional State Administration, Doctor of Pedagogical Sciences, Professor.
Edita BABIAK – Head of the Department of Education and Culture of the Berehove City Council.

REVIEWERS:
Yaroslav HOSHOVSKYI – Doctor of Psychological Sciences, Professor, Head of the Department of Educational and Developmental Psychology of Lesya Ukrainka Volyn National University.
Yuliia BOKHONKOVA – Doctor of Psychological Sciences, Professor, Head of the Department of Psychology and Sociology of Volodymyr Dahl East Ukrainian National University.
Nataliia PROROK – Doctor of Psychological Sciences, Senior Research Fellow, Head of the Laboratory of Psychodiagnostics and Scientific Psychological Information of the G.S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine.
INTERNATIONAL PARTNER
Zsuzsanna KÖVI – habilitated doctor, Associate Professor at the Institute of Psychology of Károli Gáspár University of the Reformed Church in Hungary.

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Programme Director_____ **T. SHCHERBAN**

GENERAL INFORMATION

The Programme is aimed at training competitive professionals capable of carrying out professional activities in the context of contemporary social challenges, crisis situations and a multicultural environment, using modern psychological approaches and methods.

The Educational and Professional Programme is used for:

- accreditation of the educational programme and institutional evaluation of educational activities in the specialty;
- development of curricula, syllabi of educational components, and practical training programmes;
- development of tools for diagnostics and assessment of the quality of higher education;
- organisation of the educational process and formation of individual educational trajectories for students;
- ensuring the functioning of the system of internal and external quality control in higher education;
- conducting final certification of students at the first (bachelor's) level of higher education in specialty C4 "Psychology".

The Educational and Professional Programme is based on the provisions of the Law of Ukraine "On Higher Education", the National Qualifications Framework, and the principles of the European Higher Education Area. It defines:

- the scope and duration of training for higher education students;
- the list of general and special/professional competences;
- programme learning outcomes;
- the list, sequence and scope of educational components;
- requirements for the structure of the educational programme and the organisation of the educational process.

The users of the Educational and Professional Programme are:

- students at the first (bachelor's) level of higher education in specialty C4 "Psychology";
- academic staff involved in the implementation of the Programme and the training of professionals;
- the Programme Director and members of the Project Group;
- examination boards;
- the admissions committee of the higher education institution;
- employers, professional communities and other stakeholders interested in the training of professionals in the field of psychology.

1. PROFILE OF THE EDUCATIONAL PROGRAMME IN SPECIALTY C4 "PSYCHOLOGY"

1. General Information	
Full name of the higher education institution and structural unit	Ferenc Rakoczi II Transcarpathian Hungarian University, Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions https://kmf.uz.ua/uk/strukturni-pidrozdily/kafedri/kafedra-pedahohiky-ta-psyxolohiyi/
Degree of higher education and name of the specialty in the original language	Bachelor. C4 Psychology
Official title of the Educational Programme	Psychology
Field of Knowledge	C Social Sciences, Journalism and Information
Specialty	C4 Psychology
ISCED-F 2013 Code	0313 – Psychology[1] The Educational Programme is assigned to ISCED-F 2013 code 0313 "Psychology", since its content, programme learning outcomes and professional training are aimed at the study of psychological processes, human behaviour, methods of psychological diagnosis, counselling and psychocorrectional work. The code corresponds to the international classification of fields of education ISCED-F 2013 for the specialty "Psychology". In accordance with the methodological principles for determining the leading field of education, the assignment of an educational programme to a specific code is based on its primary learning objective, content and the professional functions to be performed by the graduate. Given that the Educational Programme is oriented towards the formation of competences in the field of psychological practice, psychological support, counselling and research work, its assignment to ISCED-F 2013 code 0313 "Psychology" is appropriate.
Type of diploma and scope of the Educational Programme	Bachelor's diploma, single degree, 240 ECTS credits. Duration of study: 3 years and 10 months.
Qualification	Educational qualification: Bachelor of Psychology
Cycle / Level	National Qualifications Framework of Ukraine – Level 6 QF-EHEA – First Cycle EQF-LLL – Level 6
Prerequisites	Complete general secondary education.

[1] The educational programme is assigned to the relevant speciality and field of knowledge in accordance with the List of Fields of Knowledge and Specialities (Resolution of the Cabinet of Ministers of Ukraine No. 266, as amended by Resolution No. 1021 of 30 August 2024).
To ensure international comparability, transparency, and accurate identification of educational content, the educational programme has been aligned with the detailed field of the International Standard Classification of Education (ISCED-F 2013), in accordance with the Methodological Recommendations approved by Order of the Ministry of Education and Science of Ukraine No. 1734 of 31 December 2025.
The correspondence of the educational programme to the relevant ISCED-F 2013 field has been determined based on the principle of dominant content, taking into account the objectives of the educational programme, the programme learning outcomes, and the anticipated professional activities of graduates.

Restrictions on forms of study	There are no restrictions on forms of study established by the Higher Education Standard; the Educational Programme is implemented as a full-time programme.
Accreditation status	-
Language(s) of instruction	Ukrainian, Hungarian, English
Validity period of the Educational Programme	Initial accreditation
Internet address of the permanent placement of the Educational Programme description	https://kme.org.ua/uk/osvitni-programi/
2. Aim of the Educational Programme	
The aim of the Educational Programme is to train highly qualified and competitive specialists in the field of psychology who possess the modern knowledge and practical skills required to understand and address issues related to human psychological development, as well as to analyse and support socio-psychological processes. The Programme is based on a holistic approach to personality and provides for the development of the capacity to carry out psychodiagnostic, counselling and psychocorrectional activities in various spheres of life.	
3. Characteristics of the Educational Programme	
Subject Area (field of knowledge, specialty, specialization)	Subject area: the human psyche Field of Knowledge: C "Social Sciences, Journalism and Information" Specialty: C4 "Psychology" Educational Programme: Psychology 0313 Psychology (UNESCO Institute for Statistics. (2015). International Standard Classification of Education: Fields of Education and Training 2013 (ISCED-F 2013) – Detailed field descriptions). Qualification: Bachelor of Psychology. General training disciplines – 10% (24 ECTS credits); professional and practical training components, including practical training and attestation – 65% (156 ECTS credits); student-selected elective disciplines – 25% (60 ECTS credits). Object of study: mental phenomena, their emergence, functioning and development; behaviour, activity and actions; interaction between people in small and large social groups; psychophysiological processes and mechanisms underlying various forms of mental activity. Learning objectives: the formation of scientific understanding of the nature of the psyche, as well as of the methods and results of studying mental phenomena; the development of the ability to apply psychological knowledge in professional practice. Theoretical content of the subject area: a system of psychological knowledge, basic categories and concepts, regularities, mechanisms, methodological approaches, explanatory principles, and scientific and applied tasks. Methods, methodologies and technologies: methods of theoretical and empirical research, valid and standardized psychodiagnostic

	methodologies, methods of data analysis, and technologies of psychological assistance. Tools and equipment: psychological instruments, computer equipment, and modern information and communication technologies.
Orientation of the Educational Programme	The Educational and Professional Programme is aimed at training highly qualified professionals in the field of psychology who possess sound knowledge and practical skills and are able to perform professional tasks effectively in the field of contemporary psychology, including in educational settings. A distinctive feature of the Programme is its orientation towards training practitioners capable of providing psychological assistance and promoting the social integration of individuals who need such support, in response to the real needs of contemporary society. The Programme promotes readiness for continuous professional development and independent deepening of professional competences. It ensures a holistic approach to professional activity in the field of education and science by combining theoretical training with practical experience.
Main Focus of the Educational Programme and Specialization	The Educational Programme is aimed at training competitive specialists in psychology who are capable of working in complex social, crisis and post-crisis conditions, taking into account contemporary societal challenges. The training is also oriented towards the needs of the multicultural Transcarpathian region, with its high proportion of internally displaced persons, which has led to a growing demand for psychological support for the population. The focus of the Programme provides for the development of competences in higher education students that are necessary for: • providing psychological assistance in difficult life circumstances, emergency situations and post-traumatic conditions; • carrying out psychodiagnostic assessment, counselling, psychocorrection and psychorehabilitation for individuals who have been exposed to psychotraumatic impact; • working with vulnerable groups of the population, including internally displaced persons, children and families in difficult life circumstances; • providing psychological support in inclusive and multicultural environments; • conducting psychological prevention and psychoeducational activities aimed at preserving and strengthening the mental health of the population; • applying modern methods of psychological assistance through the use of digital technologies and evidence-based approaches. The implementation of the Programme focus is ensured through a system of educational components, in particular: • a theoretical and methodological block – Introduction to the Specialty, General Psychology, Social Psychology, Developmental Psychology, Psychology of Personality – which forms a basic understanding of the psyche and personality development; • a research block – Fundamentals of Scientific Research, Mathematical and Statistical Methods in Psychology,

	Experimental Psychology – aimed at developing evidence-based analytical skills; • a practice-oriented and applied block – Psychodiagnostics, Psychological Counselling, Psychocorrection, Psychorehabilitation, Psychology of Crisis Situations, Mental Health, Psychological Support in Inclusive Education, Psychology of Conflicts and Mediation, Psychology of the Family – which ensures the development of skills for working with different client groups in social, crisis and inclusive contexts; • a professional-ethical and managerial block – Ethics of the Psychologist and Legal Aspects of Psychological Practice, Psychology of Management, Psychology of Decision-Making – which ensures readiness for responsible professional practice.
Specific Features of the Programme	The Educational and Professional Programme "Psychology" is implemented on the basis of student-centred and competence-based approaches, with an orientation towards practical training. The educational process provides for an optimal combination of classroom work, independent learning, practical training and professional practice placements. The Programme is aimed at training practitioner specialists in the fields of psychodiagnostic assessment, Psychological Counselling, Psychocorrection and psychological support for students. It develops readiness to apply an individualized approach to learners in order to reveal their potential, as well as to provide psychological support for persons with special educational needs in an inclusive educational environment. Practising psychologists are involved in the implementation of the Programme, which ensures the connection between theoretical training and current professional tasks. The combination of educational, research and practical components contributes to the formation of professional competence and the continuous professional growth of students. A specific feature of the Programme is the multilingual educational environment, with instruction in Ukrainian, Hungarian and English. This contributes to the preservation of the linguistic and cultural diversity of the region, complies with Ukrainian legislation, and supports integration into the European educational space. The uniqueness of the Programme is determined by its social mission, which responds to current challenges, in particular the consequences of martial law. The Transcarpathian region hosts a significant number of internally displaced persons who require not only psychological support but also assistance with social integration into a new environment. In this context, the Programme is oriented towards training psychologists capable of working effectively with internally displaced persons, providing psychological assistance, carrying out psychosocial support and post-traumatic support, and facilitating adaptation to new living conditions.
4. Suitability of Graduates for Employment and Further Study	
Employability	In accordance with the National Classifier of Occupations DK 003:2010, specialists who have completed the Educational Programme "Psychology" may hold the following entry-level positions: • 2445.2 – Psychologist; • 2445.2 – Practical Psychologist; • 3423 – Personnel Organiser.

	Professional activity may be carried out in educational institutions, social protection institutions, psychological-social and socio-psychological rehabilitation centres, inclusive resource centres and educational rehabilitation centres, public and political organisations, as well as in commercial organisations providing psychological services. Employment is also possible in law enforcement, security and special state bodies, penitentiary institutions, as well as in private psychological practice.
Further Study	Access to study at the second (master's) level of higher education. Possibility of obtaining postgraduate education in related and other specialties; professional development; academic mobility.
5. Teaching and Assessment	
Teaching and Learning	Teaching is carried out on the basis of a student-centred approach, with the use of elements of self-directed learning and problem-based learning. The educational process includes lectures, seminars, laboratory and practical classes, consultations with academic staff, independent work using textbooks and lecture notes, the preparation of course papers, and practical training. In addition to classroom-based learning, electronic means of communication and online platforms are actively used. In the final semester, the presentation and discussion of the qualification paper are provided for, with the participation of academic staff and students.
Assessment	Oral and written questioning; test-based assessment; presentation of research papers; defence of course papers; pass/fail assessments and examinations. Assessment of higher education students includes the following: - assessment is carried out according to the national four-point scale – excellent, good, satisfactory, unsatisfactory – the 100-point scale, and the ECTS grading scale – A, B, C, D, E, F, FX; - assessment enables students to demonstrate the extent to which they have achieved the planned learning outcomes; - assessment criteria and methods, as well as grading criteria, are published in advance; - assessment of higher education students is consistent, transparent and objective, and is conducted in accordance with established procedures.
6. Programme Competences	
Integral Competence	Ability to solve complex specialized tasks and practical problems in the field of psychology, involving the application of basic psychological theories and methods, and characterized by complexity and uncertainty of conditions.
General Competences (GC)	**GC1.** Ability to apply knowledge in practical situations. **GC2.** Knowledge and understanding of the subject area and professional activities. **GC3**. Skills in the use of information and communication technologies. **GC4**. Ability to learn and acquire up-to-date knowledge. **GC5**. Ability to think critically and be self-critical. **GC6.** Ability to make informed decisions. **GC7**. Ability to generate new ideas (creativity). **GC8.** Interpersonal interaction skills. **GC9.** Ability to work in a team. **GC10.** Ability to exercise one's rights and fulfil one's responsibilities as a member of society; to recognise the values of a civil (free and

	democratic) society and the need for its sustainable development, the rule of law, and human and civil rights and freedoms in Ukraine. **GC11**. Ability to preserve and enhance the 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 within the broader system of knowledge about nature and society, and its role in the development of society, engineering, and technology; to engage in various types and forms of physical activity for active recreation and maintaining a healthy lifestyle. **GC12**. Ability to make decisions and act in accordance with the principle of the inadmissibility of corruption and any other forms of misconduct. **GC13.** Ability to demonstrate adaptability and engage in intercultural interaction through the application of psychological knowledge and methods to respond effectively to changing personal and professional circumstances, provide psychological assistance to internally displaced persons, and deliver psychosocial support in inclusive environments. **GC14.** Ability to demonstrate a scientific culture, engage in research activities and professional self-development in the field of psychology, adhere to the principles of academic integrity, search for, analyse and interpret information, conduct psychological research and present its findings, taking into account the principles of sustainable development, civic responsibility, and democratic values. **GC15.** To participate in national resistance.
Special (Professional, Subject-Specific) Competences (SC)	**SC1.** Ability to use the categorical and conceptual framework of psychology. **SC2.** Ability to conduct retrospective analysis of national and international experience in understanding the nature of the emergence, functioning and development of mental phenomena. **SC3.** Ability to understand the nature of behaviour, activity and actions, including in the context of organising early intervention measures. **SC4.** Ability to independently collect, critically process, analyse and summarise psychological information from various sources. **SC5.** Ability to use valid and reliable psychodiagnostic instruments. **SC6.** Ability to independently plan, organise and conduct psychological research. **SC7.** Ability to analyse and systematise the obtained results, and to formulate well-grounded conclusions and recommendations. **SC8.** Ability to organise and provide psychological assistance, both individual and group-based, including to persons who have experienced psychological trauma, in particular as a result of war. **SC9.** Ability to carry out psychoeducational and psychological prevention activities in response to identified needs. **SC10.** Ability to comply with the standards of professional ethics. **SC11.** Ability for personal and professional self-improvement, learning and self-development. **SC12.** Ability to analyse and evaluate one's own professional activity, taking into account the principles of tolerance and cultural and linguistic diversity, in order to improve its effectiveness and efficiency in a multilingual environment. **SC13.** Ability to organise and provide psychological support for persons with special educational needs and internally displaced persons on the basis of an individualised approach aimed at supporting their development, social adaptation and functioning.

	SC14. Ability to engage in effective teamwork in educational and research projects on the basis of psychological knowledge, communication skills and the principles of intercultural interaction, as well as to pursue continuous professional development.

7. Programme Learning Outcomes

PLO1. Analyse and explain psychological phenomena, identify psychological problems, and propose ways to address them.

PLO2. Understand the patterns and specific characteristics of the development and functioning of psychological phenomena in the context of professional tasks.

PLO3. Search for information from various sources, including through the use of information and communication technologies, to solve professional tasks.

PLO4. Substantiate one's own position and draw independent conclusions based on the findings of one's own research and the analysis of relevant literature.

PLO5. Select and apply valid and reliable psychodiagnostic instruments (tests, questionnaires, projective techniques, etc.) for psychological research, as well as psychological intervention and support methods.

PLO6. Formulate research aims and objectives, demonstrate skills in collecting primary data, and adhere to established research procedures.

PLO7. Reflect on and critically evaluate the reliability of psychological research findings and formulate well-reasoned conclusions.

PLO8. Present the findings of one's own research, both orally and in writing, to specialist and non-specialist audiences.

PLO9. Propose independent approaches to solving psychological tasks and problems in professional practice, make decisions regarding their resolution, and provide reasoned justification for these decisions, including those related to the organisation of early intervention measures.

PLO10. Express ideas logically and clearly, engage in discussions, defend one's own position, and adapt communication to the cultural characteristics of the interlocutor.

PLO11. Develop and implement a psychological counselling plan, taking into account the nature of the client's request and their individual characteristics, and ensure the effectiveness of professional interventions, including when working with individuals who have experienced psychological trauma, particularly as a result of war.

PLO12. Develop and implement programmes of psychological prevention, psychoeducation, and psychological assistance through lectures, discussions, round-table meetings, games, training sessions, and other activities in accordance with the requirements of the requesting party.

PLO13. Interact and communicate effectively, ensure mutual understanding, and demonstrate tolerance towards individuals from different cultural backgrounds and of different genders and age groups.

PLO14. Effectively perform various roles within a team when addressing professional tasks, including demonstrating leadership qualities.

PLO15. Demonstrate a responsible attitude towards continuous professional improvement, learning, and personal development.

PLO16. Know, understand, and adhere to the ethical principles governing the professional practice of psychology.

PLO17. Demonstrate socially responsible and conscientious behaviour and uphold humanistic and democratic values in professional and civic activities.

PLO18. Take effective measures to maintain and protect one's own health and the health of others, and identify the need for and focus of professional supervision when necessary.

PLO19. Provide psychological and psychosocial support to individuals with special educational needs and internally displaced persons to facilitate their social adaptation and integration.

PLO20. Provide psychological support within the educational process, taking into account learners' age-related, linguistic, and sociocultural characteristics, with the aim of fostering personal development, implementing individual development programmes, and ensuring tolerant and effective interpersonal interaction.

PLO21. Demonstrate fundamental knowledge of the structure, objectives, and functions of national resistance and the ability to apply this knowledge in practice.	
8. Requirements for the Availability of an Internal Quality Assurance System in Higher Education	
Principal Documents Defining the Requirements	• Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and Article 16 of the Law of Ukraine "On Higher Education". • Internal quality assurance in higher education is carried out in accordance with the Regulation on the Internal Quality Assurance System at Ferenc Rakoczi II Transcarpathian Hungarian University, published on the University's website at: •https://kme.org.ua/uk/mik/
Procedures and Measures of the Internal Quality Assurance System for Educational Activities	• defining the principles and procedures for quality assurance in higher education; • monitoring and periodic review of educational programmes; • annual evaluation of higher education students, academic staff and teaching staff of the higher education institution; • ensuring the professional development of teaching, research and academic staff through internships or professional development courses, with the receipt of an appropriate supporting document, amounting to a total of 6 credits over a five-year period, or through the defence of a dissertation; • ensuring the availability of the necessary resources for the organisation of the educational process, including students' independent work, for each educational programme; • ensuring the availability of information systems for the effective management of the educational process; • ensuring public access to information on educational programmes, levels of higher education and qualifications; • ensuring an effective system for preventing and detecting academic plagiarism in the scholarly works of staff members of the higher education institution and higher education students; • other procedures and measures.
The system for ensuring the quality of educational activities of the higher education institution and the quality of higher education (the internal quality assurance system) is assessed by the National Agency for Higher Education Quality Assurance upon submission by the higher education institution.	
9. Resource Provision for Programme Implementation	
Academic Staffing	The Educational Programme is delivered primarily by the academic staff of the Department of Pedagogy, Psychology, Primary, Pre-School Education and Management of Educational Institutions of Ferenc Rakoczi II Transcarpathian Hungarian University (https://kme.org.ua/uk/strukturni-pidrozdily/kafedri/kafedra-pedahohiky-ta-psyxolohiyi/). The lecturers involved in the implementation of the Programme are active and recognised scholars who publish in national and international scholarly literature and possess the appropriate professional competence and experience in teaching, research and pedagogical activity. Academic staff members undertake internships and continuously enhance their professional skills and subject-specific competences.

	The practice-oriented nature of the Educational Programme is ensured through the involvement of practitioners and high-level experts, including representatives of professional unions and associations, which strengthens the link between theoretical and practical training. The Head of the Project Group and the academic staff responsible for the implementation of the Programme meet the requirements set out in the Licensing Conditions for Conducting Educational Activities by Educational Institutions.
Material and Technical Provision	The delivery of educational components is supported by the material and technical facilities of the Department and educational units, including the necessary equipment and software for practical, laboratory and training classes, as well as supervision. The University has a well-developed infrastructure, including academic buildings, dormitories, subject-specific and computer classrooms, a psychological counselling room, training classrooms, student spaces, sports facilities, catering facilities, Wi-Fi and multimedia equipment. Practical training is also carried out through a network of experimental sites at educational institutions and specialised institutions, ensuring the integration of theoretical learning with practice and the development of professional competences in the field of psychology. The following resources are available for the organisation of the educational process: the **IRIS** electronic learning management system; the official website of the institution; Internet access; the scientific library and electronic resources; Google Classroom and Google Meet platforms; curricula, syllabi and academic schedules; methodological materials for independent work and practical training; and guidelines for the preparation of course papers and qualification papers. Students have access to the library and information centre, which holds collections of educational, scholarly and periodical literature, as well as to the electronic library containing professional publications in the field of psychology. The information and computer infrastructure is provided by the **Puskás Tivadar Centre of Informatics** of Ferenc Rakoczi II Transcarpathian Hungarian University, which supports the operation of computer classrooms, multimedia equipment and the Wi-Fi network throughout the institution. The institution also has specialised units that contribute to the educational, research, practical, cultural and psychological support of higher education students.
Information and Educational-Methodological Support	• official website of Ferenc Rakoczi II Transcarpathian Hungarian University: https://kme.org.ua/uk/ • wireless Internet access points; • scientific library and reading rooms of Ferenc Rakoczi II Transcarpathian Hungarian University (Electronic Library Catalogue: https://opac3.brff.monguz.hu/): https://kme.org.ua/uk/strukturni-pidrozdily/biblioteka-im-opacoi-chere-janosha/ • electronic library (repository): https://dspace.kme.org.ua/home • teaching and methodological complexes of academic disciplines; • didactic materials for students' independent and individual work; • practical training programmes.
10. Academic Mobility	

National Credit Mobility	Bachelor's training is carried out under the credit-transfer system. One credit amounts to 30 hours. Students from other higher education institutions have the opportunity to transfer and have credits recognised. The Programme provides for the recognition of learning outcomes acquired in formal education, in particular during students' academic mobility within Ukraine, as well as in non-formal and/or informal education.
International Credit Mobility	International credit mobility is implemented on the basis of bilateral agreements between Ferenc Rakoczi II Transcarpathian Hungarian University and higher education institutions in foreign partner countries, in particular cooperation agreements with universities in Slovakia, Hungary, Romania, etc.
Education of Foreign Higher Education Students	Education of foreign students is not provided.

2. LIST OF EDUCATIONAL PROGRAMME COMPONENTS AND THEIR LOGICAL SEQUENCE

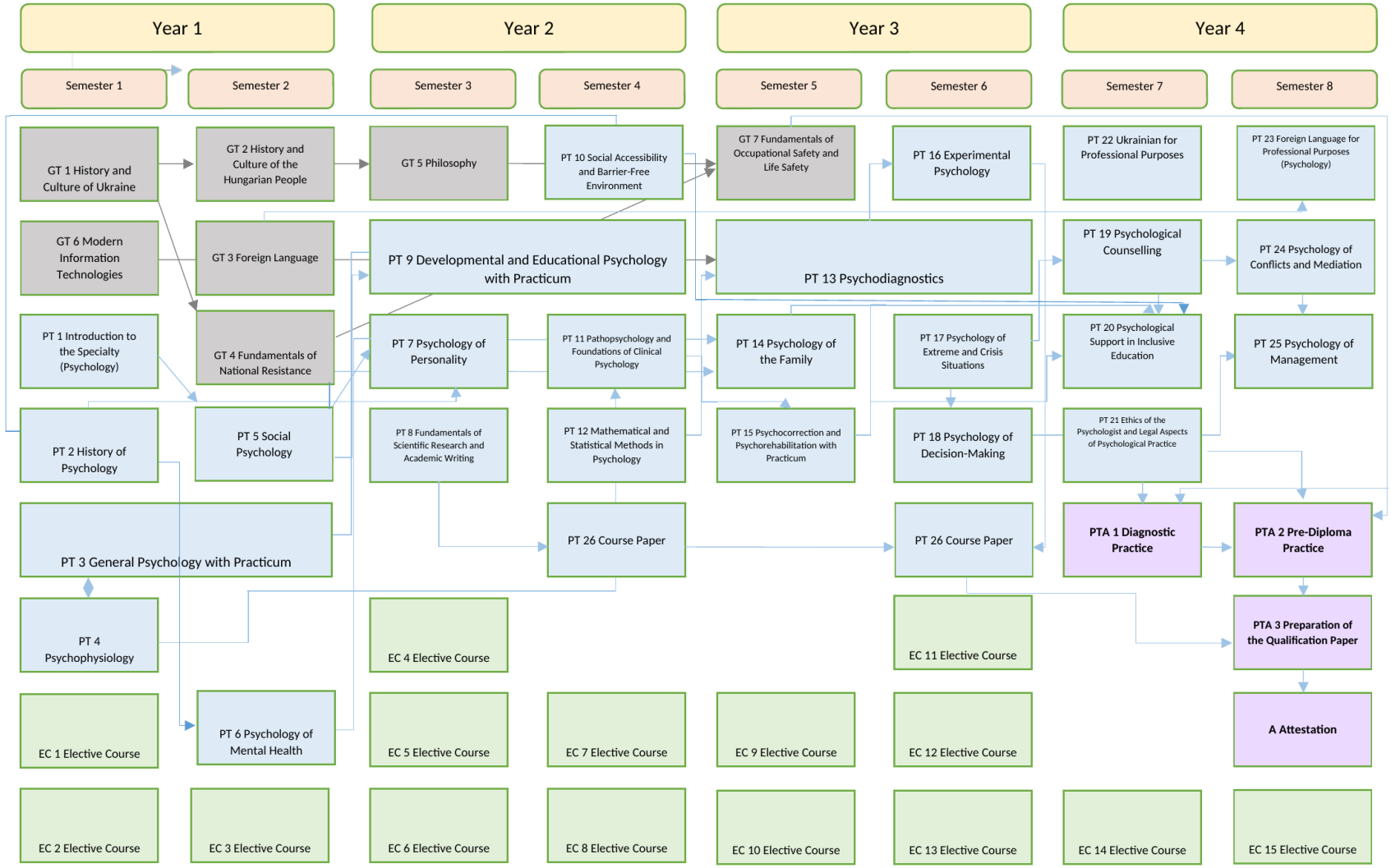
2.1. List of Educational Programme Components

Code according to the curriculum	Educational Programme components (academic disciplines, course projects/papers, practical training, qualification paper)	Number of ECTS credits	Form of assessment
1. COMPULSORY ACADEMIC DISCIPLINES			
1.1. Cycle of General Training (GT)			
GT 1	History and Culture of Ukraine	3	pass/fail assessment
GT 2	History and Culture of the Hungarian People	3	pass/fail assessment
GT 3	Foreign Language	3	pass/fail assessment
GT 4	Fundamentals of National Resistance[2]	5	graded pass/fail assessment
GT 5	Philosophy	3	pass/fail assessment
GT 6	Modern Information Technologies	3	pass/fail assessment
GT 7	Fundamentals of Occupational Safety and Life Safety	4	pass/fail assessment
Total scope of general training disciplines		**24**	
1.2. Cycle of Professional Training (PT)			
PT 1	Introduction to the Specialty (Psychology)	3	examination
PT 2	History of Psychology	3	examination
PT 3	*General Psychology with Practicum*	*10*	*pass/fail assessment, examination*
PT 4	Psychophysiology	5	pass/fail assessment
PT 5	Social Psychology	6	examination
PT 6	Psychology of Mental Health	4	pass/fail assessment
PT 7	Psychology of Personality	6	examination
PT 8	Fundamentals of Scientific Research and Academic Writing	3	pass/fail assessment
PT 9	Developmental and Educational Psychology with Practicum	12	examination, examination
PT 10	Social Accessibility and Barrier-Free Environment	4	examination
PT 11	Pathopsychology and Foundations of Clinical Psychology	6	examination
PT 12	Mathematical and Statistical Methods in Psychology	4	pass/fail assessment

[2] The educational component “Fundamentals of National Resistance” is compulsory for full-time higher education students who are citizens of Ukraine, in accordance with Law of Ukraine No. 1702-IX of 16 July 2021 “On the Fundamentals of National Resistance” and Order of the Ministry of Education and Science of Ukraine No. 1002 of 30 June 2026 on the Model Curriculum for the Academic Discipline “Fundamentals of National Resistance”.

PT 13	*Psychodiagnostics*	*11*	*pass/fail assessment, examination*
PT 14	Psychology of the Family	6	examination
PT 15	Psychocorrection and Psychorehabilitation with Practicum	6	examination
PT 16	Experimental Psychology	4	examination
PT 17	Psychology of Extreme and Crisis Situations	4	examination
PT 18	Psychology of Decision-Making	3	pass/fail assessment
PT 19	Psychological Counselling	6	examination
PT 20	Psychological Support in Inclusive Education	8	examination
PT 21	Ethics of the Psychologist and Legal Aspects of Psychological Practice	4	pass/fail assessment
PT 22	Ukrainian for Professional Purposes	4	examination
PT 23	Foreign Language for Professional Purposes (Psychology)	4	examination
PT 24	Psychology of Conflicts and Mediation	4	pass/fail assessment
PT 25	Psychology of Management	4	examination
PT 26	*Course Paper*	*4*	
Total scope of professional training disciplines		**138**	
1.3. Practical Training and Attestation (PTA)			
PTA 1	Diagnostic Practice	6	pass/fail assessment
PTA 2	Pre-Diploma Practice	8	pass/fail assessment
PTA 3	Preparation of the Qualification Paper	2	pass/fail assessment
A	*Attestation*	*2*	
A1	Professional Examination	1	
A2	Defence of the Qualification Paper	1	
Total scope of practical training		**18**	
TOTAL SCOPE OF COMPULSORY EDUCATIONAL COMPONENTS		**180**	
TOTAL FOR STUDENT-SELECTED ELECTIVE DISCIPLINES		**60**	
TOTAL SCOPE OF THE EDUCATIONAL PROGRAMME		**240**	

2.2. Structural and Logical Scheme of the Educational Programme



3. FORMS OF ATTESTATION OF STUDENTS AT THE FIRST (BACHELOR'S) LEVEL OF HIGHER EDUCATION

Form of attestation of higher education students	Attestation is carried out in the form of an attestation examination and the public defence of the qualification paper.
Requirements for the attestation examination	The attestation examination in the specialty verifies the achievement of the learning outcomes defined by the Higher Education Standard and the Educational Programme.
Requirements for the qualification paper	The qualification paper involves solving a complex specialized task or practical problem in the field of psychology, requiring the application of basic psychological theories and methods and characterized by complexity and uncertainty of conditions. The qualification paper must not contain academic plagiarism, falsification or fabrication. The qualification paper is published on the official website or in the repository of the higher education institution.
Requirements for public defence	In the course of the public defence, the candidate for the Bachelor's degree must demonstrate the ability to present the content clearly and confidently, answer questions in a well-reasoned manner and engage in discussion. The student's report must be accompanied by presentation materials. The decision of the examination board on awarding the Bachelor's degree in Psychology and issuing the Bachelor's diploma on the basis of the results of the final attestation of students is announced after the minutes of the meetings of the examination board have been drawn up in accordance with the established procedure.

The attestation of graduates is completed by the issuance of a document in the prescribed form confirming the award of the Bachelor's degree with the qualification of Bachelor of Psychology.

4. MATRIX OF CORRESPONDENCE BETWEEN SPECIAL (PROFESSIONAL) COMPETENCES (SC) AND THE COMPONENTS OF THE EDUCATIONAL AND PROFESSIONAL PROGRAMME

	SC 1	SC 2	SC 3	SC 4	SC 5	SC 6	SC 7	SC 8	SC 9	SC 10	SC 11	SC 12	SC 13	SC 14
GT 1			+	+			+				+			
GT 2			+	+			+				+			
GT 3				+			+				+			+
GT 4														
GT 5	+	+	+											+
GT 6				+	+	+	+				+			
GT 7						+				+	+		+	
PT 1	+		+							+	+			
PT 2	+	+	+	+						+	+	+		
PT 3	+	+	+	+	+		+							
PT 4	+	+	+	+			+							
PT 5			+					+	+				+	
PT 6	+	+	+	+			+			+	+			+
PT 7			+	+				+	+	+	+	+		
PT 8	+	+	+	+			+	+	+		+	+		
PT 9	+	+		+	+		+				+	+		
PT 10	+	+	+	+		+	+	+	+				+	
PT 11	+		+	+				+					+	
PT 12				+	+	+	+				+			
PT 13				+	+	+	+			+	+	+		+
PT 14			+	+				+	+	+			+	
PT 15			+	+		+	+	+	+	+	+		+	
PT 16	+				+	+	+			+	+	+		
PT 17			+	+			+	+	+	+	+			
PT 18			+	+			+					+		+
PT 19			+	+				+					+	
PT 20			+	+				+	+	+			+	
PT 21								+		+	+	+		

PT 22				+					+		+			+
PT 23				+			+				+			+
PT 24			+	+				+	+	+	+			+
PT 25			+				+	+				+		+
PT 26	+	+		+		+	+							
PTA 1				+	+	+	+							
PTA 2						+	+	+		+	+			
PTA 3				+		+	+				+			

5. MATRIX OF CORRESPONDENCE BETWEEN GENERAL COMPETENCES (GC) AND THE COMPONENTS OF THE EDUCATIONAL AND PROFESSIONAL PROGRAMME

	GC 1	GC 2	GC 3	GC 4	GC 5	GC 6	GC 7	GC 8	GC 9	GC 10	GC 11	GC 12	GC 13	GC 14	GC 15
GT 1				+	+		+			+	+			+	
GT 2				+	+					+	+		+		
GT 3	+		+	+				+	+		+		+		
GT 4															+
GT 5			+	+	+	+			+	+	+			+	
GT 6	+		+	+			+				+				
GT 7	+			+		+				+	+				
PT 1	+	+		+	+	+	+	+		+	+	+	+	+	
PT 2	+	+		+			+				+		+		
PT 3	+	+		+	+		+				+		+		
PT 4	+	+		+		+		+	+		+				
PT 5	+	+						+	+	+	+		+		
PT 6	+	+		+	+	+	+	+	+	+			+		
PT 7	+	+		+	+	+		+			+		+		
PT 8	+	+		+	+	+	+	+		+	+		+		
PT 9	+	+		+		+	+	+	+	+		+		+	
PT 10	+	+		+	+	+		+			+		+		
PT 11	+	+		+		+	+	+	+						
PT 12	+	+	+	+	+	+	+								
PT 13	+	+	+	+		+		+		+					
PT 14	+	+		+	+			+							
PT 15	+	+		+	+	+		+	+		+		+	+	
PT 16	+	+	+	+	+	+	+	+							
PT 17	+	+		+	+	+	+	+	+	+			+	+	
PT 18	+	+		+	+	+	+					+	+		
PT 19	+	+		+	+			+	+		+		+		
PT 20	+	+		+	+			+	+		+		+		
PT 21	+	+		+	+	+				+	+	+	+		
PT 22	+		+	+			+	+	+	+	+				
PT 23	+		+	+			+	+	+	+	+				
PT 24	+	+		+		+		+	+	+	+	+	+		
PT 25	+			+	+			+	+			+	+		
PT 26	+	+	+	+	+	+	+	+				+		+	
PTA 1	+				+			+							
PTA 2	+			+				+	+			+			
PTA 3			+	+	+							+		+	

6. MATRIX FOR ENSURING PROGRAMME LEARNING OUTCOMES THROUGH THE RELEVANT COMPONENTS OF THE EDUCATIONAL AND PROFESSIONAL PROGRAMME

Educational Components	Programme Learning Outcomes																				
	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05	PLO 06	PLO 07	PLO 08	PLO 09	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16	PLO 17	PLO 18	PLO 19	PLO 20	PLO 21
GT 1				+						+			+				+				
GT 2				+						+			+				+				
GT 3			+					+		+			+								
GT 4																					+
GT 5				+						+			+	+			+	+	+	+	
GT 6			+			+		+							+						
GT 7														+			+	+			
PT 1	+	+													+	+					
PT 2	+	+		+			+														
PT 3	+	+			+	+	+														
PT 4	+	+				+	+														
PT 5													+			+	+	+		+	
PT 6	+									+			+	+						+	
PT 7	+	+										+						+			
PT 8	+	+		+					+												
PT 9			+	+		+		+													
PT 10	+	+			+				+										+	+	
PT 11	+	+			+		+												+		
PT 12				+		+	+	+													
PT 13	+				+	+	+												+		
PT 14	+	+								+			+						+	+	
PT 15	+				+						+							+	+		
PT 16				+		+	+	+													
PT 17	+								+		+							+			
PT 18	+	+		+					+												
PT 19	+									+	+					+			+	+	
PT 20	+										+		+			+			+	+	
PT 21										+					+	+	+				
PT 22								+		+			+		+					+	
PT 23			+					+		+			+							+	
PT 24									+	+			+			+					
PT 25									+	+			+	+							
PT 26			+	+		+		+													
PTA 1	+				+	+	+														
PTA 2			+	+				+								+					
PTA 3			+	+		+		+													

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