

# FEATURES OF DESIGNING WORK PROGRAMS OF EDUCATIONAL COMPONENTS OF TRAINING OF FUTURE POLICE OFFICERS IN THE CONTEXT OF THE SCALE OF HUMAN DIMENSIONAL SENSES OF ASSESSING THE QUALITY OF HIGHER EDUCATION

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## ABSTRACT

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Chapter 9 substantiates the peculiarities of the process of designing work programs of the educational components of training future police officers in the context of the scale of the human-dimensional senses of evaluating the quality of higher education and specifies the diagnostic and evaluation apparatus for measuring the results of training on the basis of criterion analysis. On the example of the development of criteria for evaluating the level of educational achievements of the educational component "Legal Psychology", it is proved that such a description is further designed to ensure systematicity in the design of other modules of educational components with the possibility of monitoring the quality of the educational process and quick adjustment of educational programs. It is explained how the application of criterion evaluation makes this process transparent and understandable for all subjects of education; involves comparing the learner's work results with the standard and eliminates the subjective comparison of those who are trained with each other.

## KEYWORDS

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Learning outcomes, working curriculum of the discipline, criterion analysis, competence, assessment, evaluation of the official activity of police officers, departmental assessment, assessment criteria, assessment methods, assessment procedure.

## INTRODUCTION

Currently, scientists around the world consider education as a powerful factor in the enrichment and development of "human capital" [1]. After all, it is precisely education that creates, maintains and restores all the wealth of cultural-historical and moral values, embraces the spirituality of a person as a whole, discovers its essence and dignity. Education is considered not only as a factor in the social development of a person, but also as a means that provides the subject with the opportunity to use its results, enrich its spiritual and intellectual potential, creates conditions for further professional growth and self-assertion of the future specialist in professional activity [2]. Through educational activities, the state policy aimed at strengthening the intellectual and spiritual development of the nation, the development of domestic science and technology, the preservation and multiplication of cultural heritage, and the security of the state is implemented.

The effectiveness of the functioning of the National Police directly depends not only on what tasks will be assigned to the relevant units, but also on what *criteria* will be used to assess the *quality* of preparation for such work. In other words, the training effectiveness evaluation system should be flexible and have the ability to change. This is necessary in order to avoid cases where the focus on achieving established performance indicators may over time begin to harm the activities of the National Police, replacing the purpose of its activities with the goal of achieving performance goals by any means and methods. Therefore, reforming the National Police of Ukraine is impossible without revising the system of evaluating their work [3]. At the same time, there is no universal system for evaluating police actions, which would, on the one hand, help to ensure the goals of guaranteeing the safety of citizens, and on the other hand, stimulate better practices of police activity with priority observance of human rights [4]. In this aspect, we consider it positive that the profession of a police officer is quite popular in Ukraine. This can be traced at least by the number of applications submitted annually for admission to law higher education institutions (HELs) of Ukraine with specific study conditions.

As evidenced by the results of the study "Systems of police education and training in the OSCE region (2018)" [5], which was conducted at the request of the Ministry of Internal Affairs of Ukraine with the support of the OSCE Project Coordinator in Ukraine within the framework of the project "Assistance in the Institutionalization of Improved Training of the National Police of Ukraine" with the aim of: providing constant support for police training, developing recommendations for improving the standards of professional development and training of police officers and the functioning of the system in general, as well as for solving problems related to the restructuring of the police education and training system as a key element of police reform, currently there is no clear mechanism development of educational programs for all types of training. According to the Law "On the National Police", the police is not the subject of decision-making in this process. Most training programs for the National Police of Ukraine are developed by higher education institutions of the Ministry of Internal Affairs in agreement with the Ministry of Internal Affairs and the relevant specialized police unit. International experience regarding police education models is extremely important to support reform and identify the most promising national solutions regarding police education/training models in the following areas:

- development of educational programs, the process of education and training;
- advanced training and professional development;
- educational infrastructure of police training.

In this perspective, the research of Khatia Dekanoidze and Madlen Helashvili [5] testifies that there is only one level of police training in Canada and the USA. A similar police training structure is used at the Police Academy in Montenegro, while other European institutions have more than one level of education. Educational programs may differ: by level of education; the type of diploma and degree received by cadets and their civil value after graduation from the educational institution; the minimum level of previous education; duration of study; police ranks assigned to cadets during and after training; amount of time in police service, etc.

Honors levels often lead to various titles upon completion of studies. They vary from a basic level of education to a bachelor's/master's level or from the rank of constable to the rank of senior inspector. There is no formal connection between police training and science, but most participating institutions try to incorporate new educational principles and research findings into their curricula. In some participating institutions, educational programs are built on the basis of a scientifically based approach, that is, both the content of training and methods are as much as possible (USA, Canada). The topics that most often become the subject of research at the participating institutions are: police effectiveness, terrorism, criminology, etc., depending on current needs or at the request of the Ministry of Internal Affairs (Police Academy in Poland, Police Academy in Germany, Security Academy in Austria, Police Academy in Croatia). In addition, most of the participating institutions (High School of Police in Poland, High School of Police in Germany, Security Academy in Austria, Police Academy in Croatia, Estonian Academy of Security Sciences, Police Academy in the Netherlands, State Police College of Latvia) conduct research and/or has its own research centers (e.g. Estonian Academy of Security Sciences, Police Academy in Poland, Police Academy in Germany) to bridge the gap between police education and science. At the State Police College of Latvia, research work is a mandatory part of the professional development plan of the teaching staff.

The problems of evaluating the service activities of police officers in Ukraine have been studied to some extent in the theory of administrative law, in particular with regard to the study of issues related to the completion of service in internal affairs bodies [6]. The works investigated significant changes in the legislation regulating the activities of internal affairs bodies, in particular the adoption of the Law of Ukraine "On the National Police" [7]: issues regarding the content of evaluating the official activity of police officers, distinguishing its types, clarifying the legal nature, the current state of legal regulation and further improvement of the current legislation. The historiography of the evaluation of the official activity of police officers was characterized; an essential-conceptual description of the evaluation of the official activity of police officers is given; the current state of the legislative regulation of the evaluation of the official activity of police officers is determined; the types of evaluation of police officers and the features and structure of the procedure for evaluating the official activity of police officers are singled out; the main methods and stages of evaluating the official activity of police officers are specified and the state of their legal regulation is determined; proposals were made for further improvement of the current legislation regulating the activities of police bodies, etc. [8]. Further research was aimed at identifying the features of the foreign experience of evaluating the results of police officers' work and the possibility of its implementation in Ukraine.

Thus, on the basis of a comparative analysis, the experience of the USA, where there are two main approaches to evaluating the effectiveness of the police [9], proved to be correct in terms of research: The *first* approach to evaluating the effectiveness of the police determines *the prediction* of "positive effectiveness" in advance. That is a priori there are clear rules that indicate when police officers will receive recognition for their effectiveness. The *second* approach involves a *subjective* evaluation of efficiency, that is, when, with the help of subjective judgments, discrepancies between the results of efficiency and the extent to which the invested efforts achieve the goals of police activity are determined [4]. In both approaches, the significant amount of information used

is the same. The fundamental difference is that the assessment is either based on rules formed in advance or on a subjective assessment based on the results of the activity.

Given the complex nature of policing, the first approach has a number of multifaceted effects – the state faces an unfavorable trade-off between the power of incentives, on the one hand, and the distortion of effort and discretion, on the other. Subjective assessment of effectiveness helps to address this situation, reducing the risk of distortion of policing and ensuring that local conditions are taken into account. On the other hand, society's resources are limited, and citizens do not always agree with the increase in spending on police activities at the expense of some other socially significant areas – education, medicine, etc. That is why, measuring the effectiveness of police activity should provide opportunities to evaluate not only external parameters, but also its intensity, preventing excessive workload of the police officer.

Let's note that within the framework of the characterized objective and subjective approaches to measuring the effectiveness of police work, within the framework of the objective approach, the parameters of "good" efficiency are determined in advance by means of an unambiguous selection of efficiency criteria and rules according to which the activities of police officers should be rewarded or punished. These rules are recorded in a certain document and bind the police. Achieving certain performance targets involves rewarding police officers. As for the subjective approach to performance evaluation, performance is evaluated based on the results of a certain period. Authorities, in this case, form a system of assessment by experts and control the objectivity of such an assessment.

Similarly, in the aspect of *designing work programs of the educational components of training future police officers in the context of the scale of the human-dimensional senses of evaluating the quality of higher education*, there is an important example of evaluating the activities of the Forces British HM Inspectorate of Constabulary – <http://justiceinspectores.gov.uk/hmic>, which inspects the activities of police units, based on the results of which it prepares thematic and periodic (annual) reports on the evaluation of the activities of police units with recommendations [10]. These reports and recommendations are available to the public. One of the tools of such assessment is "PEEL assessment" (police **effectiveness, efficiency, legitimacy**). **Effectiveness** is assessed in terms of how the police carry out their duties, including reducing crime, protecting vulnerable groups, combating anti-social behavior, emergency response and other challenges. **Efficiency** is evaluated in relation to the means by which the result is achieved. **Legitimacy** is assessed in relation to the extent to which the police unit works *ethically* and within the framework of the law [11]. This technique is used to recognize the effectiveness of police activities that are based on rules established in advance or on the basis of decisions based on *the results of activities*.

Corresponding changes were made in the "Regulations on the Organization of Service Training of the National Police of Ukraine" (2016) [12] (January 21, 2020), (May 5, 2022). So, the current Regulations include, among others, the following chapters:

**XI.** Checking the level of official training.

**XIII.** The procedure for passing police testing on the Education Portal of the Ministry of Internal Affairs and the formation of a rating of its success.

**XIV.** The procedure for evaluating functional training.

**XV.** The procedure for evaluating tactical training.

**XVI.** Fire training assessment procedure.

**XVII.** The procedure for evaluating general specialized training.

**XVIII.** Procedure for assessing physical fitness.

**XIX.** The procedure for evaluating the results of official training.

Chapter XI "**Checking the level of official training**" states that such a check is carried out for the purpose of evaluating both an individual police officer and a police body (unit), institution, police institution as a whole and is carried out in accordance with the organizational and administrative acts of the National Police of Ukraine. Checking the level of official training of police officers is carried out within the scope of the studied educational material provided by the thematic plans for official training. Control of the level of official training of police officers is carried out during:

- conducting training sessions in the service training system;
- appointment to a higher position, securing firearms;
- briefing before entering the service;
- compilation of assessments based on the results of the training sessions;
- conducting inspection, control, target, quarterly and final inspections.

Test and situational tasks of tactical and fire training are developed by the management of professional training, units of professional training with the involvement of interested structural units. But it should be noted that under the conditions of objective coexistence of police training and police education, it is necessary to clearly define the criteria for qualitative and quantitative assessment of the components of the professional competence of a police officer.

Therefore, both professional education and professional training of police officers require the development and substantiation of a diagnostic and evaluation apparatus for measuring training results on the basis of *criterion analysis*. To evaluate the work of the police, it is necessary to change the approach, transferring it from the planning of the values of the indicators to the evaluation based on the results of the police activity. In this way, it becomes possible to partially get rid of the deformation according to the indicators of police activity [13]. Positive examples are the evaluation of the effectiveness of police activity by the police inspectorate, self-evaluation of police units (supervisor-subordinates, colleagues, adjacent units, own activities), focus groups, sociological survey, expert evaluations.

One of the main problems of expert assessment of educational activities and self-assessment is the risk of softening the assessment of the situation under the conditions of measuring specific criteria. After all, education is one of the strategic resources of socio-economic and scientific and technical development of society, ensuring improvement of people's well-being, national security, strengthening the authority and competitiveness of the state in the international arena [14]. The above makes it necessary to define a new relevant content, main directions, forecasting mechanisms, development and implementation of the state educational policy for the training of future police officers in the context of the scale of the human-dimensional meanings of the evaluation of

the quality of higher education in Ukraine as well, which would meet both the needs of today and the future of sustainable development of the country and determines **the aim**: to substantiate the peculiarities of the process of designing the work programs of the educational components of the training of future police officers in the context of the scale of the human-dimensional senses of evaluating the quality of higher education and to specify the diagnostic and evaluation apparatus for measuring the results of training on the basis of criterion analysis.

**The methodological basis of the study was determined by:** the provisions on the general connection, interdependence and integrity of the phenomena and processes of the development of society, a holistic approach to the social essence of the individual as a subject of development; the principles of the relationship between the theory and practice of learning, pedagogical skills. The *systematic* approach defined the research strategy for evaluating the official activity of police officers as an administrative-legal category. Separate methods of scientific knowledge are used. The application of the *logical-semantic* method made it possible to deepen the conceptual apparatus regarding the concepts of "evaluation", "attestation", "evaluation criterion", "evaluation indicator", "evaluation procedure". *System-structural* and *system-functional* methods became the basis for clarifying the theoretical and legal issues of the research topic. The application of the *structural-logical* method made it possible to determine the main ways of improving the methodological support of the procedure for evaluating the professional training of police officers. The *comparative legal* method was used to identify common and distinctive features and the possibility of applying foreign experience in the conditions of Ukraine. *Criterion evaluation* is applied for the opportunity to form an idea about the standard of the result and is based on the provisions of *criterion analysis* – the method of the theory of similarity and mathematical programming. This means that this standard should be described in detail in the work program of the educational discipline – the educational component.

#### PECULIARITIES OF DESIGNING WORK PROGRAMS OF EDUCATIONAL COMPONENTS OF TRAINING FUTURE POLICE OFFICERS IN THE CONTEXT OF THE SCALE OF HUMAN-DIMENSIONAL SENSES

The modern goal of higher professional education – the formation and development of *competencies* in future specialists, required the solution of specific tasks. The concepts of "*competence*" and "*learning outcomes*" are the main categories of *student-centered* learning and are key in the European Higher Education Area. An important contribution to the implementation of the concept of *student-centered* learning based on the competence approach was the materials of the international project "Harmonization of educational structures in Europe", TUNING (Tuning educational structures in Europe, TUNING), which was initiated back in 2000 by European universities with the active support of the European Commission with the aim of combining the political goals of the Bologna process and the Lisbon strategy for reforming the European educational space. Changes in curriculum design have shifted from an input focus to an output focus, from what students are taught to what they have learned and been able to apply in practice.

*The competence approach* is the basis of modern educational policy regarding the national framework of qualifications of various countries (including Ukraine). The European Center for Development and Vocational Training (CEDEFOP) published a European multilingual glossary in 2004 with the aim of defining key terms that are important for a common understanding of modern education policy in the field of vocational training in Europe. In the Glossary, the concept of "competence" is defined as "proven ability to apply knowledge, skills, personal, social and/or methodological abilities in work and study, as well as in professional and personal development" [15]. At the same time, the Glossary is based on the main documents of the European Commission, which also specify that *competence* is the ability to apply educational achievements in adequately defined contexts (education, work, personal and professional development).

However, the content of the concept of "competence" is not limited to cognitive elements, but also includes functional aspects (including automatic skills), personal qualities (including social and organizational skills) and ethical values that contribute to achieving success in life, contribute to improving the quality public institutions; correspond to many spheres of life (Laura H. Salganik, Dominique S. Rychen, Urs Moser, etc.) [16]. The essence of the competence approach is determined by the system of formation of such personality qualities that ensure the specialist's ability and readiness for independent cognitive activity, reflection, creativity, acquisition of self-regulation, self-organization, and self-development skills [17]. At present, the emphasis in education has already changed – from a gnostic approach (knowledge paradigm) to a competence approach (competence paradigm): the main goal of education is now aimed at forming skills for active, productive work in all its forms; creative professional activity for the purpose of self-development and self-realization of the individual.

A competent approach requires a broader understanding of the concept of "*content of education*", which, in addition to the totality of educational information, also includes *experience* of known methods of action, creative activity, emotional and value activity – transformation of the content of education – changes in its paradigm [18]. It has been proven that the use of the specified approach helps to overcome the traditional cognitive orientations of higher education, leads to its new content, methods and technologies, but requires the intensification of work on the implementation of appropriate *criteria for evaluating* the level of educational achievements of students of higher education – **learning outcomes**, their practical training [19]. The purpose of education, to ensure the clarity and transparency of qualifications, has become a key factor in the fact that an approach to teaching and learning based on *learning outcomes* has become indispensable.

The modernization of higher education in the modern formulation of **the concept of learning outcomes** is closely related to the recognition of the importance of personal and professional competences as a driver of social welfare and progress. These changes relate to the creation of new educational standards, educational programs, content of educational and methodological materials of disciplines, forms and methods of education. The set of requirements for *the content and results* of educational activities at all levels of higher education within each specialty is established by the relevant **standard** [20]. **The standards** are used to determine and evaluate the results of the educational activities of these institutions. They determine the requirements for educational programs, according to which specialists are trained.

Currently, the educational policy of training police officers attaches great importance to the development of their personal qualities: the ability to independently replenish and update their knowledge, perform research tasks, while independently organizing ways to solve them. A key element of law enforcement reform is the restructuring of the police education and training system. In particular, the National Police of Ukraine together with the Ministry of Internal Affairs approved the qualification characteristics of the profession of a police officer, developed the Professional Education **Standard** (competencies of police officers) [21]. The purpose of the Standard is to establish general requirements for the content of professional (vocational and technical) education, the main means of education, the level of professional qualification of a police officer (by specialization) and the competence of a graduate of the institution. The next step in the reform process was the development of a *strategy* for the model of police education and training, proposed by the Ministry of Internal Affairs, and the development by departmental institutions of higher education of the Ministry of Internal Affairs with special conditions of study of relevant educational programs for training students.

Mandatory components of educational programs, in particular, are the specification of *competencies* that a graduate must demonstrate as a result of obtaining a certain educational degree and the normative content of the training of those obtaining higher education, in the formulated learning outcomes. Curricula, which are developed for each educational program, must be reviewed and/or refined every year, and thus may change, which leads to the need to constantly improve and modernize the working programs of educational disciplines. In order for the discipline to be relevant, interesting and useful in future professional activities, and the learning outcomes to be objectively *diagnosed* and *correspond to the competencies* that a person must demonstrate after studying a specific discipline, the teacher must have the opportunity and be able to quickly and efficiently prepare such a program.

*Learning outcomes are formulated in categories of competencies.* Despite the obvious proximity of these categories (both are based on knowledge, understanding, skills, abilities), the TUNING methodology clearly specified them and identified the main **difference** between learning outcomes and competencies: the former are **formulated by standards** (*teachers*) at the level of the educational program, as well as at the level a separate discipline, and competences are **acquired by persons** who study. Another feature of learning outcomes is that, unlike competencies, **they should be clearly measurable** [22]. According to the TUNING methodology: **learning outcomes** are the formulation of what the learner is expected to know, understand, and be able to demonstrate upon completion of training; the results can refer to a separate module or also to a study period (first, second or third cycle educational program). Learning outcomes determine the requirements for awarding **credits**. In Ukraine, the documents (Law of Ukraine "On Higher Education", National Educational Glossary: Higher Education) have slightly different definitions: **Learning outcomes** are a set of knowledge, abilities, skills, and other competencies acquired by a person in the process of studying for a certain educational, professional, educational – a scientific program that can be identified, quantified and measured [23]. **Learning outcomes** are a set of competencies that express knowledge, understanding, skills, values, and other personal qualities acquired by the student after completing the educational program or its individual component [24].



The given definitions are very close, but do not contradict the classical European one, however, they do not emphasize the element of expectation (learning outcomes are planned by teachers) and the need for demonstration (obligation of full and comprehensive assessment of the fact and quality of their achievement by the student of education). Another feature of competences is that they are acquired gradually, formed by a whole series of educational disciplines or modules at different stages of a given program, and can even begin to be formed within the framework of a program of one level of higher education, and finish formation at another, higher level.

Therefore, the step-by-step algorithm for developing the working program of an educational discipline is directly conditioned by the selection of a criterion-evaluative apparatus for measuring learning outcomes: *a criterion – an indicator (descriptor)*.

**Criterion** (greek "*criterion*" – a sign that serves as the basis of an assessment, eng. "*criterion*"; ger. "*kriterium*") – a measure of assessment, definition, comparison of a phenomenon or process; a feature that is the basis of classification, on the basis of which an assessment of the quality of an object, a process is formed, a measure of such an assessment [25]. For example, the efficiency criterion characterizes the level of system efficiency, and the optimality criterion – how close the system is to the optimal state. The criteria are determined by the learning tasks and represent a list of various types of activities of the student of education, which it performs during the work and must master perfectly as a result of the work. In order for the learner to learn to give an adequate assessment of its own learning outcomes, it is necessary for it to have an idea of *the standard of work*.

**Criterion assessment** provides an opportunity to form an idea of the standard of the result and is based on the provisions of *criterion analysis* – the method of the theory of similarity and mathematical programming [26]. This means that this standard should be described in detail in the work program of the academic discipline. All types of diagnosed learning outcomes by topic are evaluated by the appropriate **rubrics** – a list of criteria for evaluating learning outcomes on a specific topic. It is determined by the goals of studying the topic and meaningfully filled with criteria that reveal this rubric, which the student of education receives before starting to study the topic. This gives the student an opportunity to understand how the final work will be evaluated. And, if you look at it more broadly, the rubric shows the applicant what it will learn as a result of studying a specific topic and what it should pay special attention to in the process of studying it. That is, *the student of education becomes a subject, an active part of its education*. Rubrics show WHAT the learner learns, criteria show WHAT it should learn, and descriptors show HOW it can do it.

**Descriptors** describe the level of achievement of the student of education according to each criterion (sequentially showing all the steps to achieve the best result) and are evaluated with a certain number of points: the better the achievement, the higher the score. The rubric is a list of criteria with descriptors, in fact it is a detailed instruction for the applicant in the work of any kind. Using the criteria and descriptors for them, the acquirer clearly sees what the ideal job should be and what steps need to be taken to achieve this result. It can independently evaluate its work, complete it in a timely manner.

It is important that the evaluation criteria are offered to the acquirer *before starting* work. Moreover, those who are taught can discuss the criteria with the teacher, make amendments both in terms of the wording and in terms of the value of the criteria in points. Such a situation of a "social contract" is one of the most important in the criterion-referenced evaluation of the student-oriented approach, which significantly reduces the stress of the evaluation situation [27]. Characteristics that reflect their content basis are used as criteria for evaluating various aspects of the activity of educational systems. The analysis of the works on this issue showed that the evaluation mechanisms with the appropriate algorithmization of the evaluation of indicators are better developed. The most common approach that defines learning goals is *Bloom's taxonomy* (1956) [28]. So, back in the middle of the last century, the scientist divided all learning goals into three groups: **cognitive, emotional and behavioral**. Subsequently, successive levels of complexity were specified within each area and **verb** dictionaries corresponding to each level were formulated. The specification of educational goals in the cognitive sphere according to Bloom's taxonomy looks like this:

1. **Knowledge** – the ability to remember or reproduce facts (terms, specific facts, methods and procedures, basic concepts, rules and principles, etc.) without the need to understand them.

2. **Comprehension** – the ability to understand and interpret what has been learned. This means the ability to explain facts, rules, principles; convert verbal material into, for example, mathematical expressions; predict future consequences based on acquired knowledge. Transformation of material from one form of expression to another, interpretation of material (explanation, summary) or assumptions about the further course of events, phenomena (prediction of consequences, results).

3. **Application** – the ability to use the studied material in new situations, for example, to apply ideas and concepts to solve specific problems. The ability to use the studied material in specific conditions, that is, to apply rules, methods, concepts, laws, principles, theories.

4. **Analysis** – the ability to divide information into components, understand their relationships and organizational structure, see errors and flaws in the logic of reasoning, the difference between facts and consequences, evaluate the significance of data. The ability to divide the material into components so that its structure is clearly visible, that is, the separation of parts of the whole, the identification of relationships between them, the awareness of the principles of the organization of the whole.

5. **Synthesis** – the ability to combine parts together to obtain a whole with a new system property. The ability to combine elements to get a whole that possesses novelty. Such a new product can be a message (speech, report), an action plan, and a set of generalized connections (schemes for organizing existing information). Relevant learning outcomes offer creative activities with an emphasis on creating new schemes and structures.

6. **Evaluation** – the ability to assess the importance of material for a specific purpose. Ability to evaluate (statement, essay, research data) for a specific purpose. The student's judgment should be based on clear criteria.

Despite the fact that in the early 2000s, a number of publications were published that developed Bloom's taxonomy, its original proposals are still the basis for the classification and formulation of learning outcomes. Bloom's taxonomy, on the one hand, unifies the evaluation system, and on the other hand, it does not eliminate the possibility of its transformation into a formal procedure. The use of the entire hierarchical set of Bloom's taxonomy criteria allows for a detailed assessment of learning outcomes. Thus, in the future it becomes possible to organize monitoring of the quality of training results in general in connection with *methodical training systems*, which provides information on the success of the implementation of educational programs at the appropriate levels. But the very choice of the leading *methodical training system* is very individual and variable. However, the vast majority of scientific and pedagogical workers, who achieve success in their work, necessarily take into account three main factors and additional ones. The main factors include:

- 1) leading goals of education and upbringing, as well as specific tasks of studying the topic, chapter;
- 2) the nature of the studied material, its educational and developmental possibilities;
- 3) the level of preparedness, interest in the researched issue among applicants.

Additional factors and conditions include: time limit, level of development of students, the so-called "intellectual" climate of the team, availability of equipment and didactic tools, opportunities and preferences of teachers. The choice of teaching methods depending on the nature of the material is given in **Table 9.1**.

◆ **Table 9.1** Selection of teaching methods depending on the nature of the material

The nature of the material	Methods
Holistic descriptive and factual	Information report, demonstration, work with the text, observation, work with the curriculum, etc.
Holistic evidential and logical	Problem story, heuristic conversation, independent research-type work, educational games, etc.
Holistic emotional and figurative	Description, story, problematic story, study of texts, educational literature, etc.
Discrete descriptive and factual	Informative report, observation, exercise, work with software
Discrete proof-logical	Problem story, heuristic conversation, independent work, practical and laboratory work, work with software, etc.

The combination of these factors gives five possible options, since visual and emotional material is practically not discrete. According to the results of this stage, several possible options are usually chosen – the type of learning systems and their corresponding methods, which are generally favorable for studying the material.

Let's consider the stages of decision-making by the teacher about choosing the leading methodical system of education.

The *first* stage is related to awareness or actualization of the goal and general tasks of studying the course, chapter, topic.

The *second* stage consists in the analysis of the nature and capabilities of the researched material. It is logical to evaluate the material according to various parameters:

- by level of significance: worldview, general scientific, interdisciplinary, subject, thematic;
- by nature: theoretical and practical material; in the first one, accordingly, it is necessary to highlight integral and discrete material according to the logical structure; mainly some content elements (evidential-logical, descriptive-factual and emotional-figurative);
- by difficulty: high, medium and low levels.

The *third* stage is the analysis of purely educational opportunities of the applicants. When studying the level of their knowledge and skills, the nature of the accumulated experience, it is important to take into account the level of preparation for studying the relevant material. The material can be relatively complex, but more familiar, and vice versa, less complex, but also less familiar. Comparison of the level of difficulty of the material with the level of training of the applicants gives an idea of the expected difficulties in education. It has been established that problem-based learning is more suitable for material of an average level of complexity. The material is easier to study on the basis of reproductive and programmed methods, and the most difficult – through productive research. Another important factor is the degree of interest of applicants. The lower the indicator of awareness of significance, personal meaning, the more, other things being equal, problematic learning options should prevail.

The *fourth* stage is the determination of the specific tasks of the lesson. Only after studying the conditions of the educational situation (objective and subjective) is it possible to define educational, particularly developmental, tasks that contain an orientation to a certain level of activity that needs to be formed (reproductive, algorithmic, productive activity).

The *fifth* stage is making a preliminary decision about the dominant type of training.

The *sixth* stage is the adjustment and specification of the decision made by the teacher, taking into account the available time, funds, equipment, possibilities and preferences of the teacher.

The described procedure is a method of gradually limiting the possible options for choosing teaching methods depending on the nature of the material, taking into account the factors that are consistently taken into account in the educational situation. Of course, other selection procedures for evaluating the results of educational activities are possible: focusing on analogies, narrowed logical selection, reviewing the main options.

Study of scientific literature [29] showed that most researchers agree that the value of the criterion acts as a measure of the level of compliance of the object with its essence. At the same time, the **level** is understood as the "top" reached by the subject in the process of personal development. In addition, in order *to reduce time costs* during the automated design of the structural reliability of complex systems with redundancy and forecasting their life cycle, it is suggested to use the morphological express model. However, taking into account that in addition to the specification of the conceptual apparatus for the creation of a step-by-step algorithm for the development of the working program of an educational discipline (WPED) on the basis of criterion analysis and Bloom's taxonomy, the specification of such a methodology is necessary.

Of course, in practice *there are no perfect evaluation systems*, and each of those used has its own strengths and weaknesses. Therefore, there is a need not to search for ideal, but to design such systems, which have a greater number of productive advantages. Currently, on the basis of the results of systematic studies of the problems of educational quality in Ukraine and the world, Volodymyr Lugovyi, the Vice-President of the National Academy of Pedagogical Sciences of Ukraine Academician [30] has formulated strategically important proposals for ensuring and improving the quality of higher education – "Development of a system for monitoring and evaluating the quality of education" for of the project Strategy for the Development of Higher Education in Ukraine for 2021–2031. The causes of insufficient educational quality have been identified – the imperfection of the university network, the lack of formation of the system of quality monitoring and evaluation mechanisms, the lack of *a quality profile* of higher education. The need for practical provision and improvement of the quality of higher education to distinguish and take into account *the duality* of the category of quality – minimally sufficient and maximally perfect, and the corresponding monitoring and evaluation mechanisms, as well as the motivation of quality educational activity – obligations and encouragement to achieve quality, is argued.

Against the background of traditional means of measuring learning outcomes, new types of measurements have appeared, focused on modern approaches to the assessment of the quality of education. The development of these types and their use in the management of the quality of education are important conditions for the effective performance of all functions of pedagogical control and improvement of the quality of education. Thus, at the *quantitative* level of measurement, standardized tests of educational achievements of education seekers, containing tasks with a choice of answers, are used. At the *qualitative* level, portfolios, tests of practical skills, cases, questionnaire surveys, and interviews, which meet the requirements of the theory of educational measurements, including the requirements of reliability and validity, have become widely used. In the modern process of measurement, tests that combine quantitative and qualitative characteristics (experiential learning, general disciplinary skills, competency tests) are widely used. However, studies prove [31] that both quantitative and qualitative levels of measurement do not satisfy modern educational demands, this requires the introduction of a new paradigmatic model of measuring the quality of education in higher education institutions.

Evaluating the effectiveness of the educational process based on learning outcomes – diagnosing qualitative and quantitative indicators of relevant competencies is currently a key issue in the field of **quality assurance of higher education**. The development of the European area of higher education has resulted in significant changes in this area. This is evidenced by the adoption of the "Standards and recommendations for quality assurance in the European area of higher education" (ESG – "Standards and recommendations") – the first version of which was adopted in 2005. The new edition of this document was adopted at the International Ministerial Conference in Yerevan in May 2015 [32].

One of *the main differences* between the document of the 2015 edition and the 2005 edition is the presence of standard 1.3 "Student-centered learning, teaching and assessment", which defines the requirements (standard) that educational institutions must meet in order to recognize their model of learning as *student-centered* – "educational institutions must provide the following teaching programs that encourage students to actively participate in the creation of the educational

process, and the evaluation of students that reflects this approach". Therefore, the quality of the student's education depends on how the evaluation **complex is formed**, and that is why evaluation is considered by the academic community as perhaps **the most important element of the system of internal quality assurance of higher education**.

The integrated goals of the educational component of the course, which must be clearly formulated by the teacher, combine 3 approaches (content, internal and external learning processes – learning and result), and they become the basis of the **didactic complex** of the course – educational component:

- 1) formulation of goals through the *content* of the discipline;
- 2) formulation of goals through the *activity* of the teacher and students of education;
- 3) setting goals through *internal* intellectual, personal, emotional, etc. *processes*. aspects of the acquirer's development.

**The educational and methodological complex (EMC)** is considered as a mandatory normative set, which only under the conditions of practical integration with **the technologies of pedagogical management (TPM)** and procedures for **evaluating learning outcomes (ELO)** in the educational process creates a **didactic complex (DC)**.

**Didactic complex (DC)** – didactic and methodical support of the educational process of a specific educational component – course/discipline, which creates an informational and educational environment for mastering a certain subject area:

**DC = EMC + TPM + ELO**, i.e. it is the integration of informational, technological and criterion-evaluation support for teaching the subject.

However, even the presence of the **educational and methodological complex (EMC)** developed by the teacher to ensure the educational component is *a set of normative and educational and methodological materials necessary for teaching the subject* (WPED; textbook; handbooks; manuals, methodological recommendations for all types of practical and laboratory work, all types of practices and writing calculation and graphic works, course projects and qualification work; collections of exercises and assignments; module control tests; examination tickets, etc.) is a necessary but insufficient condition for determining the productive mechanisms of pedagogical management of the educational process and evaluating the results of the students' training from the teacher. From such positions, the understanding and role of **EMC** in the educational process in the new conditions of "mixed learning" is changing. These changes also apply to textbooks and methodological materials (including videos). After all, the textbook as part of the **DC** is the most important part of the technological support for the implementation of all 3 approaches in education (practical tasks of a motivating nature, organization of project activities, differentiation by levels according to Bloom's Taxonomy [28] and educational needs, etc.). Let's casually note that currently, in the conditions of digitization of education, scientists [33] **classify textbook modifications as part of DC**:

- "paper" textbooks, subordinated to the teaching technology of this **DC**;
- textbooks with computer support, focused on a certain learning technology;
- autonomous electronic textbooks;
- textbooks integrated into electronic learning systems (e-Learning).

In this regard, the departmental education system of the Ministry of Internal Affairs conducts systematic work on the Educational and Scientific Portal of the Ministry of Internal Affairs. Where each component of the **DC** of the educational program is predicted to have methodical support in a digital format.

In this regard, the effectiveness of the implementation of the algorithm for designing work programs of educational disciplines with the prediction of criteria for measuring specific learning outcomes can be further increased. However, there is a need, first of all, for a re-awareness and a scientific-methodical explanation of modern features regarding the criteria for measuring the quality of higher education in general and the evaluation of the processes of designing work programs of the educational components of the training of future police officers in the context of the scale of human-dimensional meanings of evaluating the quality of higher education in particular. After all, the diagnostic and evaluation apparatus for measuring learning outcomes based on criterion analysis and Bloom's taxonomy for the development and creation of a step-by-step model for building a working program of an educational discipline contains: *criteria* and *rubric* indicators; assessment levels – *descriptors* for each learning outcome, *diagnostic tools* (diagnostic methods – tasks for determining the level of educational achievements).

The application of the step-by-step algorithm is motivated, on the one hand, by managerial activities for the modernization of educational programs, on the second – by the personality of the subjects, and on the third – by the development of the relevant professional fields. As a result, differentiated levels are directly related, *firstly*, to the dynamics of the educational process; *secondly*, with varying degrees of detailing and qualitative transformation of the components of the work program of the educational discipline, which is the basis for its construction, transformation and implementation; *thirdly*, with the content of the structures of the educational space of the institution of higher education, which depends on their invariant structural composition [20].

Let's note that the work program of an educational discipline is the main methodical document of the department and the teacher of the higher education institution, which determines the content and organization of the study of a specific educational discipline in accordance with the learning outcomes established by the educational program. HEI determines the frequency of revision of programs, the order of making changes and additions to its components. As a rule, the work program is developed for the period of validity of the educational training program, it must be updated in accordance with the results of internal monitoring of the quality assurance of the provision of educational services within the educational program. That is, ***the working program of the educational discipline is developed for the department and the teacher***; its appointment *determines the content and organization of the educational process by the teacher regarding the study of the educational discipline by the students of education*.

And one more informational document is extremely important for ensuring the quality of the educational process – ***the syllabus*** – a document that clarifies the mutual responsibility of the teacher and the learner. It presents the procedures (including *deadlines* and evaluation principles and criteria), policies (including the academic integrity policy) and course content, as well as the

calendar of its implementation. The syllabus should specify the prerequisites for studying the academic discipline, the measurable goals that the teacher sets for its discipline. The learner must understand what it/she will be able to learn, what exactly this course can be useful for.

The syllabus outlines the conceptual transition from "acquiring knowledge" and "acquiring practical skills" to the competencies that the learner can acquire while studying this course. The syllabus contains an abstract of the course, the goal (competencies), a list of topics, reading materials, rules regarding the enrollment of missed classes. In contrast to the working thematic plan and the educational and methodological complex of the discipline, the syllabus **is created for the student of education** [31].

"Regulations on the work program of the educational discipline", as a normative document of the institution of higher education, determines the content of the work program of the educational discipline, which can be formed from the following chapters:

1 PURPOSE AND TASK OF THE DISCIPLINE

2 COMPOSITION AND STRUCTURE OF THE DISCIPLINE

2.1 Distribution by semesters and modules

2.2 Lecture classes

2.3 Practical classes, laboratory, seminar

2.4 Planning independent work

2.5 Modular and current control

2.6 Calculation and graphic work/abstract work, course project, course work

2.7 Final control

3 COMPETENCES AND LEARNING OUTCOMES

4 CRITERIA FOR EVALUATING THE LEVEL OF EDUCATIONAL ACHIEVEMENTS OF EDUCATION ACQUIRES

5 RECOMMENDED LITERATURES

6 INFORMATION RESOURCES

The formation of the textual part of the working program of the educational discipline and filling in the relevant information tables in it (according to the forms established in the regulation) is completely based on the content and matrix parts of the educational program, the curriculum and the received advisory assistance from the support group regarding the conceptual foundations of the educational process and the general vision of the formation integral competence model of a specialist. The step-by-step development of the work program of the educational discipline is considered in a logic that reflects the awareness of the relevant characteristics of "competency – learning outcomes" in formal, and then concrete-descriptive forms.

The transition from one step to another, in addition to the dynamics of filling meaningful components of the work program of the educational discipline, is accompanied by an increase in the degree of generalization of those concepts used at each step. These so-called "structural shifts" include **four stages**: *at the first stage* – awareness of the discipline's place in the structure of the educational program; *at the second stage* – specification of competences in relation to the declared



program learning outcomes; *at the third stage* – determination of standards of diagnosed tasks; *at the fourth stage* – iterative integration of the identified benchmarks into the structure of WPED in order to determine their necessary and optimal number. Let's consider in more detail the possibilities of implementing the proposed information technology for the development of the work program of the educational discipline, in particular at the stage of forming the subject learning outcomes, which contains a step-by-step algorithm based on criterion analysis and Bloom's taxonomy.

**STEP 1. Obtaining general information about the academic discipline.** In advance, let's emphasize that the database of the educational institution contains relevant educational programs by years of implementation, as well as curricula, and forms that provide information about the sequence of studying disciplines by courses and semesters, their classroom load, volumes of independent work, types and forms of control, quantities allocated credits. Program developers must rely on a certain educational program in order **to determine the place of the educational discipline** in the educational program (formulation of competencies and program learning outcomes), establish the number of ECTS credits, as well as develop tasks means methods of assessment diagnostics (identification of competencies and measurement of results).

From the matrix of correspondence of competences and educational components of the relevant EP (educational program), codes of competences are set according to the code of the educational component, and codes of program learning outcomes are set according to the matrix of correspondence of competences and learning outcomes.

For example, for the discipline "Legal Psychology" of the training of specialists of the educational degree "bachelor" field of knowledge: 26 "Civil security" speciality: 262 "Law enforcement activity" of the Faculty of training specialists for pre-trial investigation bodies of the State Criminal Investigation Department, the PP code O.04 is determined. Studying the discipline of PP O.04 ensures the acquisition of: the following **general** competencies: **GC1**. Ability to apply knowledge in practical situations. **GC2**. Knowledge and understanding of the subject area and understanding of professional activity. **GC9**. Ability to work in a team and **special** competencies: **SC6**. Ability to analyze and systematize the obtained results, formulate reasoned conclusions and recommendations; as well as a demonstration of program **learning outcomes**:

**LO3**. Collect the necessary information from various sources, analyze and evaluate it.

**LO8**. Search for information in available sources to fully and comprehensively establish the necessary circumstances.

**LO10**. To single out legally significant facts and form justified legal conclusions.

**LO14**. Search and analyze the latest information in the field of law enforcement activities, have the skills of self-development and self-education throughout life, improve professional skills, study and use best practices in the field of law enforcement activities.

**STEP 2. Specification and coding of input information from the educational program.**

The obtained ciphers are entered into the electronic form of the WPED. From the educational program, a text record of the corresponding competence and program learning outcome is entered for each element.

**STEP 3. Analysis of intersubject relationships of the discipline.** It is important for WPED developers to know which disciplines preceded the study of a given discipline, which competencies should already be formed, to agree with the support group and colleagues teaching related disciplines on the topics of lecture classes to avoid duplication and achieve the goal of the educational program. That is, to analyze the structural and logical scheme of the educational program in general. Regarding the development of WPED, the most important, in our opinion, are chronological inter-disciplinary connections, which are divided by the time of implementation into:

1) *antecedent (previous)* – connections, by which, during the study of the material of one subject, we rely on previously acquired knowledge from other disciplines;

2) *accompanying (synchronous)* – some basic provisions, concepts and facts are simultaneously studied by several subjects;

3) *prospective* interdisciplinary connections are used when the study of material from one discipline precedes its application in others.

We receive information about such connections from the corresponding EP and clearly characterize these connections for the discipline for which the WPED is being developed and other disciplines of the educational program. The availability of information in the educational program about the structural and logical scheme of the educational program allows you to accurately determine the connections with other disciplines of the educational program. That is why the authors and developers of the program should add (or remove) from the content of the WPED chapters, topics, questions that were highlighted during the analysis of redundant or insufficient educational information material.

**STEP 4. Determination and justification of the composition and structure of the discipline.**

To fill in the information table 3 of chapter 2 from the "Curriculum" database, the values of the composition and structure of the discipline are obtained from the table. The table "*Composition and structure of the discipline*" is being filled out. In further work, the data of this table is used to develop forms of control tasks and criteria for diagnosis and evaluation of learning outcomes in accordance with the declared subject results.

**STEP 5. Detailing the purpose and tasks of the discipline, its place and importance in the educational process.** The formulation of the subject, goal and tasks of the discipline is included in the WPED template in text form; interdisciplinary connections are characterized. ***The subject of the study of the discipline*** is the field of professional training of the future specialist of the relevant field, which is a part of the educational process. We note that a clear, thorough and concise definition of the subject of study of the discipline is an indicator of the degree of professional and pedagogical competence of the teacher-developer of the WPED, demonstrates the level of its "immersion" in the essence of the discipline, awareness of the importance of studying it by its students. Setting the goal of studying the discipline, the author of the WPED determines the *result* it plans to get, and the tasks give an idea of what needs to be done to achieve this goal. Thus, ***the goal of studying the discipline*** is a well-founded idea about the general final/intermediate results of professional training of a specialist. In essence, the goal formulates the general idea of

studying the discipline. Therefore, it should be formulated succinctly and extremely precisely in terms of meaning.

**STEP 6. Creation of a list of recommended literature and information resources.** Additional reference and educational literature, information resources, necessary visual aids, equipment and devices are determined.

**STEP 7. Creation of the text part (items 2.2, 2.3).** The topics of lecture, practical and laboratory classes are formulated, the purpose of conducting all laboratory classes, the amount of hours, the topic, and the summary are determined. The necessary literature is indicated. Table 5 of the WPED "*List of seminar classes and their content*" is being formed.

**STEP 8. Structuring the discipline by content modules.** The discipline is divided into semester and content modules. The names of the content modules, the distribution by semesters (or in one semester) and the number of hours audit / IWS for their mastery are shown in Table 4 of the WPED.

**STEP 9. Determination of subject learning outcomes.** Let's return to chapter 3 of the WPED and specify the subject learning outcomes. In our example, it looks as follows: we add the subject learning outcomes to the formed table (in Step 2), having previously assigned them the SLO codes "No". For example, clarification of the LO (learning outcomes) from the standard in the parameters of the EC (educational component) for the discipline "Legal Psychology":

**L03** => **SLO 1.** *Master diagnostic techniques for identifying accentuations of character using comparative personality characteristics.*

**L08** => **SLO 2.** *Demonstrate the results of creating real professional profiles of legal professions.*

**L010** => **SLO 3.** *Describe the methods of drawing up a psychological portrait of a probable criminal, suspect, victim (optional option).*

**L014** => **SLO 4.** *To study the psychological features of the interrogation of a minor (comparative characteristics of international protocols for procedural interrogation of children).*

Thus, we have codes for the considered subject learning outcomes: **L03** => **SLO 1**, **L08** => **SLO 2**, **L010** => **SLO 3**, **L014** => **SLO 4**.

**STEP 10. Planning independent work.** The ratio of classroom classes and independent work is determined by the training plan for the relevant educational professional or scientific level, taking into account the specifics and content of the discipline, its place, significance and didactic purpose in the implementation of the educational-professional (scientific) program in a certain specialty. A field is being formed for filling in a textual description of the independent work of higher education applicants in preparation for lecture, practical or laboratory classes.

**STEP 11. Determination of types of tasks for diagnosing learning outcomes.** The initial data for the development of this chapter are the data obtained at **STEP 2**. After all, the number of types of control tasks and their evaluation criteria for diagnosing the formation of competencies – learning outcomes (study of a discipline) must correspond to the number of competencies that was planned for a given discipline. We perform the same actions for other learning outcomes. Based

on the analysis of the obtained results, control sets are formed: a set of tested skills (codifier) according to the stage of training and the purpose of control; a set of control tasks aimed at testing planned skills. An information table is formed in the context of the control goal, which allows obtaining objective information for further correction of the educational process in the discipline.

ECTS credits allocated to a discipline are divided between modular control works, the cumulative part of the discipline (laboratory works, current control works, performance of individual tasks, abstract works, etc.) and course projects (works), final control.

For example: for the SC "Legal Psychology" in the chapter "Criteria for evaluating the level of educational achievements of education seekers" in accordance with the minimum number of points of the cumulative part of the LO, let's obtain: the total number of points for all tasks (4 tasks) of the SLO should be equal to 60 points,  $SLO\ 1 + SLO\ 2 + SLO\ 3 + SLO\ 4 = 15 + 15 + 15 + 15 = 60$ .

All the tasks in the methodical and didactic plan according to Bloom's taxonomy in this example are equally significant and each of them can be evaluated for a maximum of 15 points.

**STEP 12. Evaluating the level of initial achievements.** The concretization of criteria for evaluating the level of initial achievements (subject learning outcomes) should begin with an action verb, which should be followed by the object of this verb in accordance with the list of verbs according to Bloom's Taxonomy. Phrases should be short and to the point to ensure greater clarity. In the literature [31], it is recommended to describe up to six learning outcomes for each module. Learning outcomes should be linked to learning activities and assessment criteria. For the convenience of work, it is advisable to use the table of verbs according to the levels of Bloom's taxonomy (**Table 9.2**).

● **Table 9.2** Verb coding table by levels according to Bloom's taxonomy

No.	Memorization	Understanding	Application	Analysis	Evaluation	Creation
	ME	UN	AP	AN	EV	CR
1	ME.01. Visualize	UN.01. Lay out	AP.01. Administer	AN.01. Take out	EV 01. Display	CR.01. Adapt
2	ME.02. Highlight	UN.02. Differentiate	AP.02. Reproduce	AN.02. Highlight the signs	EV 02. Propose a hypothesis	CR.02. Animate
3	ME.03. Determine	UN.03. Group	AP.03. Select	AN.03. Build up	EV 03. Pass judgment	CR.03. Invent
4	ME.04. Reveal	UN.04. Conclude	AP.04. Use	AN.04. Arrange	EV 04. Measure	CR.04. Solve the problem
5	ME.05. Write down	UN.05. Classify	AP.05. Perform	AN.05. Identify the differences	EV 05. Test	CR.05. Conclude

The result of the work is the formation of a table of integral assessment criteria for each of the declared learning outcomes. With the help of the table, it becomes possible to more conveniently establish the necessary correspondence between learning outcomes and the type of educational element, as well as evaluation criteria by levels: *Memorization (ME)*, *Understanding (UN)*, *Application (AP)*, *Analysis (AN)*, *Evaluation (EC)*, *Creation (CR)*.

Let's specify the **recommendations** regarding the representation of learning outcomes:

1. Each learning outcome must begin with an action verb, which is followed by a phrase describing the context.
2. If possible, use only one verb for each learning outcome.
3. Avoid complex sentences. Speech formula:

**LEARNING OUTCOME = VERB + DESCRIPTION + OBJECT.**

In our example, let's consider the development of specific quantitative criteria for the assessment of SLO 1: *"To master the diagnostic methods of identifying character accentuations using comparative personality characteristics"*: At the beginning of the study of the SC "Legal Psychology" the candidates received the task description: *"The work consists of the analysis of the personal results of the psychodiagnostic study character accentuations (the applicant has a free choice of psychological tests to detect accentuations). The text should reflect an introspective analysis of individual characteristics and the received type of accentuation based on the test results. It is proposed to analyze the personal accentuation of the character according to the classification of Karl Leongard and Andrii Lychko Identify accentuations that can be attributed to the delinquent group. Determine the types of accentuation and their relationship to the commission of various types of crimes. Present the work in the form of an essay with visualization in Power Point format"*. Criteria, requirements and the maximum number of points are given in **Table 9.3**.

For comparison, let's give another version of the quantitative and qualitative evaluation criteria of the same SLO1 "Accentuation of character": **13–15 points** – a complete text with an accurate description of specific examples, personal test results, disclosure of all components of the report, using accurate metaphors, without open or hidden evaluations judgment; **10–12 points** – a sufficiently coherent text with a description of specific examples, disclosure of most of the components of the report with metaphors, but also without open evaluative judgments; **7–9 points** – text without specific examples, disclosure of some essay components, presence of evaluative judgments; **4–6 points** – a text without specific examples, with a formal disclosure of individual essay components, with the presence of evaluative judgments; **1–3 points** – formal text with evaluative judgments; **0 points** – no text.

As evidenced by the comparison of these two examples of evaluation, even such a thorough description in the second option is not free from the subjective perception of the one who will evaluate and may remain an incomprehensible acquirer. After all, the acquirer has not yet developed similar experience for evaluative comparison. Therefore, the option based on criterion analysis and Bloom's taxonomy turns out to be the most productive and objective

**QUALITY PARAMETERS OF HIGHER EDUCATION OFFICERS OF THE NATIONAL POLICE IN THE CONDITIONS OF IMPERATIVE HUMAN-SCALE VALUES**

and reflects the peculiarities of the design of work programs of the educational components of training future police officers in the context of the scale of human-dimensional meanings of evaluating the quality of higher education. This is really a general scientific level of integral theoretical and methodological planning of the educational process, which has a proof-logical nature.

● **Table 9.3** Evaluation of SLO 1 "Accentuation of character"

<b>Criteria</b>	<b>Requirements</b>	<b>Maximum number of points</b>
Knowledge and understanding of theoretical material	<ul style="list-style-type: none"> <li>– defines the concepts that are considered clearly and in full, giving relevant examples;</li> <li>– the used concepts exactly correspond to the task</li> </ul>	<b>2 points</b>
Analysis, understanding, application and evaluation of information	<ul style="list-style-type: none"> <li>– competent use of the category of analysis;</li> <li>– skillful use of comparison and generalization to analyze the interrelationships of concepts and phenomena;</li> <li>– the ability to explain alternative views on solving the problem under consideration and the ability to reach a conclusion;</li> <li>– completeness of the used information field (a large number of different sources of information and practical methods are used);</li> <li>– reasonableness of explanation of textual information with the help of graphs and diagrams</li> </ul>	<b>5 points</b>
Construction of judgments (thinking)	<ul style="list-style-type: none"> <li>– clarity and clarity of presentation of the material;</li> <li>– logic of structuring evidence;</li> <li>– the advanced theses are accompanied by competent argumentation;</li> <li>– different points of view, own assessment and views on solving the problem are provided;</li> <li>– the general form of presentation of the material, obtained results, proposals, own views and their interpretation (interpretation) corresponds to the chosen direction;</li> <li>– independence of work performance</li> </ul>	<b>6 points</b>
Designing the work	<ul style="list-style-type: none"> <li>– the work complies with the principles of academic integrity, basic requirements with the use of citations;</li> <li>– lexical, grammatical and stylistic requirements</li> </ul>	<b>2 points</b>
Maximum number of points		<b>15</b>

However, it is very difficult to practically take into account all parameters. Therefore, it is possible to focus on two leading parameters: the logical structure (holistic or discrete) and the nature of the content of the **LO** for a specific discipline within the EP (descriptive-factual, figurative-emotional, logical-evidential). The chosen as the dominant (main) type of training is, firstly, specified in the relevant documents of the educational training program, and secondly, supplemented and enriched with elements of other types of training by regularly revising the training programs.

## CONCLUSIONS TO THE CHAPTER 9

The presence of a toolkit of a diagnostic and assessment apparatus for measuring learning outcomes based on criterial analysis and Bloom's taxonomy in the developed information technology allows further examination of the quality of the development of work programs of educational disciplines from the point of view of completeness and compliance with the purpose and tasks of studying the discipline; compliance of the applicant's time spent on independent and individual work with the allocated number of credits, the quality of the evaluation criteria established for the educational elements. In an interactive form, with significantly less time spent, the teacher has the opportunity to establish and analyze the forms and methods of presenting the material depending on the goal and task of the discipline, program learning outcomes, establish the necessary and sufficient number of types of control tasks and their evaluation criteria for diagnosing the formation of competencies – learning outcomes (discipline study) should correspond to the number of competencies that was planned for this discipline.

In the future, such a description is intended to ensure systematicity in the design of WPED modules and the possibility of monitoring the quality of the educational process and quick adjustment of educational programs. The use of criterion evaluation makes this process transparent and understandable for all subjects of training, it also provides for the comparison of the work results of the applicant with the *standard* and eliminates the subjective comparison of those who are trained with each other. All this, in combination with other features of active learning technologies, significantly reduces learning anxiety. Criterion evaluation is also convenient for the teacher, as it allows to evaluate the pedagogical effectiveness of the applied learning technology. By analyzing the criteria by which the majority of students get maximum or minimum points, the teacher can evaluate the effectiveness of the applied pedagogical technology, and, accordingly, see what it managed to achieve in the education of students, and what it still needs to work on. When developing a criterion, it is necessary to clearly define aspects, components, decipher concepts. The criteria evaluate individual aspects of the subject that are important for studying and mastering it, in fact, they correspond to the subject tasks that are set in education. Subject tasks are steps in achieving subject goals. During the learning process (for example, during the semester), a picture of the student's demonstrated levels of achievement according to a certain criterion (for each of the subjects) is created. Based on this picture, the teacher will determine the final (criterion) assessment, while being guided not by the calculation of the average, but by professional judgment and an objective and transparent qualitative-quantitative approach of the best correspondence of educational measurements.

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