

# **BORYS GRINCHENKO KYIV UNIVERSITY**

**APPROVED**  
by decision of the Academic Council of  
Borys Grinchenko Kyiv University  
19.05.2022, minutes No. 5

Chairman of the Academic Council  
\_\_\_\_\_ Victor OGNEVIUK

## **EDUCATIONAL-RESEARCH PROGRAMME**

**“Philosophy”**

**Third level of higher education**

Field of study:	03 Humanities
Programme Subject Area:	033 Philosophy
Degree:	Doctor of Philosophy

Put into action from 01.09.2022  
(order from 19.05.2022 No. 239)

**LETTER OF APPROVAL**  
**of a new edition of educational-research programme “Philosophy”**

Philosophy Department

Minutes from 16.05.2022 No. 9

Head of the department \_\_\_\_\_ Roman DODONOV

Academic Council of Faculty of History and Philosophy

Minutes from 17.05.2022 No. 9

Deputy of Head of Academic Council \_\_\_\_\_ Vitaliy ZAVADSKYI

Head of Doctoral School \_\_\_\_\_ Ilona TRYHUB

18.05.2022

Vice-rector for Research \_\_\_\_\_ Natalia VINNIKOVA

18.05.2022

## PREFACE

The educational-research programme is developed based on the Law of Ukraine “On Higher Education”, the Procedure for the Training of Candidates for the Degree of Doctor of Philosophy and Doctor of Sciences in Higher Education Institutions (Research Institutions), approved by the Resolution of the Cabinet of Ministers of Ukraine dated March 23, 2016, No. 261 (with amendments), and the Higher Education Standard of Ukraine in the field of specialty 033 Philosophy for the third (educational-scientific) level of higher education, approved and implemented by the order of the Ministry of Education and Science of Ukraine dated April 1, 2022, No. 287.

### **Developed by a working group**

*The head of the group:*

*Olena Aleksandrova*, Doctor of Philosophy, professor, Dean of the Faculty of History and Philosophy (guarantor of the educational-research programme).

*Members of the working group:*

*Victor Ogneviuk*, Doctor of Philosophy, Professor, Rector of Boris Grinchenko Kyiv University;

*Roman Dodonov*, Doctor of Philosophy, Professor, Head of the Department of Philosophy at the Faculty of History and Philosophy;

*Alexander Horban*, Doctor of Philosophy, Professor, Professor at the Department of Philosophy at the Faculty of History and Philosophy;

*Yaroslav Pasko*, Doctor of Philosophy, Professor, Professor at the Department of Philosophy at the Faculty of History and Philosophy.

*Maria Maletska*, postgraduate student of the educational-research programme “Philosophy”.

### **External reviewers:**

*Oleksandr Dzioban*, Doctor of Philosophy, Professor, Professor at the Department of Philosophy, Yaroslav Mudryi National Law University.

*Victor Zinchenko*, Doctor of Philosophy, Senior Research Fellow, Chief Research Fellow at the Department of Research Activities of Universities, Institute of Higher Education, National Academy of Educational Sciences of Ukraine.

### **Reviews from representatives of professional associations/employers:**

*Oleksandr Sagan*, Doctor of Philosophy, Professor, Head of the Department of Religious Studies, Hryhorii Skovoroda Institute of Philosophy, National Academy of Sciences of Ukraine.

The educational-research programme was implemented on September 1, 2016.

Updated:

Review date of the educational-research programme			
Signature			
Full name of the guarantor of the educational-research programme			

This programme may not be fully or partially reproduced, duplicated and distributed without the permission of Borys Grinchenko Kyiv University

## JUSTIFICATION

The update of the educational-research programme “Philosophy” at the third (educational-scientific) level of higher education, approved by the decision of the Academic Council of Borys Grinchenko Kyiv University on March 31, 2016, protocol No. 3 (order dated April 29, 2016, No. 232), with amendments dated September 17, 2020, protocol No. 1 (order dated September 24, 2020, No. 539), is driven by factors that have emerged during the implementation of the educational-research programme (curriculum development, elaboration of course syllabi, and practical training of candidates at the third (educational-scientific) level of higher education) during the period from 2016 to 2021. During the implementation of the educational-research programme, the working group conducted surveys, face-to-face and online meetings, and received feedback from higher education candidates, the academic community, and employers with suggestions to make specific changes and refinements to the existing educational-research programme.

During the update of the educational-research programme, the following documents and recommendations were taken into account: the Higher Education Standard of Ukraine in the field of specialty 033 Philosophy for the third (educational-scientific) level of higher education, approved and implemented by the order of the Ministry of Education and Science of Ukraine dated April 1, 2022, No. 287; letter from the National Agency for Higher Education Quality Assurance dated September 3, 2021, No. 672, “On ensuring graduates' mastery of the methodology of pedagogical activity in educational-research programmes of Doctor of Philosophy”; item 25 of the Procedure for the Training of Candidates for the Degree of Doctor of Philosophy and Doctor of Sciences in Higher Education Institutions (Research Institutions), approved by the Resolution of the Cabinet of Ministers of Ukraine dated March 23, 2016, No. 261 (with amendments); and Methodological Recommendations for the Development and Update of Educational Programs (new edition) of Borys Grinchenko Kyiv University dated June 9, 2021, No. 406. Additionally, the recommendations of the expert group and sectoral expert council during the accreditation process in 2020-2021 were also considered in the update of the educational-research programme.

After conducting consultations, working meetings, and sessions, taking into account stakeholders' feedback, changes, refinements, and additions have been made to the educational-research programme, which include:

- Clarification of the general information description about the educational-research programme.
- Refinement of the list of graduate programme competencies and learning outcomes.
- Clarification of the names of specific educational components and optimization of their structure in accordance with the current state of the field and specialty (the discipline “Pedagogy and Psychology in Higher Education” has been introduced into the mandatory components of the educational-research programme).

Redistribution of credits among educational components to strengthen the theoretical and methodological aspects of teaching activities.

## I. Profile of the educational-research programme “Philosophy”

<b>1 – General information</b>	
Full name of the higher education institution and its structural unit	Borys Grinchenko Kyiv University Faculty of History and Philosophy
Level of higher education	Third level of higher education
Degree	Doctor of Philosophy
Field of study	03 Humanities
Programme Subject Area	033 Philosophy
Educational-research programme	“Philosophy”
Qualification	PhD in Philosophy
Qualification in diploma	Degree – Doctor of Philosophy Field of study – 03 Humanities Programme Subject Area – 033 Philosophy
Form of education	Institutional (full-time, part-time)
Language(s) of instruction	Ukrainian; English
Cycle/level	NQF Level 8 (Third cycle of QF-EHEA / EQF Level 8)
Diploma type and scope of educational-research programme	PhD Diploma, single The scope of the educational component of the educational-research programme – 60 ECTS credits, study period 4 years
Requirements	Possession of a Master's degree or a specialist educational-qualification level
Availability of accreditation	National Agency for Higher Education Quality Assurance, Ukraine. Accreditation Certificate of educational-research programme “Philosophy” Specialty: 033 Philosophy, third (educational-scientific) level Certificate: No. 1270 dated 01.03.2021. Valid until 01.07.2026.
The Internet address of the permanent posting of the description of educational-research programme	<a href="http://kubg.edu.ua">http://kubg.edu.ua</a>
<b>2 – The objective of the educational-research programme</b>	
To ensure a modern educational and scientific preparation of researchers in the field of Humanities (03) with specialization in Philosophy (033), characterized by profound scientific, analytical, research, and organizational potential, for successful professional self-realization and the implementation of scientific projects in accordance with the mission of Boris Grinchenko Kyiv University – “To serve the individual, community, and society”.	

<b>3 – Characteristics of the educational and scientific program</b>	
Description of the subject area	<p><i>Objects of activity:</i> complex problems and research projects in the field of philosophy, the effectiveness of their investigation and solution for the advancement of philosophical science; methodological approaches and methods of scientific-philosophical research, strategies for interdisciplinary research.</p> <p><i>Learning objectives:</i> acquisition of the ability to generate new ideas, solve complex problems in the field of philosophy and humanities, which involves a deep rethinking of existing and creating new comprehensive knowledge and improving professional practice.</p> <p><i>Theoretical content of the subject area:</i> a complex of ideas, concepts, categories, theories, principles, methods, concepts, approaches, and strategies of philosophy as a fundamental means of cultural reflection; functioning and transformation of intellectual practices.</p> <p><i>Methods, methodologies, and technologies:</i> methodological approaches of contemporary philosophy, modern teaching methodologies in philosophy, modern digital technologies.</p> <p><i>Tools and equipment:</i> communication equipment, information means used in professional activities.</p>
Structure of the educational-research programme	<p>Ratio of compulsory and elective components of the educational-research programme (ESP):</p> <p>Compulsory Part (44 ECTS credits, 73.3%): disciplines aimed at developing specific (professional, subject-specific) competencies – 32 credits, 53.3%; practices (teaching, research) – 12 credits, 20%.</p> <p>Elective Part – 16 credits, 26.7%: free choice of educational components.</p>
<b>4 – Employability of graduates for employment and further education</b>	
Suitability for employment	Positions of research and academic staff in research institutions and higher education institutions.
Academic rights	Attainment of a doctoral degree and additional qualifications in the adult education system.
<b>5 – Teaching and assessment</b>	
Teaching and assessment	<p>The educational process is built on the principles of student-centered, personalized learning, competency-based, systemic-integrative approaches, and research-based learning.</p> <p>Teaching is conducted through lectures, seminars, and practical sessions. It involves independent work (completion of individual tasks using printed and electronic sources), consultations with instructors, e-learning through specific educational components, and participation in internships.</p> <p>Teaching is implemented using innovative, interactive, and informational technologies on the Moodle distance learning platform in the digital university campus, organizing communication on platforms such as Google Meet, Zoom, etc.</p> <p>Elements of informal education are utilized during the study of specific modules of disciplines on online educational platforms and during participation in scientific conferences, congresses, webinars, workshops, etc.</p> <p>The educational-research programme includes educational components aimed at research preparation for future philosophy doctoral candidates, particularly focusing on the research topics of doctoral students and considering their scientific interests.</p>
Assessment	The preparation of students includes assessment of all types of classroom and extracurricular educational activities through intermediate and final

	(semester) evaluations. Intermediate assessment includes oral examinations, essays, written express assessments/computer testing, etc. Module assessments and final semester assessments include credits, oral and written exams, combined forms of assessment, and practical report defenses.
<b>6 – Graduate’s competencies according to the programme</b>	
Integrated competencies	The ability to generate new ideas, solve complex problems in the field of philosophy, apply the methodology of scientific and pedagogical activities, as well as conduct independent scientific research, the results of which have scientific novelty and theoretical and practical significance.
General competencies	GC 1. Ability to generate new ideas (creativity).
	GC 2. Ability to identify, formulate and solve problems.
	GC 3. Ability to work in an international context.
	GC 4. Ability to develop projects and manage them.
	GC 5. The ability to solve complex problems in philosophy based on a systematic scientific worldview and general cultural knowledge, while adhering to the principles of professional ethics and academic integrity.
	GCU 6. The ability for scientific research; development of personally significant qualities of a researcher; goal setting, formulation of tasks, hypothesis formulation, development of research strategy; ability to create a research plan, solve research tasks, generate and interpret new knowledge in accordance with the topic of scientific research.
	GCU 7. The ability for self-improvement and continuous professional education.
Specialized (professional, subject-specific) competencies	SC 1. The ability to conduct original research, achieve scientific results that generate new knowledge in philosophy and related interdisciplinary fields, and have the potential for publication in leading scientific journals in philosophy and related areas.
	SC 2. The ability to orally and in writing present and discuss the results of scientific research in Ukrainian and foreign languages, as well as a deep understanding of scientific texts in foreign languages related to the research area.
	SC 3. The ability to apply methods of philosophical and interdisciplinary research, identify their heuristic possibilities and limitations, and utilize relevant research tools.
	SC 4. The ability to engage in scientific and pedagogical activities in higher education.
	SC 5. The ability to analyze, systematize, and synthesize the results of interdisciplinary scientific research in the field of philosophy, evaluate the current state and trends in the development of philosophy
	SC 6. The ability to identify, formulate, and solve research problems in the field of philosophy, evaluate and ensure the quality of conducted research.
	SCU 7. The ability to differentiate scientific activities according to the research interests of the researcher; understanding the fundamental principles of philosophical science; comprehensive knowledge of the history of world and Ukrainian philosophy; proficiency in contemporary conceptual frameworks of philosophy and textual culture of a philosopher.
	SCU 8. The ability to comprehend contemporary scientific methodology; conduct research activities related to the analysis of society and education using theoretical and empirical methods; methodologically and

	technologically competent execution of scientific research and interpretation of its results; effective dissemination and dissemination of knowledge regarding scientific research and innovations.
<b>7 – The normative content of higher education preparation for students, formulated in terms of learning outcomes</b>	
<p>LO 1. To possess advanced conceptual and methodological knowledge in philosophy and at the boundaries of disciplinary fields, as well as research skills sufficient for conducting scientific and applied research at the level of global achievements in philosophy, acquiring new knowledge, and implementing innovations.</p> <p>LO 2. To proficiently present and discuss research findings, scientific and applied problems in philosophy with both specialists and non-specialists, using the national and foreign languages, and to publish research results in scientific publications in leading academic journals.</p> <p>LO 3. Effectively apply knowledge of the fundamental principles of theoretical and practical philosophy, the history of global and national philosophical thought, as well as major trends and leading tendencies in contemporary world philosophy in professional activities.</p> <p>LO 4. Formulate and test hypotheses; utilize appropriate evidence to support conclusions, including results from theoretical analysis, applied research, existing literature data; analyze the researched problem considering a broad intellectual and socio-cultural context.</p> <p>LO 5. Plan and conduct theoretical research in philosophy and related interdisciplinary fields using modern tools; critically analyze the results of one's own research and the findings of other researchers in the context of the entire body of contemporary knowledge regarding the investigated problem.</p> <p>LO 6. Deeply comprehend the general principles and methods of philosophical sciences, as well as the methodology of scientific research, and apply them in one's own research in the field of philosophy and in teaching practice.</p> <p>LO 7. Apply modern tools and technologies for information search, processing, and analysis, including statistical methods for analyzing large and complex datasets, specialized databases, and information systems.</p> <p>LO 8. Develop and implement scientific and innovative projects that contribute to creating new integrated knowledge and professional practice and address significant philosophical research problems considering social, economic, environmental, and legal aspects.</p> <p>LO 9. Organize and implement the educational process in the field of philosophy, including its scientific, educational-methodological, and regulatory support; apply effective teaching methodologies for academic disciplines.</p> <p>LO 10. Be aware of and critically reassess personal-professional and scientific experience.</p> <p>LO 11. Work with scientific texts from specialized literary sources and the Internet, identify and shape new ideas and relevant scientific problems, and create a research plan.</p> <p>LO 12. Conduct a comparative analysis of complex phenomena and processes in the context of domestic and international scientific investigations, particularly in social philosophy or philosophy of education.</p>	
<b>8 – Resource provision for the implementation of the educational-research programme</b>	
Staffing provision	The staffing provision of the educational-research programme consists of the faculty members of the Philosophy Department of the Historical-Philosophical Faculty. The teaching of specific disciplines involves the faculty members from the Department of Computer Science and Mathematics of the Faculty of Information Technology and Management, the Department of Public and Private Law of the Faculty of Law and International Relations, the Department of Linguistics and Translation of the Institute of Philology, the Department of Theory and History of Pedagogy of the Pedagogical Institute, and the Department of Personality Psychology and Social Practices of the Institute of Human Studies, in accordance with the competence and experience of the academic staff.



	<p>The scientific orientation of the educational-research programme involves the active participation of experts who correspond to the program's direction, thus enhancing the synergistic connection between theoretical and practical training.</p> <p>The staffing provision of the educational-research programme meets the requirements specified in the Licensing Conditions for educational activities.</p>
Material and technical provision	<p>The educational process takes place in classrooms of general and special purpose. The rooms are equipped with stationary audio and video recording equipment, SMART technologies, multimedia equipment complexes, and projection devices. The University has an adequate number of specialized computer labs, which are equipped with computers with appropriate software, multimedia equipment complexes, visual and methodological materials. All workstations in the computer labs are connected to the Internet.</p> <p>The areas of the premises used in the educational process meet the requirements of accessibility, sanitary norms, and fire safety regulations.</p> <p>The necessary social and domestic infrastructure is available, including dining halls, cafeterias, assembly halls, sports halls, a stadium, sports grounds, a medical center, and a swimming pool.</p>
Information and educational-methodical provision	<p>The information and educational-methodical provision includes:</p> <ul style="list-style-type: none"> <li>- The official website of Borys Grinchenko Kyiv University: <a href="https://kubg.edu.ua/">https://kubg.edu.ua/</a>. It provides information about educational programs, academic, scientific, and educational activities, organizational structure, admission rules, contacts, and regulatory framework for educational activities.</li> <li>- Digital Campus: <a href="https://digital.kubg.edu.ua/">https://digital.kubg.edu.ua/</a>. It contains information about digital education services, digital science with access to various platforms, digital management of regulatory databases, registers, and document flow, image and leadership, university infrastructure, personal cabinets, and corporate email.</li> <li>- The University's e-learning system (Moodle).</li> <li>- Online teaching tools: Google Meet (corporate), Google Chat, Google Hangouts, Google Classroom.</li> <li>- Wireless internet access points.</li> <li>- Library and reading rooms.</li> <li>- Electronic library and repository: <a href="http://elibrary.kubg.edu.ua/">http://elibrary.kubg.edu.ua/</a>.</li> <li>- Access to electronic scientific databases such as Scopus, Web of Science, EBSCO, and others.</li> <li>- Educational and working curricula.</li> <li>- Schedule of the educational process.</li> <li>- Syllabi of educational disciplines and internships.</li> </ul>
<b>9 – Academic mobility</b>	
National credit mobility	–
International credit mobility	Based on the concluded agreements that involve academic mobility with foreign partner universities, within programs such as the EU Erasmus+ program, etc.
Education of foreign students in higher education.	The educational and scientific process is conducted in Ukrainian. Foreigners who have a proficiency level in Ukrainian language not lower than C2 are eligible to study under this educational-research programme.

## II. List of components of the educational-research programme and their logical sequence

### 2.1. List of compulsory components (CC) of the educational-research programme

Component code	Code (n/d, pr.,at.)	Components of the educational program (academic subjects, practices)	Number of credits	Form of final assessment
1	2	3	4	5
<b>Compulsory components (CC)</b>				
<b>CC 1</b>	CD.01	<b>Philosophy and methodology of scientific activity</b>	<b>4</b>	Exam
		<i>Philosophy of Science</i>	2	
		<i>General scientific methodology</i>	1	
		<i>Scientific ethics</i>	1	
<b>CC 2</b>	CD.02	<b>Scientific research strategies</b>	<b>6</b>	Credit
		<i>Legal basis of scientific research and scientific activity</i>	1	
		<i>Internationalization of science</i>	3	
		<i>ICT in modern scientific research</i>	2	
<b>CC 3</b>	<b>CD.03</b>	<b>Foreign language for scientific communication</b>	<b>8</b>	Exam
<b>CC 4</b>	<b>CD.04</b>	<b>Pedagogy and psychology of the higher education</b>	<b>4</b>	Exam
		<i>Pedagogy</i>	1	
		<i>Psychology</i>	1	
		<i>Teaching methods in tertiary education</i>	2	
<b>CC 5</b>	<b>CD.05</b>	<b>Current issues of philosophical discourse</b>	<b>6</b>	Exam
		<i>Cultural-historical preconditions for the emergence of philosophy</i>	2	
		<i>Fundamental aspects of the Eastern and Western worldview</i>	2	
		<i>Philosophical-ideological paradigms of modernity</i>	2	
<b>CC 6</b>	<b>CD.06</b>	<b>Research in Humanities</b>	<b>4</b>	Credit
		Work with original sources and scientific texts	2	
		The logic of scientific research	2	
<b>CC 7</b>	<b>CP.01</b>	<b>Scientific and teaching practice</b>	<b>6</b>	Credit
<b>CC 8</b>	<b>CP.02</b>	<b>Research practice</b>	<b>6</b>	Credit
<b>Total:</b>			<b>44</b>	
<b>Optinal components (OC) (Appendix 1)</b>				
<b>Optional block “Social philosophy and philosophy of history”</b>				
<b>OC 1</b>	<b>OD.01.01</b>	<b>Theoretical and methodological basis of social philosophy and philosophy of history</b>	<b>6</b>	Credit
		Current philosophical issues of society	2	
		Megatrends of modern social development	2	
		Philosophical issues of politics and economics	2	
<b>OC 2</b>	<b>OD.01.02</b>	<b>Workshop on social philosophy and philosophy of history</b>	<b>10</b>	Credit
<b>Total:</b>			<b>16</b>	
<b>Optional block “Philosophy of Education”</b>				
<b>OC 1</b>	<b>OD.02.01</b>	<b>Theoretical and methodological basis of philosophy of education</b>	<b>6</b>	Credit
		Current issues of modern philosophy of education	2	
		Educology as a direction of integrated research in the field of education	2	
		Globalization and internationalization of education	2	
<b>OC 2</b>	<b>OD.02.02</b>	<b>Workshop on the philosophy of education</b>	<b>10</b>	Credit
<b>Total:</b>			<b>16</b>	
<b>Optional block – Options from the Course catalogue</b>				
<b>OC</b>	<b>OD.03</b>	Selection of educational components from the Course Catalog for the corresponding number of credits	<b>16</b>	Credit
<b>Total for optional subjects</b>			<b>16</b>	
<b>CURRICULUM TOTAL</b>			<b>60</b>	

**2.2 Table of the educational-research programme (Compulsory Block)**

Year 1		Year 2		Year 3		Year 4	
Semester 1 <i>8 credits</i>	Semester 2 <i>10 credits</i>	Semester 3 <i>10 credits</i>	Semester 4 <i>12 credits</i>	Semester 5 <i>12 credits</i>	Semester 6 <i>8 credits</i>	Semester 7	Semester 8
<b>Scientific component of the educational-research programme</b>						Completion of the implementation of the scientific component of the educational-research programme	
<b>Educational component of the Programme – 60 credits</b>							
Philosophy and methodology of scientific activity <i>4 credits</i>							
Scientific research strategies <i>6 credits</i>							
Foreign language for scientific communication <i>8 credits</i>							
Current issues of philosophical discourse <i>6 credits</i>							
		Research in Humanities <i>4 credits</i>	Optional components <i>16 credits</i>				
			Pedagogy and psychology of higher education <i>4 credits</i>	Scientific and teaching practice <i>6 credits</i>	Research practice <i>6 credits</i>		

**Table of the optional part of the educational-research programme**

Year 1		Year 2		Year 3		Year 4	
			Semester 4 <i>8 credits</i>	Semester 5 <i>6 credits</i>	Semester 6 <i>2 credits</i>		
				<b>Optional part – 16 credits</b>		Completion of the implementation of the scientific component of the educational-research programme	
				Optinal block “Social philosophy and philosophy of history”  <i>16 credits</i>			
				Theoretical and methodological basis of social philosophy and philosophy of history  <i>6 credits</i>			
				Workshop on social philosophy and philosophy of history  <i>10 credits</i>			
				Optional block “Philosophy of Education”  <i>16 credits</i>			
				Theoretical and methodological basis of philosophy of education  <i>6 credits</i>			
				Workshop on the philosophy of education  <i>10 credits</i>			
				Optional block - Options from the Course catalogue 16 credits			

## II. Scientific component of the educational-research programme.

The educational-research programme and the curriculum of the doctoral studies serve as the basis for the formation of the individual study plan and individual research plan for the doctoral student.

The scientific component of the educational-research programme involves conducting an independent research project under the supervision of one or two academic advisors and presenting the results in the form of a dissertation.

The dissertation for the Doctor of Philosophy degree is an extensive independent research study that offers a solution to a relevant scientific problem in the field of specialty 033 Philosophy. The results of the study demonstrate scientific novelty and practical value, making an original contribution to the body of knowledge in the respective field and are published in relevant publications.

The scientific component of the educational-research programme is documented in the form of an individual research plan for the doctoral student and is an integral part of the doctoral curriculum.

The individual research plan is mandatory for the doctoral student and serves as a guideline for assessing the successful completion of the planned research work.

## III. Form of certification of higher education doctoral candidates

Form of certification of higher education doctoral candidates	Certification of doctoral candidates is carried out in the form of a public defense of the thesis.
Requirements for a thesis to obtain a Doctor of Philosophy degree	<p>A dissertation for the Doctor of Philosophy degree is an independent and extensive research study that offers a solution to a complex problem in the field of philosophy or at its intersection with other disciplines. It involves a profound reevaluation of existing knowledge and the creation of new comprehensive knowledge and/or professional practice.</p> <p>The dissertation must not contain academic plagiarism, falsification, or fabrication. It should be uploaded to the university's website or institutional repository for public access and archiving purposes.</p> <p>The main text of the dissertation should have a length of 6.5 to 9 author's sheets.</p>

The readiness of a doctoral candidate's epyimi for defense is determined by the research supervisor (or by the consensus decision of two supervisors).

A mandatory requirement for admission to the defense is the successful completion of the candidate's individual study plan and individual research plan.

#### IV. Matrix of correspondence between programme competencies and components of the educational-research programme

Marks for programme competencies and educational components	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8
<b>GC 1</b>	+	+			+		+	+
<b>GC 2</b>	+	+			+		+	+
<b>GC 3</b>		+	+			+		
<b>GC 4</b>	+	+				+		+
<b>GC 5</b>	+	+			+	+		+
<b>GCU 6</b>	+	+				+		+
<b>GCU 7</b>		+		+		+	+	
<b>SC 1</b>	+	+	+			+		+
<b>SC 2</b>		+	+			+		
<b>SC 3</b>	+	+			+	+		+
<b>SC 4</b>				+			+	
<b>SC 5</b>	+	+			+	+		
<b>SC 6</b>	+	+			+	+		+
<b>SCU 7</b>					+	+		
<b>SCU 8</b>	+	+						+

#### V. Matrix of alignment between learning outcomes and corresponding components of the educational-research programme

Marks for learning outcomes and educational components	CC1	CC2	CC3	CC4	CC5	CC6	CC7	CC8
<b>LO 1</b>	+	+			+	+		+
<b>LO 2</b>	+	+	+			+		+
<b>LO 3</b>	+	+			+	+		+
<b>LO 4</b>	+	+				+		+
<b>LO 5</b>	+	+				+		+
<b>LO 6</b>	+	+		+		+	+	+
<b>LO 7</b>		+						+
<b>LO 8</b>	+	+			+	+	+	+
<b>LO 9</b>				+			+	
<b>LOU 10</b>				+			+	+
<b>LOU 11</b>	+	+	+		+	+		+
<b>LOU 12</b>	+	+			+	+		

## Appendix 1 - Optional Part of the Educational-research programme

The educational-research programme “Philosophy” ensures the implementation of students' right to free choice of educational components, as provided in paragraph 15, part 1, article 62 of the Law of Ukraine “On Higher Education” and paragraph 26 of the Procedure for the Training of Doctoral Candidates and Doctoral Students in Higher Education Institutions (Research Institutions), approved by the Cabinet of Ministers of Ukraine on March 23, 2016, No. 261 (with amendments).

To shape the individual educational trajectory, students are offered a list of elective components that provide opportunities to acquire knowledge and competencies in a narrow scientific specialization relevant to the student's research direction, scientific interests, and dissertation topic.

### 1. Optional Block “Social Philosophy and Philosophy of History”

The disciplines of the elective block “Social Philosophy and Philosophy of History” introduce students to the peculiarities of contemporary social-philosophical discourse, basic concepts of philosophy of history, megatrends in modern social development, and philosophical issues in politics and economics. The individual educational-scientific trajectory of the student is supported by a workshop on social philosophy and philosophy of history.

**Matrix of correspondence between programme competencies and components of the educational-research programme (Optional block “Social philosophy and philosophy of history”)**

	OC 1	OC 2
GC 1	+	+
GC 2	+	+
GC 3		+
GC 4		+
GC 5	+	+
GCU 6		+
GCU 7		+
SC 1		+
SC 2		+
SC 3		+
SC 4		+
SC 5	+	+
SC 6	+	+
SCU 7	+	+
SCU 8	+	+

**Matrix of alignment between learning outcomes and corresponding components of the educational-research programme (Optional block “Social philosophy and philosophy of history”)**

	OC 1	OC 2
LO 1	+	+
LO 2		+
LO 3	+	
LO 4		+
LO 5		+
LO 6	+	+
LO 7		+
LO 8		+
LO 9	+	+
LOU 10	+	+
LOU 11	+	+
LOU 12	+	+

### 2. Optional block “Philosophy of Education”

The disciplines of the optional block “Philosophy of Education” involve familiarizing students with the peculiarities of contemporary educational discourse, phenomenology and hermeneutics of education, and the main directions of education

globalization and internationalization. The individual educational-scientific trajectory of the student is supported by a workshop on philosophy of education.

**Matrix of correspondence of programme competences to components of the educational programme (Selective block “Philosophy of education”)**

	OC1	OC 2
GC 1	+	+
GC 2	+	+
GC 3		+
GC 4		+
GC 5	+	+
GCU 6		+
GCU 7		+
SC 1		+
SC 2		+
SC 3		+
SC 4		+
SC 5	+	+
SC 6	+	+
SCU 7	+	+
SCU 8	+	+

**Matrix of provision of programme learning outcomes with relevant components of the educational program (Selective block “Philosophy of education”)**

	OC 1	OC 2
LO 1	+	+
LO 2		+
LO 3	+	
LO 4		+
LO 5		+
LO 6	+	+
LO 7		+
LO 8		+
LO 9	+	+
LOU 10	+	+
LOU 11	+	+
LOU 12	+	+

### **3. Selection from the course catalog**

Choosing disciplines from the course catalog allows the student to expand and/or deepen their knowledge in a narrow scientific specialization relevant to their research direction, scientific interests, and the topic of their dissertation, or acquire additional knowledge and competencies in other specialties and fields of knowledge.