

Regulations  
on the Assessment of Learning Outcomes of Students  
at the National Defence University of Ukraine

1. General provisions

1.1. The Regulations on Learning Outcomes Assessment of Students at the National Defence University of Ukraine (hereinafter referred to as the Regulations) defines organizational and methodological guidelines for the application of the assessment system at the National Defence University of Ukraine (hereinafter referred to as the NDUU) on a 100-point scale, the scale of the European Credit Transfer and Accumulation System (hereinafter referred to as the ECTS) and the national scale as the basis for monitoring the quality of education of higher education students (post-graduate students, students, and cadets), as well as students of professional military education courses and advanced training courses (hereinafter referred to as military students).

1.2. The use of the Regulations is intended to promote objectivity and transparency in the assessment of the learning outcomes of military students based on a single indicative model, taking into account the scope and complexity of each academic subject (hereinafter - the ED), other educational components (hereinafter - the EC) and the specifics of other forms of organisation of the educational process in the NDUU.

1.3. Based on the Regulations of the department, methodological commissions of institutes (centres) develop their recommendations on criteria and means of assessing the learning outcomes of military students in certain academic subjects or complexes of academic subjects, other educational components, taking into account the specifics of their content and structure.

1.4. Assessment of the learning outcomes of military students is a mandatory element of feedback in the educational process of the NDUU.

2. Regulatory and legal framework

The Regulation is based on: The Law of Ukraine "On Education", the Law of Ukraine "On Higher Education", the Licensing Conditions for the Conduct of Educational Activities in Educational Institutions, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 1187 dated 30 December 2015, the List of Fields of Knowledge and Specialties in which Higher Education Students are Trained, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 266 dated 29 April 2015, the Regulation on the Accreditation of Educational Programs for the Training of Higher Education Students, approved by the Order of the Ministry of Education and Science of Ukraine dated May 15, 2024, No. 686, the Regulation on the Specifics of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defense of Ukraine, Military Educational Units of Higher Education Institutions, and Institutions of Professional Pre-Higher Military

Education, approved by Order No. 120 of the Ministry of Defense of Ukraine dated February 15, 2024, the Order No. 405 of the Ministry of Defense of Ukraine dated June 20, 2024, "On the Organization of Officer, Sergeant, and Senior NCOs Training in Higher Military Educational Institutions, Military Educational Units of Higher Education Institutions, and Institutions of Professional Pre-Higher Military Education", the Policy of the Ministry of Defence of Ukraine on Ensuring the Quality of Professional Military Education, approved by the Minister of Defence of Ukraine on June 16, 2025, Methodological Recommendations on the Organization and Conduct of Certification (Attestation) of Students of Professional Pre-Higher and Higher Education, and Intern-Students in Institutions of Professional Pre-Higher Military Education, Higher Military Educational Institutions, and Military Educational Units of Higher Education Institutions approved by the Deputy Minister of Ukraine on 19 March 2024, Charter of the National Defence University of Ukraine approved by the Order No. 260 of the Ministry of Defence of Ukraine on 10 May 2017 (as amended by the Order No. 11 of the Ministry of Defence of Ukraine on 07 January 2025).

### 3. Types of assessment and criteria for assessing learning outcomes

3.1 Assessment of the learning outcomes of military education students is carried out during assessment activities, which fall under both internal and external quality control.

3.2. Internal control of the learning outcomes of military education students is carried out in accordance with:

- educational (educational and professional, educational and scientific) programmes;

- educational programmes of professional military education courses;

- curricula of advanced training courses;

- curriculum for primary military professional training;

- curricula developed based on educational (educational-professional, educational-scientific) programmes and educational programmes of professional military education courses;

- detailed academic subject curricula (hereinafter referred to as DASC) to the curricula for training of higher education students and curricula for training of students at advanced training courses;

- module syllabuses to the educational programmes of professional military education courses;

- schedules of learning outcomes assessment by participants of the educational process of the NDUU – the leadership, the academic staff (hereinafter referred to as AS), representatives of the scientific and methodological centre for organisation and conduct of educational activities, scientific and methodological centre for organisation of scientific and scientific-technical activities (scientific section for organisation of training and certification of the academic staff), as well as representatives of the Customer for military specialists training.

- Educational (educational-professional, educational-scientific) programmes,

educational programmes of professional military education courses, curricula of advanced training courses, and curricula for primary military professional training are hereinafter referred to as educational programmes.

3.3. External assessment of the learning outcomes of military students is carried out during accreditation examinations by the National Agency for Higher Education Quality Assurance, as well as during institutional audits, inspections, external monitoring of the quality of education by independent bodies, etc.

### 3.4 Main types of internal assessment

3.4.1 The main types of internal assessment are the diagnostic assessment, ongoing assessment, formative assessment, assessment for a semester, summative and supervisor assessment.

3.4.2 The ongoing assessment is carried out by the academic staff at all types of academic sessions during the semester (academic semester) according to the schedule of academic sessions.

3.4.3. The main task of the ongoing assessment is to check the level of knowledge of military students on a given topic (educational element) of the academic subject.

The primary aim of the ongoing assessment is to provide feedback between the AS and the military students, as well as to regulate their academic motivation.

3.4.4. The AS should use the information obtained during the ongoing assessment to adjust the methods and means of teaching, and the military students should use it to plan their self-study.

3.4.5. Ongoing assessment can be carried out in the form of an oral questioning, written express-test, presentations during the discussion of theoretical issues, solving written tasks or practical situations, as well as computer-based testing – for both in-class studies and self-study.

A special type of ongoing assessment can be a colloquium, a summative assessment (test assignment) on topics.

3.4.6. The forms of ongoing assessment and its quantitative assessment for a particular type of academic session are determined by the criteria regulated by the detailed academic subject curricula (DASC) and/or module syllabi.

3.4.7. The grades received by the military students based on the results of the ongoing assessment are recorded by the academic staff in the session attendance and performance register, which must be accessible for review by all participants in the educational process NDUU, and for completing tasks assigned for the self-controlled (extracurricular) sessions by the military students.

3.4.8. The summative assessment is a form of assessment of students' mastery of theoretical and practical material in certain academic subjects, which is conducted

as an assessment activity.

The aim of the summative assessment is a comprehensive assessment of the level of achievement of learning outcomes in a subject over a semester (academic semester), academic year.

3.4.9. The forms of summative assessment of the educational programmes academic subjects are a credit or an exam.

3.4.10. If an academic subject is being taught for several semesters (academic semesters), the formative assessment is usually carried out in the form of a credit.

3.4.11. The summative grade for a subject that has been studied over several semesters (academic semesters) is determined taking into account the results of the previous semesters' (academic semesters) assessments.

3.4.12. The summative assessment may be carried out orally, in writing, by means of computer-based testing with the use of distance learning technologies to determine the level of learning outcomes achievement by the military students.

3.4.13. Based on the results of the summative assessment, ECTS credits are assigned to military students for the components of educational programmes and curricula (academic subjects, military internships, practices, course papers and qualification papers, etc).

3.4.14. Semester assessment is a type of summative assessment that reveals the level of mastery of academic subjects or their individual logical completed parts per semester (academic semester), taking into account the results of the ongoing assessment.

3.4.15. Semester assessment in the academic subjects is conducted following the academic curriculum in the form of an exam or credit within the time frame established by the Academic Calendar in the NDUU for the academic year and based on the scope of educational material defined in the DASC and/or module syllabi.

3.4.16. The form of semester assessment is selected in accordance with the level of competencies to be formed.

3.4.17. The content and structure of examination papers (control tasks), criteria for admission and assessment are determined by the decision of the relevant department and are specified in the DASC and/or module syllabuses, and are brought to the attention of the military students during the first academic session.

3.4.18. Positive grades from assessment activities are recorded in academic performance records, grade books (individual study plans), and academic transcripts of military students.

3.4.19. The results of semester assessments are used as a criterion for evaluating the fulfillment of educational programs and curricula by military students.

3.4.20. Part-time military students complete individual assignments stipulated by the educational program and curriculum (such as test papers, term papers/projects, etc.) and submit them to the respective departments at the beginning of the next academic session, strictly before the assessment activities in the respective academic subjects.

3.4.21. For part-time military students, the schedule of training sessions, credits and examinations is drawn up in accordance with the Academic Calendar of the educational process of the NDUU for the academic year.

3.4.22. Semester and summative assessments are conducted in the form of an exam, differentiated credit or test in a particular subject according to the cumulative system within the time frame established by the Academic Calendar of the educational process in the NDUU for the academic year.

3.4.23. Examinations are conducted to assess the subject competencies of military students, their ability to use the acquired knowledge to solve practical problems.

3.4.24. Credits are a form of assessing the successful completion of laboratory and practical assignments, as well as students' mastery of the educational material from specific modules of an academic subject. Credits are awarded based on the results of students' ongoing academic performance throughout the semester (academic semester) during the final class session.

3.4.25. Differentiated credits in the NDUU are assigned for term papers and internships (practical training).

They are awarded based on the total of grades received for the term paper or types of work completed during the internship (practical training), as well as the grade for the defense of the term paper or internship before a committee established by the department. This committee must include at least two members of the academic staff, with the mandatory participation of the direct supervisor of the term paper (project) or internship (practical training).

3.4.26. The main form of assessment of the learning outcomes of military students in a certain academic subject is module assessment (hereinafter referred to as MA), which is conducted after studying a certain content module (or block of CMs) within the academic subject.

Module assessment involves evaluating the mastery of educational material, as determined by the DASC and/or the module syllabus.

The purpose of the module assessment is to evaluate learning outcomes at a specific stage and to provide feedback.

3.4.27. Module assessment is mandatory in academic subjects that conclude with an exam.

3.4.28. Module assessment may include the following forms of learning outcomes assessment:

Modular Control Work (hereinafter – MCW) – involves the assessment of knowledge, skills, and abilities of military students in specific content modules (or blocks of CMs), as defined by the DASC and/or module syllabi;

Oral Responses – involve the assessment of students' knowledge during academic sessions;

Practical Tasks – involve the assessment of students' ability to apply their knowledge in practice.

3.4.29. The module assessment grades are reflected in the session attendance and performance registers.

3.4.30. Supervisor's control is a special type of administrative control that is carried out selectively to:

assess the residual knowledge of military education students in academic subjects (or individual modules) with subsequent analysis of the quality of training and teaching;

obtain information about the level of cognitive activity, independence and activity of students;

check the quality of the educational process at departments and the level of teaching academic subjects;

determine the need to incorporate changes to the DASC and/or module syllabuses.

3.4.31. Supervisor's control is carried out by order of the NDUU Commandant and is carried out by designated officials, representatives of the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities.

The NDUU Commandant order determines the dates of control measures, the study groups to be controlled, and the persons responsible for organising them.

3.4.32. The schedule for Supervisor's control is developed by the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities and is published no later than ten days before its start.

3.4.33. A set of tasks for the Supervisor's control in specific academic subjects shall be developed by academic staff, taking into account the content modules studied by military education students at the time of its implementation.

3.4.34. Supervisor's control is carried out, as a rule:

in the first semester (academic semester) of the academic year – November;

in the second semester (academic semester) of the academic year – April-May.

3.4.35. To ensure the objectivity of the assessment of the academic performance of military education students, a differentiated approach is applied when formulating tasks.

The tasks are developed taking into account four levels of mastery of the educational material: level 0, level 1 – reproductive, level 2 – reproductive-creative,

level 3 – creative.

3.4.36. The components of the set of tasks for the Supervisor's control are:  
a list of tasks that require the ability to apply integrated knowledge of the programme material;

criteria and a scale to assess performance of the Supervisor's control tasks, which must be clear and understandable.

3.4.37. Supervisor's control works are assessed on a 100-point scale, the ECTS scale and the national scale.

The results of the assessment of Supervisor's control works are compared with the results of current control in order to identify the quality of training in academic subjects.

### 3.5. Criteria for assessing learning outcomes

3.5.1. The criteria for assessing the learning outcomes of military students are determined by the educational programmes, the DASC, and/or module syllabi.

3.5.2. In modular and summative assessment, a cumulative assessment approach is applied, whereby the grade for a content module or the summative grade for an academic subject is calculated as the sum of points earned for all types of ongoing academic activities (laboratory work, problem-solving, participation in seminar sessions, completion of projects, individual assignments (hereinafter – IA), credit-based sessions, educational activities, extracurricular academic work during military internships (practical training), etc.).

3.5.3. The assessment of the learning outcomes of NDUU military students includes the full range of assessment activities provided for in the educational programmes, the DASC and/or module syllabi, and is carried out on a 100-point scale, ECTS scale and national scale and is as follows:

90 - 100 points, "excellent";  
80 - 89 points, "very good";  
65 - 79 points, "good";  
55 - 64 points, "satisfactory";  
50 - 54 points, "sufficient";  
1 - 49 points, "unsatisfactory" (with the possibility of retaking).

3.5.4. The results of the semester assessment in the NDUU are evaluated on a 100-point scale, converted to the ECTS scale, and translated into a 5-point (4-level) or 2-level scale.

3.5.5. The result of a credit-based assessment for educational material defined by the educational programmes of the professional military education courses, curricula of the advanced training courses and the curriculum of the initial military professional training, may be assessed on a two-level scale "passed" or "failed" based on the results of ongoing assessment, and the completion by students of specific types of work during practical, group, tactical (tactical-special, tactical-drill) sessions, and

other related activities.

3.5.6. Conversion of grades in each academic subject or other type of work from a 100-point scale to the ECTS scale and National scale: 5-point (4-level) and 2-level scales is carried out according to Table 1.

Table 1: Table of conversion of 100-point scale to ECTS and National scale

100-point grade	ECTS grade	Score on the National scale	
		examination	credit
90-100	A	excellent	credited
80-89	B	very good	
65-79	C	good	
55-64	D	satisfactory	
50-54	E	sufficient	
1-49	F	unsatisfactory (with the possibility of retaking)	not credited

#### 4. Principles of learning outcomes assessment

4.1 The principle of modularity is determined by the fact that the structural components of the content of an educational subject or other form of organisation of the educational process are content modules - logically complete parts of the educational material, the level of mastery of which is determined by the results of module control.

##### 4.2. The principle of a differentiated approach.

4.2.1. The principle of a differentiated approach is used to ensure the objectivity of assessing the learning outcomes of military students in certain content modules or academic subjects, taking into account 4 levels of learning material mastering:

- zero level;
- the first level is reproductive;
- second level - reproductive and creative;
- third level - creative,

and due to the need to convert the 100-point scale to the ECTS scale and the national scale.

4.2.2. The 100-point scale corresponds to four levels of learning material mastering and requires the development of criteria and tools of assessment (tests, control assignments, oral assessment) of three levels of complexity.

4.2.3. Differentiated semester assessment is based on a combination of reproductive and creative activities:



zero level (grade 1-49, "unsatisfactory"),  
low - reproductive level (grade 50-54, "sufficient" and 55-64, "satisfactory"),  
sufficient - reproductive level with elements of creativity (grade 65-79, "good" and 80-89, "very good"),  
high - creative level (grade 90-100, "excellent").

4.2.4. The differentiated approach must be supported by appropriate assessment methods:

low level - standardised tests are used to select the correct answer from several proposed answers;

sufficient level - more complex tests are used, or written control assignments are conducted, which require not only the reproduction of learned information but also the application of acquired knowledge to solve typical tasks based on known rules;

high level – comprehensive project-based (inquiry-research) and problem-solving tasks are used in combination with dialogue between the student and the academic staff, during which higher-order competencies are demonstrated, including the ability of the military student to apply acquired knowledge in non-standard situations, justify, and defend their ideas.

#### 4.3. Principle of ranking (rating).

4.3.1. The principle of ranking is based on the creation of a rating system for military students according to the results of academic performance assessment, through the accumulation of points during the semester (academic semester) based on ongoing and semester assessments. This approach encourages active self-controlled sessions throughout the entire study period and fosters healthy competition among students in the learning process.

4.3.2. For military students enrolled in the first (bachelor's) and second (master's) levels of higher education, a separate academic performance rating is compiled based on objective and transparent criteria, involving direct measurements of academic achievements in each academic subject according to the respective course and educational program.

#### 4.4. The principle of tolerance and openness.

4.4.1 Military students are familiarised in advance with the criteria, norms and deadlines for scheduled assessment.

4.4.2. The academic staff is obliged to inform military students of this information at the first session on the academic subjects they teach, as well as to inform them of the availability of the DASC and/or module syllabi.

4.4.3. When assessing learning outcomes, methods that minimize the subjective influence of academic staff on the objectivity of the assessment should

prevail (such as computer-based testing, written control assignments, essays, etc.).

4.4.4. The assessment procedure should reflect the specifics of academic subjects and future professional activities, with regard to communicative and methodological competences, which involve the conduct of oral dialogue by military students, the ability to communicate and influence other people, to justify and defend their own opinion, etc.

In such cases, the academic staff must adhere to the ethics of pedagogical communication, tolerance, and goodwill, and clearly justify assessments.

#### 4.5. The principle of accessibility.

4.5.1. Semester assessment and elimination of academic debts may also be carried out in distance or mixed formats, in synchronous and/or asynchronous modes.

4.5.2. Distance technologies for semester assessment may be used for reasons of didactically justified expediency of applying innovative technologies in the educational process and the need to ensure the right to education for students who, for valid reasons, are unable to be physically present for the semester assessment (such as performing professional duties in combat zones, illness, or other force majeure circumstances).

### 5. The procedure for assessing learning outcomes

#### 5.1. Assessment of the credit-based academic subject.

5.1.1. The assessment of the credit-based academic subject is formed based on the points received by the military student during practical, laboratory, and seminar sessions on individual topics, and does not include module and summative assessments (see Table 2).

Table 2: An example of the approximate distribution of points in the academic subject with the form of assessment "credit"

Current Assessment										Summative Assessment
T1	T 2	T3	T4	T5	T6	T7	T8	T9	T10	100
10	10	10	10	10	10	10	10	10	10	

5.1.2. The summative grade of "passed" (50 points or more), "failed" (less than 50 points) with the corresponding number of points is given during the last session.

5.1.3. If a credit-based subject includes only lectures, semester assessment is carried out on the basis of computer-based testing, written tests, individual assignments, projects, etc.

#### 5.2. Summative assessment of the examination-based academic subject.

5.2.1. The summative grade of an examination-based academic subject is formed through the summation of points earned from modular assessments (content modules) and the summative (semester) assessment

5.2.2. The grade for the module assessment consists of:  
 points accumulated during the study of content modules (see Table 3);  
 points accumulated during the study of content modules and points for the module assessment test (hereinafter - MAT) (see Table 4).

The module assessment test should include, as a rule, the topics for self-controlled sessions.

Table 3: An Example of the Approximate Distribution of Points for an Academic Subject with the Form of Assessment "Exam"

Ongoing and Module Assessment						Exam	Summative Assessment	
Content Module 1			Content Module 2					IA
Module Assessment - 30			Module Assessment - 30					
T1	T 2	T3	T4	T5	T6	10	30	100
10	10	10	10	10	10			

Table 4. An Example of the Approximate Distribution of Points with Module Assessment Test (MAT) in an Exam-Based Assessment Academic subject

Ongoing and Module Assessment										Exam	Summative Assessment
Content Module 1					Content Module 2						
Module Assessment - 30					Module Assessment - 30						
T1	T 2	T3	T4	MAT1	T5	T6	T7	T8	MAT2	40	100
5	5	5	5	10	5	5	5	5	10		

5.2.3. The module assessment also applies to the assessment of the module of scientific work (hereinafter referred to as "SW") - points for participation in scientific conferences, scientific publications, etc.

5.2.4. The grade for scientific work in terms of its share in the total summative grade (ECTS points) is equivalent to a semester exam.

If a military student has been actively and productively engaged in scientific work during the academic subject, points for scientific work are added to his/her module grades and, as a result, he/she can increase the overall rating grade.

5.2.5. The assessment of the scientific work of military students is regulated by a separate Regulation of the NDUU.

5.2.6. Before the completion of the relevant content module, military students are allowed to work on individual elements of the module (topics, types of assignments) to obtain positive current assessment.

For this purpose, the academic staff should create the necessary conditions, including individual consultation sessions outside of regular class hours.

### 5.3. Summative assessment (semester examination)

5.3.1. The summative assessment (semester exam) involves a thorough check of the preparedness of military students in the academic subjects.

It is recommended to set from 30 to 40 points for the assessment of the results of the semester exam.

5.3.2. The deadlines for summative assessment are regulated by the Academic Calendar of the educational process in the NDUU for the academic year.

5.3.3. The results of the summative assessment are entered into the record of military students' academic performance on the day they are taken.

5.3.4. The academic staff is personally responsible for the systematic, timely, and accurate filling of the session attendance and performance registers, the record of military students' academic performance, and student record books, which is confirmed by their own signatures.

5.4. The procedure for credits recognition, received by military students who study under academic mobility programmes, is regulated by the Regulations on Academic Mobility of the National Defence University of Ukraine.

### 5.5. Individual terms of examination sessions

5.5.1. The NDUU may set individual deadlines for the summative assessment for military students if there are objective reasons for this: performing tasks in the combat zone, illness, business trips to perform tasks within the educational programmes (participation in scientific conferences, competitions, seminars, sports competitions and trainings, etc.), dual form of education, educational (scientific) internships abroad, etc.

5.5.2. In this case, a military student applies with a petition to the Chief of the institute or the Chief of the Scientific and Methodological Centre for the Organisation of Scientific and Scientific-Technical Activities and submits supporting documents.

If the petition is approved, an order is issued by the Commandant of the National Defence University of Ukraine to set individual deadlines for the summative assessment.

5.5.3. The NDUU may extend the semester assessment for a military student if he/she could not attend it according to the approved schedule due to a valid reason (performing tasks in the combat zone, illness, or various kinds of force majeure).

In this case, the military student must report to the Commandant of the NDUU about his/her possible absence and its reason before the examination.

5.5.4 In the academic performance record of military education students, the academic staff records “did not appear,” and the student is granted the right to continue the semester assessment. To do this, he/she must submit a report of the appropriate form (with supporting documents) and, on its basis, an order is issued by the Commandant of the NDUU on the extension of the term of semester assessment, but for no more than one month from the date of termination of the valid reason.

5.5.5. If the semester tests are not passed by the deadline set by the order of the Commandant of the NDUU, such types of assessments are considered academic debt.

## 6. Elimination of academic debt

6.1. Academic debt arises if the summative grade of the academic subject is less than 50 points on a 100-point scale.

6.2. The elimination of academic debt is carried out after the closure of the initial academic performance record of military students.

6.3. The elimination of academic debts in academic subject is carried out through retaking credit tests, differentiated credit tests or examinations.

Students are allowed to retake the semester assessment no more than twice for each academic subject:

once - by the academic staff who conducted the original semester assessment;  
the second time - by a commission established by order of the Commandant of the NDUU.

Each attempt to retake a credit test or exam is documented in an additional academic performance record of military students.

6.4. In case of receiving an unsatisfactory grade, the military student is expelled from the NDUU by the Commission.

6.5. A military student who is expelled for academic debt has the right to be reinstated in the next academic year, provided that the academic debt is eliminated (this right does not apply to persons who are expelled in the first year of study).

6.6. In case a military student cannot appear for the elimination of academic debt for a valid reason, he is obliged to report to the Commandant of the NDUU or the Chief of the Scientific and Methodological Centre of the Organisation of Scientific and Scientific-Technical Activities about the possible absence and its reason.

Based on his/her report and the submitted documentary evidence, a new date for the repeated semester assessment.

## 7. Certification of higher education students

7.1. Certification is the process of establishing the compliance of the learning outcomes of higher education students with the requirements of the educational (educational-professional, educational-scientific) programme and/or the requirements of the certification examination programme (unified state qualification examination (hereinafter referred to as the USQE), comprehensive qualification examination).

7.2. The forms of certification of higher education students are determined by higher education standards and educational (educational-professional, educational-scientific) programmes.

7.3. Certification of higher education students is carried out after the completion and mastery of the educational (educational-professional, educational-scientific) programme for the training of military specialists of the corresponding level of higher education.

7.4. Higher education students who have successfully completed the educational (educational-professional, educational-scientific) programme for training specialists of the corresponding level of higher education in their speciality are admitted to certification.

7.5. The results of the attestation of higher education students are an indicator of the NDUU activities in fulfilling the state order for the training of military specialists for the Armed Forces of Ukraine and other military formations established in accordance with the laws of Ukraine.

7.6. The completion of qualification work and preparation for attestation exams (USQE, comprehensive qualification exams) are the final stages of training for higher education students and are aimed at systematising, consolidating and expanding theoretical knowledge, practical skills and abilities, and determining the ability of graduates to solve professional tasks.

7.7. Preparation for certification is carried out by higher education students independently under the guidance of the academic staff of the relevant departments and institutes.

7.8. The organisation, procedure and specific features of the certification of Bachelor's and Master's degree students are carried out in accordance with the Regulations on the Certification of Higher Education Students at the National Defence University of Ukraine.

7.9. The PhD students certification is carried out on the basis of a public defence of scientific achievements in the form of a thesis by a one-time specialised academic council formed by the NDUU from accredited educational programmes of the third (educational and scientific) level of higher education in the relevant specialities.

7.10. The organisation, procedure and specific features of the certification of PhD students are carried out in accordance with the Regulations on the organisation of training for higher education students at the third (educational and scientific) level of higher education (Doctor of Philosophy).

7.11. In conditions where the possibilities for physical attendance at the premises of the NDUU by higher education students are limited or absent, traditional assessment tools cannot be used for reasons of force majeure (military operations, natural disasters, quarantine measures and other force majeure circumstances), the NDUU, as a rule, uses a remote form of assessment.

7.12. Remote assessment technologies may also be used for didactically justified reasons related to the use of innovative technologies in the educational process and the need to ensure the right to higher education for students who are in other countries or have significant objective obstacles to assessment in Ukraine.

## 8. Final provisions

8.1. The Regulations are approved by the decision of the Academic Council of the NDUU and put into effect by the order of the Commandant of the National Defence University of Ukraine.

8.2. Amendments and additions to the Regulations are made by the decision of the Academic Council of the NDUU and put into effect by the order of the Commandant of the National Defence University of Ukraine.

Chief of the Scientific and Methodological Centre  
for the Organisation and Conduct of Educational Activities  
Colonel

Mykola PALAMAR