

REPORT (OF THE STATEMENT) ON SELF-APPRAISAL OF THE EDUCATIONAL PROGRAMME

General information

Information about the higher education institution

Registration number of the higher education institution in the United State Electronic Education Database (Ukr. ЄДЕБО)	134
Full name of the higher education institution	National Metallurgical Academy of Ukraine
Identification code of the higher education institution	02070766
Full name of the head of the higher education institution	Velychko Oleksandr Hryhorovych
Link to the official web-site of the higher education institution	http://www.nmetau.edu.ua
Branch office of the higher education institution	
Full name of the branch office of the higher education institution	
Identification code of the branch office of the higher education institution	
Full name of the branch office head of the higher education institution	
Link to the official web-site of the branch office of the higher education institution	

General information about the educational programme applied for accreditation

ID of the educational programme in the United State Electronic Education Database (Ukr. ЄДЕБО)	
Name of the educational programme	Translation from the English Language
Requisite details about the decision to license the specialisation at the	Certificate of Accreditation ser. ND-III <i>No.</i> 0442628, dated 31/12/2009

appropriate degree level	
Cycle (degree level)	The first (Bachelor) level of higher education
Subject area, speciality and specialisation (if appropriate)	Subject area 03 Humanities, speciality 035 Philology, specialisation 035.041 Germanic Languages and Literatures (including translation), first language is English
Structural subdivision that ensures the implementation of the educational programme	Department of Translation and Foreign Languages
Professional qualification conferred in accordance with the educational programme (if appropriate)	Philologist, translator from the English language.
Language (languages) of education	Ukrainian, English, German
Full name and position of the educational programme guarantor	Prutchykova Valentyna Vasylivna, Head of the Department of Translation and Foreign Languages

General information about the educational programme, history of its development and implementation

The educational and professional programme “Translation from the English Language” of the first (Bachelor) level of higher education was developed by the Speciality Assurance Group headed by the educational programme guarantor at the Department of Translation and Foreign Languages of the Humanities Department of the National Metallurgical Academy of Ukraine. This educational programme was composed in accordance with the Law of Ukraine “On Higher Education” (Vidomosti of the Verkhovna Rada (VVR), 2014, No. 37-38, Art. 2004), taking into account the Higher Education Standard of Ukraine in specialty 035 “Philology”, the Letter of the Ministry of Education and Science of Ukraine No. 1/9-239 dated 04/28/2017 (https://nung.edu.ua/files/attachments/lyst_mon_1_9-239_vid_28.04.2017_r._prymirnyy_vzirec_osvitno-profesiynoyi_programmey.pdf), the Order of the Ministry of Education and Science of Ukraine dated 05/25/2016 No. 567 “On Approval of the List of Specializations for the Preparation of Students of Higher Education for Bachelor and Master Degrees in Specialty 035 “Philology”, the Resolution of the Cabinet of Ministers of Ukraine dated 04/29/2015 No. 266 “On Approval of the List of Branches of Knowledge and Specialties for Preparation of Students of Higher Education”, the Resolution of the Cabinet of Ministers of Ukraine dated 23/11/2011 No. 1341 “On approval of the National Qualifications Framework”, as well as in accordance with the methodological recommendations “Development of Educational Programs” (Dnipro, NMetAU, 2017) and “Methodological Recommendations for Describing Educational Programmes in the Context of the New Standards of Higher Education” (the seminar within the project “National Higher

Education Reform Experts”, March 24, 2017, the speaker – Doctor of Technical Sciences, prof. Yu. Rashkevych) (<https://erasmusplus.org.ua/korysna-informatsiia/korysni-materialy/category/3-materialy-natsionalnoi-komandy-ekspertiv-shchodo-zaprovadzhennia-instrumentiv-bolonskoho-protsesu.html?download=285:metodychni-rekomendatsii-shchodo-opysu-osvitnoi-prohramy-v-konteksti-novykh-standartiv-vyshchoi-osvity>). The educational programme was approved by the Academic Board of NMetAU (protocol No. 4 dated 04/05/2017) and has been implemented since 05/05/2017 (order No. 26-1 dated 05/05/2017) for training Bachelors in the subject area 03 “Humanities”, speciality 035 Philology, specialisation 035.041 Germanic Languages and Literatures (including translation), first language is English, qualification – Philologist, translator from the English language. In 2019, the educational programme was renovated in accordance with the Higher Education Standard of Ukraine in specialty 035 “Philology” (<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf>) (order of the Ministry of Education and Science dated 20/06/2019 No. 871, No. 871), ECTS Users’ Guide and European Standards and Recommendations on the Quality of Education. The educational programme “Translation from the English Language” is compiled in the modern paradigm of a student-centred approach. Thus, the cycle of disciplines of free choice of students allows them to be not objects, but full participants of the educational process, participate actively in it and be able to make responsible decisions. Within the framework of research and practice training, the educational programme provides students with translation and undergraduate training, which positively influences the development of their practical skills in the field of technical translation and prepares students for the future professional activity.

1. Projecting and Objectives of the Educational Programme

What are the objectives of the educational programme?

What are the peculiarities (uniqueness) of this programme?

The objective of the educational programme is to train specialists in technical translation from the English language and German as a second language into Ukrainian, in particular in the field of metallurgy, mechanical engineering, enterprise economics and management in accordance with the labour market demands of the Dnieper industrial region, which is in the first place in Ukraine in terms of industrial production and maintains economic relations with more than 160 countries.

The main focus of the educational programme is to create a reliable basis for mastering the professional training competences that form the skills of translation analysis, develop the ability to choose optimal techniques for translating and editing various technical texts using a variety of reference materials and information technologies in the field of translation, as well as the ability to solve specialised and practical problems of

international communication due to the educational programme core components of general philological specialization.

The peculiarity of the educational programme is its elective components. In addition to specialised professional competencies, students acquire competencies in such branches, as metallurgical production, intellectual property, innovation management, and information analytics. The educational programme includes the student translation practice and the undergraduate practice aimed at consolidating the acquired knowledge, skills and programme learning outcomes when training at the industrial enterprises and government bodies of the city. The educational programme is a student-centred one, it takes into account students' personal initiatives and provides realisation of their academic rights and freedoms.

Using references to specific documents, demonstrate that the objectives of the educational programme comply with the mission and strategy of the higher education institution

According to the Statute of the National Metallurgical Academy of Ukraine (https://nmetau.edu.ua/file/statut_nmetau_2017.pdf), the main objective of the activity of the Academy is to provide conditions for obtaining higher education and to train specialists to meet the requirements of Ukraine's enterprises. This mission defines the strategy of the institution of higher education, outlined in the Strategic Development Plan of the National Metallurgical Academy of Ukraine for 2019 - 2025 (<https://nmetau.edu.ua/ua/minfo>).

The objectives of the educational programme comply with the mission and strategy of NMetAU, in particular they correlate with the items of the Strategic Development Plan, such as "Educational Activities and Quality Assurance in Higher Education" (Item 1: The Student-Centred Learning Implementation, Item 4: Improving and Enhancing the Efficiency of the Evaluation of Students of Higher Education, Item 5: Promoting Quality Corporate Education for Students at Modern Enterprises and Institutions), "Scientific Research Development and Integration of Educational Process and Scientific Research", and "Ensuring Education and Self-Development for Creative Personalities".

Describe how the interests and propositions of the following stakeholder groups were taken into account during the formulation of objectives and programme outcomes of studying at the educational programme:

- students of higher education:

Due to the surveys and the career guidance carried out in the schools of Dnipro, the interests of both actual and prospective students have been taken into account. According to the educational programme, the future specialists in technical translation acquire the competences in the fields of metallurgical production, intellectual property, innovation management, information analytics (for example, they acquire the ability to solve typical tasks of translation competence, such as to provide written and oral communication in various fields of human activity (economics, politics, science, culture, education), to be able to translate in different situations creatively, to improve their professional qualification, to be able to use special and scientific literature as well as the latest scientific achievements in the world).

Successful completion of the educational programme requirements and mastering the declared competences enables the alumni to be employed in various fields and take up the positions of translator, consultant, positions of engineering and technical staff etc. and to provide bilingual communication at the metallurgical enterprises of Dnipro region.

- employers:

At the stage of the educational programme development, its objectives and outcomes were positively evaluated by the potential employers – Oleksandra Khorsun, HR in the InText Translation Company and Iryna Viazovska, the consultant of the Foreign Languages Learning Centre in Dnipro. The programme outcomes ensure that the employers have the opportunity to hire qualified specialists in technical translation, capable of solving complex specialized and practical problems of international communication mostly in the field of metallurgical production with the use of the information technologies in translation.

- academic community:

For the benefit of the academic community, students are provided with the comfortable conditions for obtaining higher education and are trained to be able to satisfy the needs of industrial enterprises and organizations of Dnipro region. This correlates with the educational programme objectives and corresponds to the programme outcomes of studying.

- other stakeholders:

The interests of other stakeholders (natural or legal persons who may be interested in working with qualified alumni) were taken into account and implemented in the educational programme through the integrity of its objectives and programme outcomes of studying, so that the students are trained to be able to translate specialized technical literature from English and German into Ukrainian.

Demonstrate how the objectives and programme outcomes of studying at the educational programme comply with the tendency of speciality development and labour market. Responding to the demands of the modern translation industry in terms of active European integration of the Ukrainian economic and educational space, the educational programme takes into account the requirements of the labour market in order to train modern translators, who in addition to their specialization are also supposed to possess the competencies of a technical editor, localizer of information or other product in the field of international communication etc. Moreover, the programme outcomes of studying, defined by the Higher Education Standard of Ukraine in speciality 035 “Philology” (<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf>) significantly expand employment opportunities for Bachelors in philology in the labour market, as according to the classifier of economic activities DK 009: 2010, it is possible for alumni to be employed in such areas as Mining and Quarrying (Section B), Manufacturing (Section C), Professional Scientific and Technical Activities (Section M), Information and Telecommunications (Section J), Arts, Sports, Entertainment and Recreation (Section R). To determine the labour market trends, the job search site work.ua (<https://www.work.ua/jobs>) was analysed. According to its data, as at September 2019,

there were 42 vacancies for translators offered in Dnipro and a total of 535 vacancies across Ukraine.

Therefore, the objectives and programme outcomes of studying at the educational programme reflect the trends in the translation labour market in Ukraine, so that qualified competitive specialists are trained to satisfy its needs.

Demonstrate how the field and regional context was taken into account during the formulation of the objectives and programme outcomes of studying at the educational programme

Objectives and programme outcomes of studying at the educational programme “Translation from the English Language” are aimed at training specialists in the field of technical translation from the English language and German as a second language into Ukrainian in the field of metallurgy, mechanical engineering, enterprise economics, and management in particular according to the labour market demands of Dnipro industrial region, which is characterized by the high level of heavy industry development.

There are about 500 large and medium-sized industrial enterprises of the main types of economic activity in the region, including Interpipe NTZ, EVRAZ, Dnipropetrovsk Aggregate Plant, State Enterprise “Production Association “Southern Machine-Building Plant Named after A. Makarov”, PJSC “Zaporizhstal” and others.

According to Dnipro Regional Administration (<https://adm.dp.gov.ua/en/pro-oblast/dnipropetrovshina/ekonomichnij-potential>), a fifth of all industrial production of Ukraine is produced in the Dnipropetrovsk region (UAH 481.5 billion). According to this indicator, the region ranks first in Ukraine. The index of industrial production of the region in 2018 amounted to 103.0% due to the increased output in mining and quarrying, processing and supplying electricity, gas, steam and air conditioning. In view of the situation in the region, where the National Metallurgical Academy of Ukraine is located, the educational programme “Translation from the English Language” is focused on training translators of specialized technical literature to meet the needs of industrial enterprises.

Demonstrate how the experience of analogous national and foreign programmes has been taken into account when formulating programme outcomes of studying at the educational programme.

The educational programme takes into account the experience of typical national and foreign programmes, in particular the best example is the Educational and Professional programme for the degree of Bachelor in the subject area 03 “Humanities” of Taras Shevchenko National University of Kyiv in speciality 035.04 Philology (Germanic languages and literature (including translation)) 2017, which coincides with the educational programme “Translation from the English Language” in the ratio of credits of core components (180) and elective components (60) and contains substantially identical programme outcomes of studying and competences. In addition, other educational programmes have been recently studied (for example, those of Sumy State University, V. N. Karazin Kharkiv National University, etc.) to prove the competitiveness of the educational programme “Translation from the English Language”. Having studied the

experience of German universities in training translators (www.inf.hs-anhalt.de, www.ifb-kempten.de, www.th-koeln.de/itm, www.ialt.de, https://www.hs-magdeburg.de/studium/bachelor/internationale-fachkommunikation.html), it was found out that their educational programmes are structured into cycles (with basic and elective parts) and sections. Besides, the experience of ATICOM Professional Translators and Interpreters' Union in Germany (http://aticom.de) has been studied. Thus, the educational programme "Translation from the English Language" is competitive among the national and foreign counterparts, in particular, due to student-centred teaching methods and the availability of optional components.

Demonstrate how the education programme allows to achieve the studying outcomes determined by the higher education standard according to the corresponding speciality and degree level (if appropriate)

The Higher Education Standard of Ukraine in specialty 035 "Philology" (https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf) defines the normative the studying outcomes that are fully ensured by the disciplines present in the educational programme, as evidenced by the Matrix of Conformity of Programme Training Outcomes, Educational Components, Learning and Assessment Methods.

The programme outcomes of studying are achieved through the completion of all demands of the educational programme by the higher education students: mastering all academic subjects of the General Cycle (29 ECTS credits), the Professional Cycle (151 ECTS credits) and the Student Free Choice Cycle (60 ECTS credits) using the methods of student-centred and problem-oriented training at lectures, tutorials, and seminars. Initiative self-study (independent work and individual tasks) becomes the important constituent of the academic activity. Practical training of students involves undergoing translation practice and undergraduate practice, which positively affects the achievement of programme outcomes of studying through the development of practical skills in the field of technical translation and prepares students for the future profession of a specialised technical translator.

If there is no higher education standard for the corresponding speciality and higher education level, please explain how the programme training outcomes stated by the educational programme comply with the requirements of the National Qualifications Framework (Ukr. Національна рамка кваліфікацій) for the relevant qualification level?

The programme outcomes of studying at the educational programme in speciality 035 Philology, specialisation 035.041 Germanic Languages and Literatures (including translation), first language is English" correspond to the Higher Education Standard of Ukraine in specialty 035 "Philology" (https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf) (order of the Ministry of Education and Science dated 20/06/2019 No. 871, No. 871).

2. Structure and Content of the Educational Programme

What is the volume of the Educational Programme (measured in ECTS credits)?	240
What is the volume of the educational components (measured by ECTS credits) aimed at the formulation of competences, defined by the higher education standard according to the corresponding speciality and degree level (if appropriate)	180
Which volume (measured in ECTS credits) is devoted to the disciplines at students' choice?	60
<p>Demonstrate that the content of the educational programme corresponds to the subject area of the speciality claimed for it (specialities, if the educational programme is interdisciplinary)</p> <p><i>The content of the educational programme corresponds to the subject area (specialized technical translation) and the Higher Education Standard of Ukraine in specialty 035 "Philology" (https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf). The educational programme components are consolidated and focused on achieving a common goal – training specialists for specialized technical literature translation by using student-centred, problem-oriented learning methods and initiative self-study. The mandatory components of the educational programme, which are responsible for the formation of common competencies and social soft skills, include both a cycle of general academic disciplines (History and Culture of Ukraine, Ukrainian Language for Professional Sphere, Philosophy, Physical Education, Information Technology for Professional Sphere, Psychology of Personality and Human Development, Political Science) and the professional cycle of disciplines that form students' professional competencies (Fundamentals of Labour and Life Safety, Introduction to Linguistics, History of Foreign Literature, Latin Language, Comparative Lexicology of English and Ukrainian Languages, Comparative Stylistics of English and Ukrainian Languages, Comparative Grammar of English and Ukrainian Languages, Fundamentals of the Theory of Oral Communication, Practical Course of the Second Foreign Language and Translation, Introduction to Translation Studies, History of Translation, History of the English Language, Culture through Language Studies (English-Speaking Countries), Culture through Language Studies (Second Foreign Language), Practical Course of Oral English, Practical Course of Reading and Translating from English, Practical Course of English Grammar, Translation Editing Fundamentals, Some Issues of Translation of Scientific and Technical Literature, Editing of Technical Translation, Translation Practice, Undergraduate Practice, Bachelor's Thesis / Comprehensive Qualification Examination).</i></p> <p><i>The important component of the educational programme, that corresponds to the subject area in the speciality 035 Philology, is the cycle of disciplines of free choice of student,</i></p>	

that are structured in two blocks. The content of the educational programme corresponds to the competencies that the students of higher education must possess in order to put into practice the programme outcomes, as well as the philological methods for the analysis of linguistic units (analysis and synthesis methods, a descriptive method, a comparable method, a typological method), language and literature research methods and techniques (descriptive, comparative historical, comparable and structural methods, the method of artistic analysis) and automated translation technologies used in the educational process.

How are the students of higher education provided with the possibility to make up the individual educational trajectory?

Individual educational trajectory in NMetAU is provided both by the procedures of formation of the students' individual curriculum and due to the "Regulation on the Procedure for Exercising the Right to International Academic Mobility of Academic Community in NMetAU"

(https://nmetau.edu.ua/file/polozhennya_pro_akademichnu_mobilnist_nmetau.pdf),

which gives students the right to stage mobility (training in a higher education institution different from the main place of study for the purpose of obtaining a higher education degree), as well as to credit mobility (training in a higher education institution different from the students' main place of study in order to obtain ECTS credits and / or relevant competencies, learning outcomes (without ECTS credits)), which will be recognized in the basic institution of higher education. In particular, the "Regulation on the Organization of the Educational Process in NMetAU" (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf) regulates the inclusion of academic disciplines (that are not included in the list of disciplines, defined by the curriculum for this speciality) in the individual student curriculum. Such disciplines are included in an individual student curriculum at the request of a student if there is an official document issued by the institution (domestic or foreign), which has the right to provide higher education services (license) and confirms the assignment of ECTS credits for this academic discipline.

How can the students of higher education realize their right for choice of educational disciplines?

According to educational programme "Translation from the English Language", the right of students of higher education to realize their right to choose educational disciplines is regulated by the Law of Ukraine "On Higher Education" (<https://zakon.rada.gov.ua/laws/show/1556-18>) and correlates with the Strategic Development Plan of the National Metallurgical Academy of Ukraine (<https://nmetau.edu.ua/ua/minfo>). In the educational programme, 60 ECTS credits (that makes 25% of the total 240 ECTS credits) are allocated to the cycle of disciplines of free choice of a student. Since any higher education institution has the right to determine the mechanisms for exercising the students' right for choice of educational disciplines, the elected components of the analysed educational programme are structured in two blocks, with each block comprising 16 disciplines of free choice, which is equal to 60 ECTS credits. Higher education applicants get acquainted with elective components of the academic

programme at the end of the current academic year, when an individual student curriculum for the next academic year is formed. The first year students form their individual curriculum during the first quarter of the academic year. The formation of the elective component of the individual student curriculum is carried out by a student with the participation of the ECTS curator from the list of blocks of disciplines for choice that are given in the curriculum. So, students have the right to choose block 1 of disciplines, which is more practical or block 2, which is more theoretical. Elected disciplines are defined and chosen in such a way that their content is fully consistent with the goals and programme outcomes of studying.

Describe how the educational programme and academic curriculum provide the practical preparation of students of higher education which allows acquiring competences necessary for a further professional activity.

Organizational and methodological foundations of the practice, requirements, etc. are determined by the “Regulation on the Organization of Student Practice in NMetAU” (https://nmetau.edu.ua/file/provedennya_praktiki.pdf) and by the programmes of translation and undergraduate practices. Translation practice (3 ECTS credits) is carried out at the 3rd year of studies in the VI semester (for this period the students are free of studies) in order to consolidate and develop students’ translation skills and abilities. Undergraduate practice (6 ECTS credits) is carried out before the final qualification work in the VIII semester and is the final stage of practical training. The content and sequence of practices is determined by the programme developed by the graduate department according to the curriculum. The level of satisfaction of students and graduates with the competencies developed during the scientific and practical training is high (which is determined by the questionnaire in accordance with the “Regulation on the Questionnaire (Survey) of Students of Higher Education in NMetAU” (https://nmetau.edu.ua/file/polozhennya_pro_anketuvannya.pdf)), because they can practically apply the skills acquired during training in the conditions of modern specialized enterprises (Z.I. Nekrasov Iron and Steel Institute of NAS of Ukraine, “DTI”, GP “UKRDIPROMEZ”, PJSC Dnepropetrovsk Aggregate Plant), as well as in the Regional State Administration, city of Dnipro and Department of international cooperation NMetAU. The goals and objectives of practical training, its content are consistent with the potential employers’ requirements to the graduates’ professional training level.

Demonstrate how the educational programme allows to provide the students of higher education with acquiring soft skills during the studying period complying with objectives and outcomes of studying.

The educational programme covers a number of disciplines (Professional Ukrainian language, Philosophy, Political Science, Fundamentals of the Theory of Oral Communication, etc.) that contribute to the soft skill acquisition through the development of the ability to use knowledge gained in the field of humanitarian and professionally oriented disciplines to ensure communication in foreign languages in a broad sense, namely: to make decisions based on the theoretical and practical application of knowledge

of foreign languages in the field of social and economic relations in a market economy, analyse the effectiveness of intercultural communication and the form of its organization; ability to assess and control the situation and make adequate decisions; cooperate with colleagues, representatives of other cultures and religions, supporters of various political views, etc.; exercise his/her rights and obligations as a member of society, be aware of the values of a civil democratic society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine. These skills are necessary to ensure effective language mediation in native and foreign languages, achieved by student-centred, problem-oriented learning and self-study initiative, which positively affects the development of a creative stress-resistant personality with logical and critical thinking, able to work in a team, be a leader, etc. which corresponds to the purpose and programme outcomes of studying.

How do the contents of the educational programme take into account the requirements of the corresponding educational standard?

There is no Educational (Professional) Standard.

Which approach does the higher education institution use for the proportion between the volume of the individual educational components (measured by the ECTS credits) and the actual load on the students of higher education (including individual work)?

According to the “Regulation on the organization of the educational process in NMetAU” (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf), the volume of individual educational components of the educational programme (academic disciplines, term papers, practice, bachelor’s thesis) in credits ECTS correlates with the actual workload of students of higher education in NMetAU by dividing these components into three cycles – General Training Cycle (29 ECTS credits = 12% of total), Professional Training Cycle (151 ECTS credits = 63% of total) and Student Free Choice Disciplines (60 ECTS credits = 25% of total). The educational programme provides a structural and logical diagram of the distribution of all educational components throughout the training period, which lasts eight semesters. Information on the title, amount both in hours and in ECTS credits of each academic discipline scheduled for study is provided in the individual students’ curriculum. As for self-study, its types, content and time allotted for its implementation are regulated by the curriculum and programmes of academic disciplines. Independent educational work can be performed by a student in the library, classrooms, computer and language classes, as well as at home.

How are the structure of the educational programme and academic curriculum determined by the tasks and peculiarities of the dual educational form if the education of students of higher education is provided according to this form?

At present, the dual form of education is not provided by the educational programme, but it is included in the prospective development of the programme for the following 3 years. In particular, in the Academy, the issue of dual education is controlled by the Quality Assurance Board of the National Metallurgical Academy of Ukraine (https://nmetau.edu.ua/file/polozhennya_pro_rzyao_2019.pdf).

3. Access to the Educational Programme and Recognition of Studying Results

Provide a link to a web-page containing information about admission rules and requirements for applicants of the educational programme	https://nmetau.edu.ua/ua/mabitur
<p>Explain how the admission rules and requirements for applicants take into account the peculiarities of the educational programme.</p> <p><i>Admission rules are developed by the Admission Committee of NMetAU in accordance with the Procedure of admission to higher education institutions of Ukraine in 2019, approved by the order of the Ministry of Education and Science dated 10/10/2018 No. 1096 and registered at the Ministry of Justice of Ukraine on 21/12/2019 under No. 1456 / 32908 (https://nmetau.edu.ua/file/pp_nmetau2019_maks_pl_vn_pl_sayt.pdf). The list of competitive subjects required for admission to NMetAU for the Bachelor's degree on the basis of complete general secondary education in 2019 in the speciality 035 Philology, specialisation 035.041 Germanic Languages and Literatures (including translation), first language is English" for both open and non-budget forms included the following: Ukrainian language and literature (first competition subject) (k = 0.35, min. score = 100), Foreign language (second competition subject (specialized)) (k = 0.35, min. score = 100), History of Ukraine, or Geography (third entry subject of choice) (k = 0.2, min. score = 100), the average score of the education document (k = 0.1). Such competitive subjects correspond to the cycles of general and professional training of the educational programme "Translation from the English Language", the subject area 03 "Humanities". For a Bachelor's degree the competition is held on the basis of complete general secondary education in the form of the external independent assessment. The average competition score was 159.7, the minimum = 118, 2, the maximum = 200 https://vstup2019.edbo.gov.ua/offers/?qualification=1&education-base=40&speciality=035&university-name=134)</i></p>	
<p>Which document of the higher education institution regulates the question of recognition of studying outcomes achieved in an informal way? How are the participants in the educational process provided with access to it?</p> <p><i>The Academy approved the "Regulation on the Academic Mobility of Students of NMetAU (Order NMetAU No.74 dated 07/04/2013), the "Regulation on the Recognition of Documents on Secondary Education, Occupational Education, Professional and Higher Education Issued by Education Institutions of Other States in NMetAU" (Academic Board, protocol No. 6 dated 05/25/2015) and the "Regulation on the Procedure for Expelling, Interrupting Studies, Renewal and Transferring Students Studying at the National Metallurgical Academy of Ukraine", as well as providing them with academic leave (Order NMetAU from 24.1 2017-2017, No. 42), in particular, paragraph 4 "Transfer of students to NMetAU from Another Institution of Higher Education", and paragraph 5 "Procedure for Determining and Eliminating Academic Differences". Transfer of credits, establishment of equivalence of assigned qualifications is carried out by examination of</i></p>	

educational documents (diplomas, academic certificates, etc.). The “Regulation on the Procedure for Exercising the Right to International Academic Mobility of Academic Community in NMetAU”

(https://nmetau.edu.ua/file/polozhennya_pro_akademichnu_mobilnist_nmetau.pdf),

according to which recognition of learning outcomes in academic mobility programmes is based on the ECTS. Comparison of the volume of the study load when studying under international academic mobility programmes is based on the comparison of the learning outcomes achieved by the higher education applicant in the partner institution and the learning outcomes planned by NMetAU educational programme.

Referring to specific examples, describe the practice of implementing the mentioned rules in the relevant corresponding programme (if appropriate).

On the grounds and in the manner that are determined by the regulatory documents, the student of the group FI01-16-4 I. Glavin was transferred to NMetAU from Alfred Nobel University (enrolled in training from 07.25.2018), and the student of the group FI 01-17-2 Tambulatov E.V. was transferred to NMetAU from the Dnipropetrovsk National University of Railway Transport (enrolled in training from 01.02.2018). At the same time, the preliminary results of the training of higher education applicants were compared with the planned programme results, and the academic difference was determined and eliminated.

Which document of the higher education institution regulates the question of recognition of studying outcomes achieved in an informal way? How are the participants in the educational process provided with access to it?

The question of recognition of studying outcomes achieved in an informal way is regulated by the “Regulation on the Organization of the Educational Process at the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf).

Referring to specific examples, describe the practice of implementing the mentioned rules in the corresponding programme (if appropriate).

There have been no cases of obtaining informal education by the students, so the practice of implementing the mentioned rules in the educational programme “Translation from the English Language” has not been the case yet.

4. Studying and Teaching on the Educational Programme

Demonstrate how the forms and methods of studying and teaching on the educational programme provide achieving programme studying outcomes. Provide a link to the corresponding documents.

The forms of teaching (lectures and tutorials, individual work, practical training and control measures) (“Regulation on the Organization of the Educational Process in the National Metallurgical Academy of Ukraine”, https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf) and teaching methods on the Educational Programme contribute to the

achievement of programme outcomes, as reflected in the Matrix of Relevance of Programme Outcomes, Educational Components, Learning and Evaluation Methods (Table 3). At the same time, the number of hours for the tutorials is 2064 hours, which is 896 hours more than the lectures, that in its turn contributes to the better mastering of knowledge, skills and abilities by the students. Teaching on the educational programme involves the use of philological methods for the analysis of linguistic units (methods of analysis and synthesis, descriptive method, comparative method, typological method), methods and techniques for the study of language and literature (descriptive, comparative-historical, comparative and structural methods, method of literature analysis). These technologies and techniques are consistent with the programme outcomes and help students acquire the competences stated in the educational programme.

Demonstrate how the forms and methods of studying and teaching comply with the requirements of a student-centred approach. What is the level of students' satisfaction with the methods of studying and teaching according to survey results?

Studying and teaching on the educational programme is carried out in accordance with the principles of mutual respect between students and teachers, thus the used verbal, visual and practical forms and methods of studying and teaching contribute to the achievement of programme outcomes. A cycle of Student Free Choice Disciplines was developed and logically structured to develop students' individual cognitive abilities and to ensure the exercise of their right to choose disciplines, which is regulated by the Law of Ukraine "On Higher Education" ([https://zakon.rada.gov.ua/laws/show / 1556-18](https://zakon.rada.gov.ua/laws/show/1556-18)) and correlates with the Strategic Development Plan of the National Metallurgical Academy of Ukraine. In accordance with paragraph 3.1.12. of "Regulation on Students' Government in NMetAU" (<https://nmetau.edu.ua/file/polozhennyastudsovetzizminami.pdf>), students have the right to apply for improvement and reform of the educational process, etc., and therefore may participate in the internal quality assurance procedures by testing their knowledge and skills acquired through training. The teachers working on the educational programme act as full facilitators, because in addition to conducting lectures and tutorials, they organize interactive communication with students, promote students' personal development, create a favorable psychological atmosphere of understanding and trust at the lessons. Since 2019-2020 academic year the practice of interviewing students has been carried out, and, according to the survey, the level of students' satisfaction with the methods of teaching and studying the disciplines on the educational programme is sufficient.

Demonstrate how the correlation between the studying and teaching methods of the educational programme and the principles of academic freedom is ensured.

According to the principles of academic freedom, the teachers of the graduation department may, at their own discretion, choose those methods of teaching and studying on the educational programme, that, in their opinion, develop students' creative personality and encourage their self-realization. For example, discussions, game elements, etc. may be used in class.

Describe how and within what time limits are the participants of the educational process

are provided with the information about the objectives, content and expected outcomes of studying, the procedure and the criteria for appraisal within the independent educational components.

The official web-site of the department contains a list of subjects, indicating their objectives, content and general characteristics (<https://nmetau.edu.ua/en/mdiv/i2016/p1415>), as well as the guidelines and individual tasks for studying the disciplines (<https://nmetau.edu.ua/en/mdiv/i2016/p3090>).

Full information on the objectives, content and expected learning outcomes, the procedure and criteria for assessment in the subjects of the educational programme are provided to students by the responsible teachers in verbal form at the first lesson. In addition, the evaluation criteria are governed by the “Regulation on the Organization of the Educational Process in the National Metallurgical Academy of Ukraine” (<https://nmetau.edu.ua/file/organizatsiyaosvit.prots.pdf>) (Section 5. Organization of Control and Evaluation of Students’ Educational Achievements). Module test papers also contain the table of appraisal criteria, divided into three parts according to the questions of primary, intermediate and higher levels of difficulty. At the display stand of the Department of Translation and Foreign Languages students can get acquainted with the schedule of the educational process and the schedule of attestation weeks. All information about the organization of the educational process is provided to students on time and in full.

Describe how is the studying combined with research during the realization of the educational programme.

Students are engaged in scientific research by means of doing term papers in “History of Foreign Literature”, “Practical Course of Reading and Translation from the English Language”, “Culture through Language Studies (English-Speaking Countries)”, as well as when doing Bachelor’s theses. To evaluate the results of their research, the students take part in the annual academic student conference “Young Academy” (<http://nmetau.edu.ua/en/mdiv/i2024/p1078>).

Moreover, the students test the results of their term papers in “Practical Course of Reading and Translation from the English Language” by participating in the All-Ukrainian competitions of student scientific works. Particularly, according to the decision of the board of examiners, the scientific work of the former 4th year student Vrahovich Daniella was recommended for participation in the second round of the scientific-practical conference of the All-Ukrainian competition of student research papers in the speciality “Translation”, which was held on March 24-25, 2016 at Ivan Franko National University of Lviv. Also the 4th year student Horb Iryna was awarded a diploma for participation in the II stage of the All-Ukrainian competition of student scientific works in the speciality “Translation”, which was held at Ivan Franko National University of Lviv on March 22, 2019.

Providing a link to specific examples, show how the teachers renovate the content of educational components basing on research results and modern practices in the corresponding field.

The correspondence of the educational programme to the current state of science and technology, labor market requirements and the latest educational technologies is regulated by the “Regulation on Assurance Groups of Educational Programme Quality in the National Metallurgical Academy of Ukraine” (<https://nmetau.edu.ua/file/polozhennyaprogzyaopnmetau.pdf>) and “Regulation on the Internal System of Quality Assurance of Educational Activity in the National Metallurgical Academy of Ukraine”.

Thus, according to the Programme of development of the Department of Translation and Foreign Languages during 2017-2020, the following improvements are to be carried out: facilitation of educational materials publishing issued by the Academy; renovation of the educational and methodological support of the educational process with modern materials; renovation of the means of students’ knowledge diagnostics and control for both the full-time and extramural forms of education at the department; creation of the language portfolio; application of the latest information technologies for foreign language learning (CAT); facilitation of students’ participation in scientific conferences with reports in foreign languages (the “Young Academy” student conference, inter-university conferences and All-Ukrainian conferences, etc.); the use of social networking sites (Facebook, etc.). Teachers of the department initiate the educational programme content renovation by means of using their experience gained in webinars (Advancing Learning Webinar Series by Macmillan Education) and in scientific conferences. They also follow the latest trends in the field of translation (International Association of Translators and International), study materials for foreign language teaching given on the sites British Board Ukraine, American Association of Teachers of German etc. Procedures of the renovation of the academic disciplines content and the Plan of educational materials publishing in NMetAU are discussed at the meetings of the Department of Translation and Foreign Languages and meetings of the Speciality Assurance Group.

Describe how the studying, teaching and research within the educational programme are connected to the internationalizing the activity of the higher education institution.

In the National Metallurgical Academy of Ukraine considerable attention is paid to bringing the curricula, training technologies and research activities in line with the European principles and standards of education. NMetAU is an active participant of such European projects as Erasmus+, TEMPUS, DAAD, Visby and others. In the Academy there is in force the “Regulation on the Procedure for Exercising the Right to International Academic Mobility of Academic Community in NMetAU” (<https://nmetau.edu.ua/file/polozhennyaproakademichnumobilnismetau.pdf>).

In particular, scientific internship is part of academic international mobility for the teachers. For example, Abramova O.V., Pasko H.M. completed scientific internship at the Faculty of Engineering and Materials Technology of Czestochow Polytechnic University (Poland, 2017). Also, the 4th year student Hlavin Ivan participated in the Work and Travel programme, the 4th year student Serdiuk Diana was a participant of the AuPair cultural exchange programme. Also, the 4th year student Veseliak Victoria has experience of teaching English in China. It is worth mentioning, that the students of the 3rd and 4th year

actively participated in the seminar, held from 14.11.2019 to 16.11.2019 by the Technical University of Dresden (“Tandem Partnership Germany – Ukraine – Academic Self-Governance”) and obtained the certificates of participants.

5. Control Measures, Appraisal of Students, and Academic Integrity

Describe how the formats of control measures within the studying disciplines of the educational programme allow to review the achievement of programme results of studying. The clarity of the formats of control measures, as well as the evaluating criteria of educational achievements are ensured by the “Regulation on the Organization of the Educational Process at the National Metallurgical Academy of Ukraine” (<https://nmetau.edu.ua/file/organizatsiyaosvit.prots.pdf>) (Paragraph 5. Organization of control and evaluation of students’ educational achievements). The students’ knowledge and skills are evaluated according to the 12-point grading scale. All the grades (including those of the students who were transferred (or re-enrolled) to NMetAU from other education institutions) are converted according to the methodology defined for ECTS users (ECTS: User’s Guide. – Lviv: Publishing House of Lviv Polytechnic, 2015. – 106 pp.). Module test papers contain a table of evaluation criteria that is divided into three parts according to the tasks of primary, intermediate and higher levels of difficulty. Each task is evaluated on a 100-point scale. Grades for module tests and exams are converted into the 12-point grading scale. Also, according to the “Regulation on the Rating System for Evaluating Students’ Academic Progress in the National Metallurgical Academy of Ukraine” (<https://nmetau.edu.ua/file/polozhennyaproyektivnmetau-zmini.pdf>), a rating score as a complex appraisal of students’ academic progress is defined.

Describe how the control measures within the academic disciplines of educational programme allow checking programme outcomes.

Such forms of control measures as module test papers, defense of the term papers, pass-fail grading tests, examinations, comprehensive qualification examination, defense of the Bachelor’s thesis are used to evaluate the students’ academic progress by the educational programme. The above mentioned control measures allow to effectively check the programme outcomes of studying. For instance, module test papers are effective control measures that allow to check the students’ knowledge after completing the particular module of the academic discipline. It is done by the students in the academic lecture room in the presence of the teacher. Evaluation can be performed in a test or non-test form, or in a mixed form, which involves doing both tests and written tasks. The term paper is defended in the presence of the examination board composed by the teachers belonging to the Department of Translation and Foreign Languages. Appraisal of the term paper is carried out by the specified criteria according to the established procedure.

A pass-fail grading test is conducted on the basis of the results of the students’ performance in class and does not require their personal presence. An examination is a measure of the term (final) control of students’ knowledge of theoretical and practical material in a certain

academic discipline. Students are examined by doing written tasks or tests in the presence of the teacher. Appraisal of the examination results is carried out by the specified criteria according to the established procedure. The defense of the Bachelor's thesis is the final stage of the attestation of students of the first (Bachelor) higher education level.

How and within which time limits do the students of higher education get information about the formats of control measurements and criteria for appraisal?

The information on the forms of control measures and evaluation criteria is provided to students by the teachers of the Department of Translation and Foreign Languages at the first lesson. Forms of control measures and criteria for evaluation of academic progress are stated in the "Regulation on the Organization of the Educational Process at the National Metallurgical Academy of Ukraine" (<https://nmetau.edu.ua/file/organizatsiyaosvit.prots.pdf>) (Paragraph 5. Organization of control and evaluation of students' educational achievements). The students' knowledge and skills are evaluated according to the 12-point grading scale. All the grades (including those of the students who were transferred (or re-enrolled) to NMetAU from other education institutions) are converted according to the methodology defined for ECTS users (ECTS: User's Guide. – Lviv: Publishing House of Lviv Polytechnic, 2015. – 106 pp.). Module test papers contain a table of evaluation criteria that is divided into three parts according to the tasks of primary, intermediate and higher levels of difficulty. Each task is evaluated on a 100-point scale. Grades for module tests and exams are converted into the 12-point grading scale.

How do the formats of appraising the students comply with requirements of the higher education standard (if appropriate)?

According to the "Regulation on Examination Boards in the National Metallurgical Academy of Ukraine" (<http://nmetau.edu.ua/file/ekzamenatsiynakomisiya.pdf>), the Training and Methodical Board determines the methodology and the form of conducting a comprehensive state examination, the procedure of the final qualification paper defense (Bachelor's thesis), the criteria for appraising competences at the examination and during the final qualification paper defense.

According to the Higher Education Standard of Ukraine in speciality 035 "Philology" (<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf>), certification of students is to be carried out in the form of a certification (final) examination.

Accordingly, the educational programme "Translation from the English Language" requires the 4th year students to take the qualification examination and to defend the Bachelor's thesis in the presence of the examination board.

The basic requirements for the Bachelor's thesis, as well as the information about the procedure and peculiarities of its preparation are defined by the "Regulation on the Organization of Final Qualification Papers in NMetAU" approved by the Academic Board of NMetAU (https://nmetau.edu.ua/file/organizatsiya_vikonannya_vipusknih_kvalifikatsiynih_robit_u_nmetau.2016.pdf).

What documents of the higher education institution regulate the procedure for the control measurements? How are the participants in the educational process are provided with the access to it?

The procedure for the control measures is regulated by the “Regulation on the Organization of the Educational Process at the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf).

How do these procedures ensure the objectiveness of examiners?

The objectiveness of examiners while testing students’ knowledge is ensured by the rigid criteria of assessment of the students’ studying results according to the 12-point grading scale. Moreover, the examinations are taken in the written form to provide objective checking by other teachers.

What are the procedures for preventing and resolving conflicts of interests? Give the examples of implementing the appropriate procedures for the educational programme.

Preventing the conflict of interests among the educational process participants is regulated by the “Regulation on the Academic Integrity” approved by extended Academic Board of the National Metallurgical Academy (<https://nmetau.edu.ua/file/kodeks.pdf>). The teaching staff adheres to principles of neutrality and impersonality while taking control measures. They clearly adhere to the criteria of assessment, regulated by the “Regulation on the Organization of the Educational Process at the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf) (Paragraph 5. Organization of control and evaluation of students’ educational achievements).

How do the procedures of the higher education institution regulate the procedure for the recurrent pass of control measurements? Give the examples of implementation of the appropriate rules at the educational programme.

The procedure of the recurrent pass of control measurements in the Academy is regulated by the “Regulation on the Organization of the Educational Process in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf). The recurrent module test that has already been credited with the aim of improving the final mark is not allowed. If a certain module test has not been credited either due to the failure or absence of the student without a sound reason, a student has a right to retake the test twice with the approval of the dean’s office. The first attempt is to pass the test to the teacher, the second one is to the committee appointed by the head of the department. The availability of the modules that have not been credited before cannot be the reason for further inadmissibility of the student to pass other module tests. In case of getting the failing grade at the examination, a student has a right to retake the examination twice with the approval of the dean’s office. The first attempt is to pass the examination to the teacher, the second one is to the examination board appointed by the head of the department. The board consists of two or three teachers of the department including the examiner. Recurrent examination to improve the positive mark is not allowed.

How do the procedures of the higher education institution regulate the procedure for the appeals against the procedure and the results of carrying out the control measurements?

Give examples of implementing the corresponding rules at the educational programme.

The appeals against the procedure and the results of carrying out the control measurements have not been the case. In case of getting a negative mark, the students retake the module test twice with the approval of the dean's office. In case of any similar situation, a complainant may ask for creation of the Appeal Board to solve the disputable questions and students' appeals as to the results of carrying out the control measurements. The Appeal Board consists of the teachers of the department and the representatives of the graduation department. The head of the Board is the dean of the faculty.

What documents of the higher education institution contain the policies, standards and procedures for observance of academic integrity?

The policies, standards and procedures for academic integrity observance are given in the "Regulation on the Academic Integrity" (approved by the extended Academic Board of the National Metallurgical Academy (<https://nmetau.edu.ua/ua/minfo>)). The educational process is regulated by the "Methodological Recommendations for the Higher Education Institutions on the Observance of Academic Integrity" (http://nmetau.edu.ua/file/metodrekom_mon.pdf). In the Academy the demands of anticorruption legislation are regulated by the "Anticorruption Programme of the National Metallurgical Academy" (https://nmetau.edu.ua/file/antikoruptionsyna_programmea.pdf).

What technical decisions are used in the educational programme as instruments against the violation of academic integrity?

The instruments against the violation of academic integrity in the educational programme "Translation from the English Language" include encouragement of the students to fulfill the educational tasks independently. At the seminar "Foreign Language in the Globalization Period" students are taught to cite the information sources correctly and adhere to legislation norms of author copyright. In the explanatory note to Bachelor's thesis students acknowledge that there are no loans from other sources without the relevant citations in the thesis. The following platforms and online resources are used by the teachers to analyze the graduation papers for plagiarism: <https://unicheck.com/>, <https://plagiarismdetector.net/>, <https://smallseotools.com/plagiarism-checker/>, <https://www.plagramme.com/free-plagiarism-checker-online>. After the defense, all graduation papers are submitted to the Diploma Project Office where they are registered and stored. There is also a Catalogue of the graduation papers according to the specialties.

How does the higher education institution popularize academic integrity among the students of the educational programme?

The popularization of the academic integrity among the students of the educational programme "Translation from the English Language" is conducted by the tutors by means of discussions held in the academic groups. They discuss the principles, the norms of behavior of students in order to form an independent and responsible person able to study,

teach and research. The teaching staff encourages students to fulfill the educational tasks independently. Also, the Department of Translation and Foreign Languages holds a student scientific seminar “Foreign Language in the Globalization Period” during which students are taught to cite the information sources correctly and adhere to legislation norms of author copyright.

How does the higher education institution react to the violation of academic integrity?

Give examples of the corresponding situations referring to the students of higher education studying at the corresponding educational programme.

With the aim of monitoring adhering to the moral and legal norms of the “Code of the Academic Integrity” (<https://nmetau.edu.ua/ua/minfo>) by the staff members, the Board of Academic Integrity at the National Metallurgical Academy is created. The Board has the right to receive and consider the application as to the violation of the Code and send the proposals to the Administration of the Academy (departments and institutions) as to imposing sanctions. Besides, the academic integrity and the regulation of prevention and checking for academic plagiarism are regulated by the “Regulation on the Internal System of Quality Assurance of Educational Activity in the National Metallurgical Academy of Ukraine”. In case of violation of the principles of academic integrity, students of the National Metallurgical Academy may be liable to responsibility, including retake of the module test, examination, retake of a course, expel from the Academy, etc.

6. Human Resources

How is the necessary level of professionalism of the teachers of the educational programme ensured during their selective entry?

In NMetAU the level of teachers’ professionalism is regulated by clear selective recruitment procedures, qualification requirements and the requirements to the professional competencies and the system of advanced training (“Regulation on the Internal System of Quality Assurance of Educational Activity in the National Metallurgical Academy of Ukraine”).

The level of teachers’ professionalism is also regulated by the “Regulation on the Procedure for Holding a Competitive Admission and Conclusion of Employment Agreements (Contracts) with the Scientific and Teaching Staff in NMetAU” (https://nmetau.edu.ua/file/konkursniy_vidbor_vidokreml.pdf) and is guaranteed by implementing Paragraph 30 of License Conditions of Educational Activity Implementation in the Higher Education Institutions (<https://zakon.rada.gov.ua/laws/show/347-2018-n>).

The teachers of the educational programme are to give the document about the scientific and professional activity indicating the results of their scientific, pedagogical and organizational work during the last five years. The personal achievements of the teachers are rated according to the “Regulation on the Rating of the Departments, Scientific and Teaching Staff, Research Staff Members, Postgraduate and Doctoral Students in NMetAU” (https://nmetau.edu.ua/file/pro_reyting.pdf).

The representatives of the Department of Quality Assurance survey students as to the professional qualities of the teachers (“Regulation on the Questionnaire (Survey) of Higher Education Applicants in NMetAU”)

(https://nmetau.edu.ua/file/polozhennya_pro_anketuvannya.pdf).

Referring to specific examples, describe how the higher education institution encourages employers to organize and realize the education process.

The integral part of the education process realization is the participation of the specialized enterprises of Dnipro to provide practical education to the students. Thus, these specialized enterprises include the Institute of Ferrous Metallurgy of the National Academy of Science of Ukraine, state enterprise “Ukrdipromet”, state enterprise “the Osada Y.U. Scientific and Research Institute of Design and Technology of Pipe Industry”, PJSC “Dnipro Aggregate Plant” and many others. Particularly, senior teacher Myrhorodska O.S. on a periodic basis arranges excursions for the students of the 3rd year of studies to the metallurgical plant “Interpipe NTZ”, due to its being a prospect enterprise for employment for the alumni of the educational programme “Translation from the English Language”.

Referring to specific examples, how the higher education institution encourages professional practitioners, field experts, representatives of employers to participate in the classes of the educational programme.

The head of the Department of Translation and Foreign Languages personally invites Oleksandra Khorsun and Stanislav Bohdanov, the members of “Intext” translation company and Iryna Viazovska, the consultant of the teaching center “Foreign Languages” in Dnipro to meet with the students of the department. Mz Viazovska provides the information about the vacancies in the “Dinternal Education” company, as well as informs about the international PTE and LCCI exams, interacts with the students, etc. During 2016 and 2017 a volunteer from the USA Kelly Bitson regularly participated in the 3rd and 4th year students’ classes. To master technical translation, it is recommended that the students communicate with professional practitioners not only in the class, but also at enterprises. For this reason, senior teacher Myrhorodska O.S. on a periodic basis arranges excursions for the students of the 3rd year of studies to the metallurgical plant “Interpipe NTZ” to observe new technologies, to interact with the experts in the pipe production sphere, etc. At the Academy there is also a Center of Carrier Development that encourages students’ cooperation with the prospect employers (<https://nmetau.edu.ua/ua/mfac/i3001>). Moreover, on November 4, 2019 there was a “Day of the Career” held at the O. Honchar Dnipro National University when the students met with the representatives of more than 40 enterprises of Dnipro.

Describe how the higher education institution provides the professional raise of the teachers of the educational programme.

In the Academy there is a Center of Post-Graduate Education and Staff Professional Development (<https://nmetau.edu.ua/ua/mfac/i1012/p0>) which provides advanced training for the teachers according to the “Regulation on the Advanced Training of the Scientific and Teaching Staff in the National Metallurgical Academy of Ukraine”

(https://nmetau.edu.ua/file/polozhennya_pro_pkp_i_np.pdf). The teachers of the educational programme undergo advanced training at the Department of Translation of Dnipro University of Technology and other higher education institutions of Dnipro according to the Programme of Professional Development of Scientific and Pedagogical Staff of the Department of Translation and Foreign Languages. The teachers undergo advanced training abroad (Poland, 2017), take part in webinars, as well as in the scientific and methodical seminars held by the Department and the Academy (“Pedagogical Technologies in Higher Education”, “IT-technologies”), participate in the international scientific conferences organized by the National Metallurgical Academy (Dnipro-Vienna, Dnipro-Helsinki). Besides, the teachers of the educational programme act as translators at scientific conferences and seminars conducted at the Academy, translate the papers of intellectual properties made by the teachers of the technical departments.

Demonstrate that the higher education institution stimulates the development of teaching skills.

In the National Metallurgical Academy there is the Council on Quality of Education Activity and Professional Training (https://nmetau.edu.ua/file/rada_zab.pdf). It stimulates the development of teaching skills by implementing innovative methods of teaching and enhancing the effectiveness of teaching, methodical and educational work. Besides, the Section of Pedagogical Excellence that was reorganized into the Section of Human Resources Quality (where the head of the Department of Translation and Foreign Languages is a member) is to issue the guidelines to develop the professional skills of the teachers of the Academy. At methodical seminars of the Department the teachers of the educational programme exchange their teaching experience, discuss new methods of teaching English. Besides, the teachers attend the lessons conducted by their colleagues and write recommendations as to the teaching skills development into the Register of Reciprocal Visiting of Classes. The teachers of the educational programme take part in scientific and methodical seminars held by the Academy (“Pedagogical technologies in higher education”, “IT-technologies”), participate in scientific conferences and webinars (Advancing Learning Webinar Series by Macmillan Education, etc.), undergo advanced training at the Department of Translation of Dnipro University of Technology.

7. Educational Environment and Material Resources

Demonstrate how the financial and technical resources (library, other infrastructure, equipment, etc.) as well training and methodological groundwork for the educational programme provide the achievement of objectives and programme studying outcomes defined by the educational programme.

The procedure of providing the educational process with the necessary resources is governed by the “Regulation on the Internal System of Quality Assurance of Educational Activity in the National Metallurgical Academy of Ukraine”, which ensures that resources used to organize the learning process are sufficient and meet the requirements of licensing

conditions, requirements of educational standards and standards of higher education. Financing of the students of higher education in NMetAU is carried out at the expense of the state budget (state order) and at the expense of the local budgets (regional order); through targeted preferential government loans (Finance plan of NMetAU and all changes thereto: <http://nmetau.edu.ua/ua/minfo/i12/p1316>). The material and technical base of the Department includes 11 teaching rooms with a total area of 469 m², 2 TVs “Television Set 21”, a DVD Pion 490, speakers, and a computer class for 15 workplaces (today it is also used as an Internet class) received as part of the TEMPUS Education and Culture project. This class is equipped with PCs Samsung 740, a multimedia projector Smart Board 680, an interactive whiteboard, a scanner, a webcam Logitech QuickCam Messenger, etc. As part of the Education and Culture project organized by TEMPUS, the Department of Translation and Foreign Languages received literature and methodological support for training technical translators in the amount of 10,000 thousand euros. The library of the Department has over 350 books, newspapers and magazines.

Demonstrate how the educational environment created in the higher education institution allows satisfying the demands and interests of students of higher education studying at the educational programme? Which measurements does the higher education institution conduct to reveal and take these demands and interests into account?

NMetAU provides all necessary educational means to satisfy the demands and interests of students studying at the educational programme “Translation from the English Language”, including the library funds of the Academy and those of the Department of Translation and Foreign Languages, particularly, guidelines, text-books, etc. for the subjects of the curriculum, as well as periodicals in English and German (for example, “Stahl und Eisen” magazine) that are used as actual data for scientific research when doing Bachelor theses. The Department has enough rooms for studies and students’ independent work as well as for their cultural and social activities; the Academy provides students with accommodation. The necessary material and technical base for the educational process was created. In particular, training of bachelors involves the modern information technologies and computer equipment, network equipment. The sufficient number PCs allows students to work freely on the Internet, to use databases of virtual libraries, to use computers when doing individual tasks, term papers and Bachelor theses.

Describe how the higher education institution provides the educational environment safety for life and health of students of higher education (including mental health).

The volume of air and level of lighting in the classrooms, laboratories and offices of the Academy meets the established standards (DBN V.2.2-3-97 “Buildings and structures of education institutions”, approved by the State Committee for Construction of Ukraine, dated 27/06/1996, No. 117). All educational premises are the property of the Ministry of Education and Science of Ukraine. They are registered in the “Passports of the sanitary-technical condition of working conditions” and are connected to the engineering networks (gas, drainage, sewerage, power supply, heating systems). The educational premises meet the sanitary-hygienic norms and the requirements of fire safety rules as well as the

construction rules and Regulation. No injuries have been reported. Every year the representatives of the Occupational Safety and Health Department inspect sanitary conditions in the premises of the Department of Translation and Foreign Languages. The property of the Department is stored in the premises equipped with burglar alarms. At all entrances to the buildings of the Academy there is a 24-hour duty of the security service of NMetAU. These measures guarantee the safety of the educational environment for the life and health of the students of higher education.

Describe the mechanisms for educational, organizational, informational, advisory and social support of students of higher education? What is the satisfaction level of this support of students of higher education according to survey results?

Educational support of students is governed by the “Regulation on the Organization of the Educational Process in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/organizatsiya_osvit_prot.pdf) and is provided to students by the teachers and the guarantor of the educational programme. Organizational and social support comes from the dean and curators who encourage students’ personal development, help them to learn social norms, values, etc. (“Regulation on the Curator of the Academic Group in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/polozhennia_pro_kuratora.pdf)). Organizational and social support is also provided by Academics and the Career Development Center, etc. Informational and advisory support of the students is regularly provided by the teachers of the educational programme during the consultations, the schedule of which is publicly available on the official website of NMetaAU (<https://nmetau.edu.ua/ua/mdiv/i2016/p1410>). All necessary information is available on the website of NMetAU. The level of students’ educational, organizational, informational, advisory and social support is satisfactory.

How does the higher education institution create enough conditions for realizing the right to education by the persons who have special educational needs? Give individual examples of creating such conditions on the educational programme (if appropriate).

Since 2002 NMetAU has been creating conditions for higher education for persons with disabilities. Taking into account the positive experience of the Academy for the Education of Persons with Hearing and Visual Disabilities, by the order of the Ministry of Education and Science of Ukraine dated 19/04/2004, for the first time in Ukraine the Regional Center for Individuals with Disability Education was established in NMetAU. The Center creates conditions for education of persons with hearing and visual impairments, provides them with methodical and psychological support, helps their social integration into society. According to the order of the Ministry of Education and Science of Ukraine No. 587 dated 27/06/2008, the Regional Center for Individuals with Disability Education took part in the Experiment on the organization of integrated training for persons with special educational needs in higher education institutions. Order of NMetAU dated 25.05.2018 No. 375-k approved the “Rendering Support (Assistance) to Persons with Disabilities and to Other Physically Challenged People in the National Metallurgical Academy of Ukraine”

(https://nmetau.edu.ua/file/poryadok_suprovodu_osib_z_invalidnistyu.pdf). For example, 4th year student with visual impairment Nechyporenko T. has limited ability to move independently and is assisted by the groupmates in the Academy and in the hostel. The Academy ensures her social protection and creates all the necessary conditions for the student so that she is able to exercise her rights equally with the other students. Also, communication of the student with other students – members of the Regional Center for Individuals with Disability Education is organized for her better social adaptation, integration into society and psychological comfort.

How does the higher education institution define the policies and procedures for regulation of conflicts (including those which are connected to sexual harassment, discrimination and corruption)? How are the participants in the educational process provided with access to the regulatory policies and procedures? What is the practice of their implementation during the realization of the educational programme? To prevent conflict situations in the Academy there is a “Trust mailbox” for the students to confidentially report on any problems. Sexual harassment or discrimination have not been the case due to the effective educational work conducted by the curators of academic groups in accordance with the approved plan of educational work (regulated by the “Regulation on the Curator of the Academic Group in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/polozhennia_pro_kuratora.pdf) and “Regulation on the Board of Pedagogical Work in NMetAU” (https://nmetau.edu.ua/file/polozhennya_pro_radu_z_vihovnoyi_roboti.pdf)). The Anti-Corruption Programme of the National Metallurgical Academy of Ukraine was developed on the basis of the Model Anti-Corruption Programme approved by the decision of the National Agency for the Prevention of Corruption dated 02/03/2017 No. 75. In the programme, which is publicly available on the official site of NMetAU (https://nmetau.edu.ua/file/antikoruptionsyna_programa.pdf), the Academy proclaims that its employees, officers and Rector are guided by the principle of “zero tolerance” to any acts of corruption in their internal operations and in their relationships with business partners, government agencies, local authorities, and will take all measures envisaged by law to prevent, detect and counteract corruption and related actions (practices).

8. Internal Quality Assurance of the Educational Programme

Which document of the higher education institution regulates the procedures for development, approval, monitoring and periodical review of the educational programme? Provide a link to this document, which is promulgated in open access on the Internet. Describe how and how often the educational programme review is carried out. What was changed in the educational programme according to the results of the latest review? How was it substantiated?
The development, approval, monitoring and periodic review of education programmes are governed by the “Regulation on the Internal System of Quality Assurance of Educational

Activity in the National Metallurgical Academy of Ukraine” and “Regulation on Assurance Groups of Educational Programme Quality in the National Metallurgical Academy of Ukraine” (<https://nmetau.edu.ua/file/polozhennyaprogzyaopnmetau.pdf>). The Council on Quality of Education Activity and Professional Training (https://nmetau.edu.ua/file/rada_zab.pdf) is responsible for the education content improvement in the Academy and includes the Section of the Educational Programme Quality. At the end of each academic year, the Assurance Group of Educational Programme Quality reviews the educational programme and, if necessary, changes its content according to the students’ survey results concerning the quality of educational services (quality of educational programme, organization of educational process, human resources and material support, etc.). Also, the educational programme review is conducted in accordance with the requirements of the updated normative documents of the Ministry of Education and Science of Ukraine and the National Metallurgical Academy of Ukraine for educational programmes. The latest revision of the educational programme resulted in the logically structured series of disciplines of free choice of the student. The latter was created to exercise the students’ right to choose subjects (see “Organizational and Methodological Principles of Elective Component of Educational and Professional Programmes in NMetAU” (https://nmetau.edu.ua/file/omz_zvsopppf.pdf)), which is regulated by the Law of Ukraine “On education” (<https://zakon.rada.gov.ua/laws/show/1556-18>) and correlates with the Strategic Development Plan of NMetAU.

Referring to specific examples, demonstrate how the students are involved in the process of periodical review of the educational programme and other procedures for its quality assurance and how their position is taken into account during the educational programme review.

According to the Strategic Development Plan of the National Metallurgical Academy of Ukraine for 2019 – 2015 (<https://nmetau.edu.ua/ua/minfo>), it is planned to introduce regular controlled procedures for the examination of current educational programmes by the alumni and students of the Academy who are surveyed to find out the level of their satisfaction with the quality of teaching, the quality of educational programme in general and the organization of educational process. The representatives of the students are the members of the Educational Programme Assurance Group, and 10% of the students are members of the Academic Board. The Head of the Student Board is a member of the Board of the Faculty of Humanity in NMetAU and is present at its meetings, according to the paragraph 3.1.3. of the “Regulation on the Student Government in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/polozhennya_studsovet_zi_zminami.pdf), which regulates the students’ right to make proposals in order to control the quality of the educational process. This right is also applicable to the procedure of the internal quality assurance of the educational programme “Translation from the English Language”, thus, the students have the opportunity to be involved in the process of the educational programme periodical review. In addition, the content of the educational programme was revised in connection

with the approval of the new Higher Education Standard of Ukraine in the speciality 035 “Philology” (<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf>).

How does the student government participate in procedures for internal quality assurance of the educational programme?

According to the paragraph 3.1.12. of the “Regulation on the Student Government in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/polozhennya_studsovet_zi_zminami.pdf), students are eligible to apply the administrative authorities of the Academy, its advisory and labour bodies, and public authorities with suggestions for improvement and reformation of the educational process, etc. The students are also tested to reveal the level of their knowledge and skills obtained when studying on the educational programme “Translation from the English Language”. The results of such comprehensive tests help disclose if the educational programme content is relevant to the programme outcomes of studying. This way the students participate in the procedures of the internal quality assurance of the educational programme “Translation from the English Language”.

Also, the student government is involved in the procedures of the internal quality assurance of the educational programme through representation in the Academic Board of the faculty, the Academic Board, the staff conference, as well as the sections of the Quality Assurance Board of the National Metallurgical Academy of Ukraine.

Referring to specific examples, demonstrate how employers are directly or through their unification involved in the process of periodical review of the educational programme and other procedures for its quality assurance.

Representatives of the InText Translation Company and Iryna Viazovska, the consultant of the Foreign Languages Learning Centre in Dnipro take part in the periodical review of the educational programme “Translation from the English Language” and discuss its quality assurance procedures. Also, the senior lecturer Hromova O.P. is in charge of collaborating with the heads of students’ translation practice at the industrial enterprises in Dnipro in order to find out their opinion concerning the further improvement and review of the content of practice.

Describe the practice of collection and inclusion of information about career ladder and trajectories for recruiting of graduates of the educational programme.

The Scientific Training Center of NMetAU monitors the employment of the graduates of the educational programme “Translation from the English Language”. Thus, the employment rates of the educational programme graduates as follows. In 2016, 18 Bachelors continued their studies in NMetAU, 3 persons continued their studies in other higher education institutions, and 13 persons were employed; among the Bachelors who graduated in 2017, 10 graduates continued their studies in NMetAU, 5 persons continued their studies in other higher education institutions, and 5 persons are currently working as translators; among the Bachelors who graduated in 2018, 8 alumni continued their studies

in NMetAU, 1 person continued the studies in other higher education institution, and 9 persons are currently working according to their speciality.

By way of interviewing the educational programme graduates it was found out that their typical employment trajectories include the positions of translators in the field of industrial technical translation (Liashenko Anastasia, Dnipro, Gipromez, translator; Koliadina Yulia, Dnipro, Linde Gas Ukraine, the Head of the department, Siroshstan Anastasia, Dnipro, Energoautomatics, manager), translation and copywriting (Fedotova Olga, Soft Serve Fnc Company, Certification Center Coordinator, translator; Kotsurenko Victoria, Copywriter/Content Manager at Logos Development Company), management and advertising (Berezenko Ksenia, "VIA Dnipro", advertising department; Samobatchenko Elizabeth, Marketing company "PR agency"; Miasnyk Maria, Ukrainian fashion-shop "USS", consultant contact-manager). In particular, interviews of the best graduates of the educational programme can be found on the website of the Department of Translation and Foreign Languages (<http://nmetau.edu.ua/en/mdiv/i2016/p2981>).

What drawbacks of the educational programme and/or in educational activity concerning realization of the educational programme were revealed during the implementation of procedures for internal quality assurance within the time limits of its realization?

How did the higher education institution's system of quality assurance react to these drawbacks?

The revealed drawbacks of the educational programme do not affect its overall quality and will be eliminated and corrected within the period of the next 3 years. For example, the following measures are planned to be taken to improve the quality of education on the educational programme: 1) to develop and implement a clear procedure for involving employers in the process of the periodic review of the educational programme "Translation from the English Language"; 2) to renovate the educational programme and introduce the subject "CAT Programs in Translation Practice" to the Professional Training Cycle of disciplines; 3) to introduce the practice of doing inter-departmental final qualification works; 4) to encourage cooperation of the teachers of the educational programme "Translation from the English Language" with other specialized departments of the Academy to compile the English-Ukrainian dictionaries of technical terms.

Demonstrate that the results of the external higher education quality assurance are taken into account during the educational programme improvement. How were the concerns and proposition on the latest accreditation and the accreditations of other educational programmes taken into account during the improvement of this educational programme? *In 2008 the accreditation of the speciality was carried out, and, in accordance with the recommendations of the Commission, the following improvements were introduced:*

1. According to the Prospective Plan, the teachers of the Department undergo advanced training at the Department of Translation of Dnipro University of Technology and other higher education institutions of Dnipro and abroad (Częstochowa University of Technology, Poland). The teachers of the Department of Translation and Foreign Languages defend dissertations according to the plan (associate professor Abramova O.V.

defended the dissertation “The Peculiarity of the Sonnet Genre in O.C. Swinburne’s Works”, senior lecturer Russkikh I.V. is actively working on the dissertation), the teacher Ostretsova I.V. got the degree of associate professor. The qualified specialists joined the Department of Translation and Foreign Languages (in 2014 – Pasko H.M., Candidate of Philological Sciences, in 2018 – Kalko R.M., Candidate of Philological Sciences, Associate Professor, Doctoral Student at Drohobych State Pedagogical University named after Ivan Franko). The results of the scientific researches carried out by the teachers of the educational programme were published in the editions included in the citation database of peer-reviewed literature Scopus (Prutchykova V.V., Myrhorodska O.S.).

2. A number of highly qualified teachers from other departments of the Academy were involved in teaching in the speciality “Philology” in the Department of Translation and Foreign Languages. The educational and methodological support of the disciplines (including the use of technical means of training) has been updated. Teachers of other departments of the Academy use 4 computer classes, 3 specialized laboratories (the laboratory of metallurgical processes, the laboratory of metal processing by pressure, the laboratory of metal-cutting equipment) to train the students in the speciality “Philology”. At that, the teachers of other departments use the material and technical base of the Department of Translation and Foreign Languages that includes 11 teaching rooms with a total area of 469 m², 2 TVs “Television Set 21”, DVD Pion 490, speakers, and a computer class for 15 workplaces (that is also used as an Internet class).

3. The Department of Translation and Foreign Languages introduced a credit-module system for organizing the educational process in the context of the Bologna Process. The educational process is carried out with the help of the necessary material and technical means and teaching materials. As part of the Education and Culture project organized by TEMPUS, the Department received literature and methodological support for training technical translators in the amount of 10,000 thousand euros.

Describe how the members of academic community are meaningfully involved in the procedure for internal quality assurance of the educational programme.

The Quality Assurance Board of the National Metallurgical Academy of Ukraine (https://nmetau.edu.ua/file/polozhennya_pro_rzyao_2019.pdf), which includes the Section of Educational Programmes, is responsible for the implementation of processes and procedures of internal quality assurance of education as well as renovation of the educational programmes. The Head of the Department of Translation and Foreign Languages and the student of the 1st year of studies Plotnikova N. are the members of the Quality Assurance Board. Also, the procedures for internal quality assurance of the educational programme are stated in the “Regulation on the Internal System of Quality Assurance of Educational Activity in the National Metallurgical Academy of Ukraine”.

Describe the division of responsibilities between the different structural subdivisions of the higher education institution in the context of the implementation of the processes and procedures for internal education quality assurance.

The processes and procedures for internal quality assurance of education in NMetAU are regulated by the Assurance Groups of Educational Programme Quality (<https://nmetau.edu.ua/file/polozhennyaprogzyaopnmetau.pdf>) and “Regulation on the Internal System of Quality Assurance of Educational Activity in the National Metallurgical Academy of Ukraine”, by the Quality Assurance Board (https://nmetau.edu.ua/file/polozhennya_pro_rzyao_2019.pdf), by the Department of Educational Activity Quality of the Scientific Training Center of NMetAU (https://nmetau.edu.ua/file/polozhennya_pro_viddil_yakosti_osvitnoyi_diyalnosti_.pdf) and by the Academic Council Commission (https://nmetau.edu.ua/file/polozhennya_vchena_rada.pdf).

9. Transparency and Publicity

What documents of the higher education institution regulate the rights and responsibilities of all participants in the educational process? How is their access to the participants of the educational process assured?

The rights and duties of all participants in the educational process are governed by such normative documents as the “Statute of the National Metallurgical Academy (new version) (https://nmetau.edu.ua/file/statut_nmetau_2017.pdf)” and the “Rules of Internal Labor Regulation in the National Metallurgical Academy of Ukraine” (https://nmetau.edu.ua/file/vn_rozpyadok.pdf).

Provide a link to the web-page that contains information about promulgation of the corresponding project on the official web-site of the higher education institution in order to receive concerns and propositions of the stakeholders.

Web-page address: <https://nmetau.edu.ua/ua/mdiv/i2016/p0>.

Provide a link to information about the educational programme promulgated with open access on the Internet (including its objectives, expected outcomes of studying and components).

<https://nmetau.edu.ua/ua/mdiv/i2016/p3075>

11. Perspectives for Further Development of the Educational Programme

What are the strengths and weaknesses of the educational programme in general?

The strength of the educational programme “Translation from the English Language” is that it is aimed at training technical translators from the English Language and German as a second language into Ukrainian in the field of metallurgy, mechanical engineering, enterprise economics and management in accordance with the labour market demands of the Dnipro industrial region. Another strength of the educational programme is its elective components, due to which, in addition to specialised professional competencies, students acquire competencies in such branches, as metallurgical production, intellectual property, innovation management, and

information analytics. At the same time, the educational programme has some minor drawbacks that require correction. For example, the procedure for engaging employers in the periodical review of the educational programme and other quality assurance procedures needs further improvement and is one of the priorities in the development of the educational programme “Translation from the English Language”. In particular, this is provided by the Strategic Development Plan of the National Metallurgical Academy of Ukraine for 2019 – 2025 (<https://nmetau.edu.ua/ua/minfo>). Namely, in the “Application of effective mechanisms for the development, approval, monitoring and periodic review of educational programmes” it is planned to systematize the monitoring of the labor market, providing expert assessment of the relevance of educational programme content by the representatives of the labor market. In addition, it is planned to renovate the educational programme and include the discipline “CAT Programs in Translation Practice” into the Professional Cycle of disciplines. Within the framework of establishing interdisciplinary relations, it is planned to introduce the practice of interdepartmental final qualification works, as well as to involve the teachers of the educational programme in cooperation with other specialized departments to work on the compilation of bilingual terminology dictionaries.

What are the prospects for the development of the educational programme for the next 3 years? What specific measures does the higher education institution plan to take to realise these perspectives?

The prospects for the development of the educational programme for the next 3 years are:

1) to improve the procedures for involving employers in the process of periodic revision of the educational programme “Translation from the English Language” and other quality assurance procedures;

2) to consider the possibility of introducing dual education elements; with the help of employers to enable future specialists in the field of technical translation to acquire stated in the educational programme practical skills and competences in industrial enterprises, in institutions and organizations related to the field of metallurgy, mechanical engineering, and economics;

3) to improve syllabuses for all cycles of disciplines of the educational programme and promulgate them in open access on the official website of the department;

4) to regularly update the content of the disciplines of the educational programme taking into account the requirements of the developing translation industry;

5) to provide students’ translation practice in the External Relations departments and PR-teams at the enterprises of Dnipro;

6) to introduce inter-departmental final qualification works;

7) to expand the range of employers and professionals involved in teaching at the educational programme and its periodical review;

8) to involve the teachers of the educational programme in cooperation with other specialized departments of the Academy to work on the compilation of bilingual terminology dictionaries.

To realise the outlined prospects of the educational programme “Translation from the English Language” development in NMetAU, the following measures are planned to be taken within the framework of implementation of the Strategic Development Plan of the National Metallurgical Academy of Ukraine for 2019 – 2025

(<https://nmetau.edu.ua/ua/minfo>):

1) to systematize activities on labor market monitoring, and to providing expert evaluation of the relevance of educational programmes by the labor market representatives;

2) to expand the system of additional educational services provided for students of the Academy and other higher education institutions in order to expand competences and to improve the quality of students’ training;

3) to develop mechanisms for cooperation with small and medium-sized enterprises and to organize students’ practice at their premises;

4) to conclude agreements with the leading metallurgical enterprises of the Dnipro region on providing extended practical training of students in the framework of dual education;

5) to regularly adjust the list of specialities of postgraduate education in accordance with the needs of the labor market, to organize recruitment and training in these specialities, to develop curricula and programmes that correspond to a modern level of training;

6) to survey the graduates regarding their adaptation at the enterprises, their retained knowledge and skills, the need for advanced training and appropriate retraining;

7) to anticipate and regularly promulgate the demand in the specialists trained in the Academy by enterprises, organizations and institutions of the region;

8) to hold the “Day of the Career” events at the Academy twice a year;

9) to promote relations with enterprises and institutions, particularly, for the conclusion of the long-term contracts and orders for training and employment of specialists;

10) to develop measures to reduce the term of graduates’ adaptation at enterprises.