

APPROVED  
by SUTE Academic Council  
February 02, 2022  
(minutes № 1)

PUT IN FORCE by

SUTE order  
dated 03.02.2022 № 45

## **REGULATION**

**on development and implementation  
of Cycle 3 programs at State  
University of Trade and Economics**

**Kyiv 2022**

## **1. General provisions**

1.1. The Regulation on Development and Implementation of Cycle 3 programs at State University of Trade and Economics (hereinafter – the Regulation) is an integral part of the System of Quality Assurance of Scientific and Educational Activity in Higher Education (System of Quality Management at State University of Trade and Economics (hereinafter – SQM SUTE)).

1.2. The Regulation is developed in line with the Ukrainian Laws ‘On Education’, ‘On Higher Education’, guidelines of Ministry of Education and Science of Ukraine (hereinafter – MESU), Standards and Guidelines for Quality Assurance in the European Higher Education Area (hereinafter – ESG), ISO 9001:2015, Government Decree on License Terms of Educational Activity Providing by Educational Institutions, and other statutory regulations.

1.3. The Regulation regulates the procedure of development, implementation and monitoring of Cycle 3 programs at State University of Trade and Economics (hereinafter – SUTE).

1.4. A Cycle 3 program is a set of educational and scientific components within some specialty at the third level of higher education. It determines admission requirements, list of study courses and scientific tasks, as well as a logical sequence of their accomplishment, correspond number of ECTS credits, and intended learning outcomes and competences to be acquired by a candidate of PhD degree.

A Cycle 3 program specifies at least four groups of competences, being in line with the National Qualification Framework. Among them are deep professional knowledge, general scientific (philosophical) competences, cross-functional research skills, language competences.

Scientific component of a Cycle 3 program envisages conducting of scientific research and formalisation of its results within a thesis.

1.5. A Cycle 3 program complies with the requirements of Higher Education Standard in terms of:

- number of ECTS credits;
- competences to be acquired;
- learning outcomes;
- forms of PhD candidates’ appraisal;
- requirements of functionality of a system of quality assurance in higher education.

1.6. A Cycle 3 program may be developed and implemented within the specialty licensed.

1.7. The name of a Cycle 3 program corresponds to the specialty name

(MESU Order # 1151 dated 06 November 2015).

1.8. SUTE ensures the right of a PhD student to elect training courses from the pool, determined by the educational component of a Cycle 3 program, as well as the relevant curriculum, which cover at least 25% of a study load in ECTS.

## **2. The process of development and implementation of Cycle 3 programs**

2.1. After consultation with the heads of core departments, the head of the doctoral school administration develops a draft of the decree on establishment of a Cycle 3 program design team. It comprises an annex with the list of such a team members. The decree must be approved according to the internal SUTE rules.

The number of a Cycle 3 program design team's members varies between 5 and 11 persons. It consists of key SUTE academics, practitioners (representatives of business, state agencies, NGOs, etc.), PhD candidates.

The head of a Cycle 3 program design team (director of a Cycle 3 program) has to comply with follow requirements:

- he / she is a doctor of science (equal to doctor habilitatus);
- he / she has a professor title;
- he / she has at least one published paper concerning the research lines within the Cycle 3 program scope in the journal (or other kind of periodical), which is included into the scientometric database Scopus or Web of Science Core Collection;
- he / she has adequate international experience (publications abroad and / or participation in international conferences and / or international internship, etc.)

The head of a Cycle 3 program design team (director of a Cycle 3 program) is governed by the Regulation on organization of educational process of PhD candidates in State University of Trade and Economics and has the responsibility for the quality of a Cycle 3 program.

A Cycle 3 program design team is responsible for:

- 2.1.1. monitoring and analysis of labour market, study of similar Cycle 3 programs, provided by other Ukrainian and foreign higher education institutions (hereinafter – HEIs);
  - 2.1.2. study current and anticipated institutional environment;
  - 2.1.3. study and analysis of admission statistics for at least 5 years;
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- 2.1.4. study and analysis of quantitative and qualitative indicators of teaching staff sustainability;
- 2.1.5. determination of a Cycle 3 program's learning outcomes (description of knowledge and skills that must be obtained through Cycle 3 study);
- 2.1.6. clear presentation of the draft of a Cycle 3 program (developed in the accordance with the List of study fields and specialties of students' training, approved with the Resolution of the Cabinet of Ministers of Ukraine # 266 dated 24 April 2015) to stakeholders in order to find out its match value and to get their approval of such a program start;
- 2.1.7. modifying the draft, where appropriate, and formalising a Cycle 3 program according to the rules established.

2.2. A Cycle 3 program design team develops a substantial reasoning of the draft of a Cycle 3 program and the logframe of training courses. They are presented by the head of a Cycle 3 program design team (director of a Cycle 3 program) at the session of SUTE Academic Board. The stakeholders (PhD students, practitioners, etc.), as well as a Cycle 3 program design team's members use to be invited to the session.

2.3. As SUTE Academic Board approves the draft of a Cycle 3 program, the draft of curriculum must be developed. It is also a subject of approval by SUTE Academic Board. There is a common way of its approval. The information about new Cycle 3 program must be included into the SUTE Admission Rules and into other relevant documents.

2.4. The number of vacant places under a Cycle 3 program is determined by a specialty license terms.

### **3. The procedure of monitoring and improvement of Cycle 3 programs**

3.1. Monitoring and improvement of SUTE Cycle 3 programs are aimed to ensure their relevance to specified goals, as well as to the needs of PhD students and of the whole society. All the stakeholders shall be informed about all the planned and implemented developments of the program.

3.2. The head of a Cycle 3 program design team (director of a Cycle 3 program) organises the cyclical monitoring and improvement of the program in order to ensure the quality of educational services, to develop competitive competences and to create favourable and effective education environment for PhD students. The members of a Cycle 3 program design team are also involved into this work.

3.3. Criteria of monitoring and improvement of SUTE Cycle 3 programs are created due to feedback of teaching staff, PhD students, graduates, practitioners, other stakeholders and due to anticipating programs' development and public needs.

3.4. Monitoring and improvement of SUTE Cycle 3 programs concern:

- the content of a Cycle 3 program and its adequacy to modern demand and current scientific achievements in the relevant study field;
- changes of public needs;
- PhD candidates' expectations, needs and satisfaction with a Cycle 3 program.

3.5. Cycle 3 program design teams cyclically monitor and analyse the programs, improve them to meet the current needs.

3.6. Updated Cycle 3 programs must be approved by SUTE Academic Board and put in force by SUTE order.

3.7. Updated Cycle 3 programs are the integral part of SQM SUTE. They are incorporated into Program's ECTS portfolios, which are annually published at the official SUTE web-site.

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
STATE UNIVERSITY OF TRADE AND ECONOMICS**

**C Y C L E 3 P R O G R A M**

**“N A M E”**

**The Third Level of Higher Education**

**Specialty Code «Name»**

**Study field Code «Name»**

**APPROVED BY  
SUTE ACADEMIC BOARD Head of  
Academic Board \_\_\_\_\_ / A.  
Mazaraki Minutes # \_\_\_ dated \_\_\_  
\_\_\_\_\_ 20\_\_**

**Cycle 3 Program put in force since \_\_\_\_\_ 2018  
Rector \_\_\_\_\_ / A. Mazaraki  
Order # \_\_\_\_\_ dated \_\_\_\_\_ 20\_\_**

**Kyiv-20\_\_**

**APPROVAL SHEET  
of Cycle 3 program**

**«NAME»**

**(Academic Degree «Doctor of Philosophy»)**

Approved:  
The first vice-rector  
for Scientific-Pedagogical Work

\_\_\_\_\_ N. Prytulska.  
\_\_\_\_\_ 20\_\_

Approved:  
Vice-rector  
for Scientific Work

\_\_\_\_\_ S. Melnychenko  
\_\_\_\_\_ 20\_\_

Approved:  
Head of Training Department

\_\_\_\_\_ K. Mostyka  
\_\_\_\_\_ 20\_\_

Approved:  
Head of Doctoral School Administration

\_\_\_\_\_ Y. Anishchenko  
\_\_\_\_\_ 20\_\_

Approved:  
Director of the Cycle 3 program

\_\_\_\_\_  
\_\_\_\_\_ (program name)  
\_\_\_\_\_ (Name)  
\_\_\_\_\_ 20 p.

Approved:  
Representative of Scientific fellowship of  
students, PhD and doctoral students, and  
young scientists

\_\_\_\_\_ Y. Baraniuk  
\_\_\_\_\_ 20 p.

Approved:  
\_\_\_\_\_  
(external stakeholder's position and affiliation)

\_\_\_\_\_  
\_\_\_\_\_ (Name)  
\_\_\_\_\_ 20

Approved:  
\_\_\_\_\_  
(external stakeholder's position and affiliation)

\_\_\_\_\_  
\_\_\_\_\_ (Name)  
\_\_\_\_\_ 20

## PREAMBLE

Developed by the program design team:

#	Name	Position, academic degree, academic title (acknowledge the director)

### External stakeholders' response:

- 1.
- 2.



## 1. Profile of the Cycle 3 Program #\_\_ “NAME”

<b><i>1 – General Information</i></b>	
Name of HEI Name of a structural unit (if appropriate)	State University of Trade and Economics
Academic degree (in the original language)	Doctor of Philosophy (PhD)
Official name of a program	
Number of ECTS credits, study duration	60 ECTS credits, 4 years
Accreditation (if appropriate)	<i>Put the information about Cycle 3 accreditation (Ukrainian or international), inter alia:</i> <ul style="list-style-type: none"> <li>- name of accreditation agency,</li> <li>- country of accreditation agency affiliation,</li> <li>- # of accreditation certificate,</li> <li>- period of accreditation,</li> <li>- accreditation hallmark, etc.</li> </ul>
Level of higher education	QF for EHEA – the third, EQF for LLL – 8 level, Ukrainian NQF – 8 level.
Admission requirements	<i>Put the requirements to prior education or other admission requirements</i>
Language of teaching	
Period of program validity	<i>Put the term of validity of Cycle 3 program. Cannot be longer than accreditation period.</i>
Website of Cycle 3 program’s description	<i>Put a link to the web-page with the information package of a Cycle 3 program</i>
<b><i>2 – The aim of the Cycle 3 program</i></b>	
<i>Exact and laconic formulation up to two sentences.</i>	
<b><i>3 – Characteristics of the Cycle 3 program</i></b>	
Study field, specialty	
Program orientation	<i>According to ISCED a Cycle 3 program can be theoretical or applied. Put a small characteristic of the orientation of the Cycle 3 program.</i>
Main focus of a program	
Program peculiarities	<i>Among other things may be pointed out the relevance of the Cycle 3 program to foreign ones.</i>
<b><i>4 – Graduates’ employability and ability to next study</i></b>	
Employability	<i>Put relevant industries and professions (according to State Classification Code of Professions)</i>
Next study	<i>Postdoctoral study of getting the academic degree of doctor of science (equal to doctor habilitatus).</i>
<b><i>5 – Teaching and Assessment</i></b>	
Teaching and learning	<i>Laconic description (up to 3 lines) of the main approaches, methods and techniques used within the program</i>
Assessment	

<b>6 – Program Competences</b>	
Integral competence	<i>Formulate through concretization of integral competence of the relevant standard of higher education in context of the program</i>
General competences (GC)	<i>It is recommended to select the appropriate ones (in addition to the determined by the standard) from the list of general competences suggested by the TUNING Project: Tuning of educational structures and programmes on the basis of diversity and autonomy!</i>
Professional competences (PC)	<i>Must correlate with description of the relevant qualification level of NQF and be broken down of 4 types of competences: knowledge, skills, communication and autonomy and responsibility. Use of international best practice and examples (QAA standards, TUNING Project: Tuning of educational structures and programmes on the basis of diversity and autonomy!) are desirable.</i>
<b>7 – Program learning outcomes</b>	
	<ul style="list-style-type: none"> <li>– <i>program learning outcomes, defined by the standard of higher education in the specialty (the standard determines the normative training content – 15-20 generic learning outcomes, which correlate with the program competences);</i></li> <li>– <i>program learning outcomes, defined by the HEI (usually, 5 at the most);</i></li> </ul> <p><i>Program learning outcomes must be formulated in active form factored at different complexity degrees in regard to cognitive (Bloom’s taxonomy), affective and psychomotor spheres.</i></p> <p><i>In case of classifying the program learning outcomes, it is recommended to break them down of 3 groups: knowledge and understanding, use of knowledge and understanding, estimation.</i></p>
<b>8 – Program resourcing</b>	
Academic staff	<i>Put specific characteristics of academic staff, including the prospect of engaging of foreign academics</i>
Material support	<i>Put specific characteristics of material support</i>
Informational and methodological support	<i>Put specific characteristics of informational and methodological support</i>
<b>9 – Academic mobility</b>	
National credit mobility	<i>E.g. Put the information about agreements on national academic mobility</i>
International credit mobility	<i>E.g. Put the information about agreements on international academic mobility (Erasmus+K1), long-term international projects, which include study of PhD students.</i>
Training of foreign students PhD students	<i>Put the information about conditions and peculiarities of aliens’ training</i>

## 2. The list and the consequentiality of Cycle 3 program's components

### 2.1. The list of components

Code	Components of the Cycle 3 program	ECTS credits	Form of final assessment
1	2	3	4
<b>1. MANDATORY COMPONENTS</b>			
MC 1			
MC 2			
MC 3			
...			
<b>Total mandatory</b>			
<b>2. ELECTIVE COMPONENTS</b>			
EC 1			
EC 2			
EC 3			
...			
<b>Total elective</b>			
<b>Total</b>			

### 2.2. The logframe of the Cycle 3 program

Brief summary of consequentiality of Cycle 3 program's components. Graphic chart depiction is recommended.

## 3. Appraisal form

Put the information about forms and procedures of final academic assessment, as well as academic degree awarded and documents obtained due to successful program completion.

## 4. Matrix of program competences compliance with components of Cycle 3 program

	MC 1	MC 2	...	MC n	EC 1	EC 2	...	EC n
GC 1			•	•				•
GC 2	•			•	•	•	•	•
GC 3	•	•				•		
...								
PC 1	•		•		•		•	•
PC 2	•	•		•	•	•	•	•
PC 3	•	•		•	•	•	•	•

**5. Matrix of program learning outcomes (PLO) providing with relevant components of Cycle 3 program**

	<b>MC 1</b>	<b>MC 2</b>	<b>...</b>	<b>MC n</b>	<b>EC 1</b>	<b>EC 2</b>	<b>...</b>	<b>EC n</b>
<b>PLO 1</b>	•	•	•	•	•	•	•	•
<b>PLO 2</b>	•	•	•	•	•	•	•	•
<b>...</b>	•	•		•		•		•
<b>PLO 3</b>	•			•		•	•	•