

REGULATIONS  
on educational and methodological support  
of the educational process at the National Defence University of Ukraine

1. General Provisions

1.1. The Regulations on Educational and Methodological Support of the Educational Process (hereinafter referred to as the Regulations) is introduced to create a unified system of development and execution of documents on educational and methodological support (hereinafter referred to as the EMS) of the educational process in its main forms (classes, self-study, practical training, assessment and evaluation) and types of classes at the National Defence University of Ukraine (hereinafter referred to as the NDUU).

1.2. The composition and content of the EMS documents should ensure their sustainable development, approval and use for the organisation and implementation of the educational process at the NDUU.

1.3. The composition and content of the EMS documents of the educational process should ensure the competences' formation for the students of higher and/or professional military education and training (advanced training) (hereinafter referred to as students), defined by the relevant standards of higher and professional military education, qualification requirements, educational programmes, curricula implemented at the NDUU.

1.4. The main tasks to implement the Regulations into the NDUU educational process are:

- regulating processes and procedures for the development, updating (revision), review and approval of basic documents for the organisation and implementation of the educational process at the NDUU, its structural (basic structural) units;

- standardising the composition, unifying forms and content of documents on the organisation and implementation of the educational process at the NDUU;

- improving the training quality for the higher education students, students of professional military education and training by applying a systematic approach to the formation of educational and methodological support of the educational process;

- defining requirements for the content and design of teaching and learning support documents at the institutes (centres) and departments;

- creating a mechanism to analyse the quality of teaching and learning (methodological) documents and materials.

1.5. In accordance with the Licensing conditions for conducting educational activities at higher education institutions, the educational and methodological support of the educational process at the levels of higher education includes

educational and professional (educational and scientific) programmes (hereinafter referred to as EPP, ESP);  
 curriculum (hereinafter referred to as the curriculum);  
 detailed academic subjects' curriculum (hereinafter referred to as DASC);  
 practical training programmes, work programmes of practice;  
 methodological materials for certification of higher education students.

1.6. In accordance with the Order of the Ministry of Defence of Ukraine of 20 June 2024 No. 405/nm "On the Organisation of Training for the Officers, NCOs and Senior Officers at Higher Military Educational Institutions, Military Educational Units of Higher Education Institutions and Institutions of Professional Advanced Military Education", the educational and methodological support of the educational process at the levels of professional military education includes

educational programmes of professional military education courses and programmes of professional military training courses;  
 curricula;  
 a detailed academic subjects' curriculum.

1.7. The educational and methodological support of the educational process at the NDUU, regardless of the type of education (formal and non-formal), also includes

educational and methodological support of educational components;  
 syllabi of academic subjects (hereinafter referred to as the "Syllabus/syllabi");  
 teaching and methodological recommendations for students' self-study;  
 topics of individual tasks and teaching and methodological recommendations for their implementation;  
 teaching materials for educational components.

1.8. Educational and methodological support is developed for:

all forms of educational process organisation (classes, self-study, practical training, assessment and evaluation);  
 levels of higher and professional military education, types of professional training and advanced training, which are used to train students at the NDUU;  
 all types of classes established at the NDUU.

1.9. The requirements of the Regulations are mandatory for all institutes (centres) and departments of the NDUU, other structural units that carry out educational activities to train students.

1.10. In addition to the documents specified in these Regulations, other documents may be developed to ensure the educational process at the NDUU.

## 2. Regulatory and legal framework

The Regulations are based on the basic principles of the Law of Ukraine "On Education", the Law of Ukraine "On Higher Education", the Licensing Conditions for the Conduct of Educational Activities of Educational Institutions, approved by Resolution of the Cabinet of Ministers of Ukraine No. 1187 of 30 December 2015, the List of Fields of Knowledge and Specialties for the Training of Higher Education Applicants, approved by Resolution of the Cabinet of Ministers of Ukraine No. 266 of 29 April 2015, the Regulations on Accreditation of Educational Programmes for the Training of Higher Education Students, enacted by Order of the Ministry of Education and Science of Ukraine No. 686 of 15 May 2024, Regulations on the peculiarities of the organisation of the educational process in higher military educational institutions of the Ministry of Defence of Ukraine, military training units of higher education institutions, institutions of pre-higher military education, enacted by Order of the Ministry of Defence of Ukraine No. 120 of 15 February 2024, Order of the Ministry of Defence of Ukraine No. 405/nm 'On the organisation of training for officers, sergeants and senior sergeants in higher military educational institutions, military training units of higher education institutions and institutions of pre-higher military education', Organisational and methodological recommendations for the development (revision) of basic documents of higher military educational institutions, military training units of higher education institutions, and institutions of pre-higher military education, which regulate the organisation and provision of the educational process, approved by the First Deputy Minister of Defence of Ukraine on 28 June 2024, the Statute of the NDUU and other regulatory and legal acts.

### 3. The primary documents of educational and methodological support of the educational process

#### 3.1. Forms and content of the documents for educational and methodological support of higher education

##### 3.1.1. Educational and professional (educational and scientific) programme

3.1.1.1. An educational (educational-professional or educational-scientific) programme (hereinafter referred to as the educational programme (EP)) is a single set of educational components (academic subjects, individual tasks, training practices, military internships, assessment and evaluation, etc.) aimed at achieving the learning outcomes provided by the programme, which gives the right to obtain a specific educational or educational and professional qualification.

The educational and professional programme for a bachelor's or Master's degree must take into account the requirements of the higher education standard of the relevant speciality (the amount of credits of the European Credit Transfer and Accumulation System (hereinafter referred to as ECTS), the list of graduate competencies, learning outcomes, students' certification forms, requirements for the availability of an internal quality assurance system), the professional standard for the

relevant military speciality (related military specialities) (hereinafter referred to as the professional standard).

The educational and scientific programme (for a Master's degree) must include a research (scientific) component of at least 30 per cent of the total number of ECTS credits.

The list of educational programmes implemented in the NDUU and their correspondence to military specialities (related military specialities) is determined by the General Staff of the Armed Forces of Ukraine.

Educational programmes are developed in the NDUU under higher education and professional standards for each speciality and level of higher and military education.

3.1.1.2. The development of an educational programme at the NDUU is carried out by a working group, which includes academic and research staff working at the NDUU as their main working place and qualified by the speciality within which a particular educational programme is being developed.

The composition of the working group for developing the educational programme is approved by order of the NDUU Commandant.

The chairperson of the working group on the development of the educational programme is subsequently appointed by order of the NDUU Commandant as the guarantor of the educational programme, who is responsible for its implementation.

3.1.1.3. The educational and professional (educational and scientific) programme for obtaining a certain degree of higher education and level of military education is approved by the head of the military management body for the needs of which the relevant military specialists are trained within particular EP (hereinafter referred to as the Customer), the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, the Chief of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine and approved by the decision of the Academic Council of the NDUU.

The educational programme is put into effect by an order of the NDUU Commandant.

3.1.1.4. The educational programme defines:

- the amount of ECTS credits required to obtain the relevant higher education degree and level of military education;
- the list of graduate competences;
- the normative content of training of higher education students, formulated in terms of learning outcomes;
- forms of higher education students' certification.

3.1.1.5. The following requirements are considered when forming the EP (educational and professional or educational and scientific) for each higher education degree and level of military education.

The amount of ECTS credits of the educational and professional programme (for a Bachelor's degree) at the tactical level of military education based on complete general secondary education is 240 ECTS credits, taking into account the requirements of the higher education standard of the relevant specialty and the professional standard for the relevant military specialty (related military specialties) while simultaneously undergoing the basic course of the tactical level L-1A in the amount of up to 40 ECTS credits and the professional course of the tactical level L-1B in the amount of up to 30 credits.

The educational and professional programme for the Master's degree at the tactical level of military education includes 90-120 ECTS credits, taking into account the requirements of the higher education standard of the relevant speciality and the professional standard for the relevant military speciality (related military specialties) simultaneously with the completion of a professional military education course (tactical level command course L-1C with up to 20 ECTS credits).

The educational and professional (educational and scientific) programme (for a Master's degree at operational level) of military education consists of 90-120 ECTS credits, taking into account the requirements of the higher education standard of the relevant speciality and the professional standard for the relevant military speciality (related military specialties), simultaneously with the joint staff officers course at the operational level L-3 in the amount of 30 ECTS credits in wartime, 60 ECTS credits in peacetime.

The ECTS credits of the educational and professional (educational and scientific) programme (for a Master's degree) at the strategic level of military education, taking into account the requirements of the higher education standard of the relevant speciality and the professional standard for the relevant military speciality (related military specialties), simultaneously with the completion of the senior management course at the strategic level L-4 include 30 ECTS credits in wartime, 60 ECTS credits in peacetime.

The number of ECTS credits of the educational and research programme for the PhD degree consists of 30-60 ECTS credits. The normative period for the PhD training within the postgraduate programme is four years.

The separate regulations determine the organisation of PhD training at the NDUU.

3.1.1.6. The educational (EPP, EPP) programme is focused on the implementation of the following principles:

- priority of practice-oriented knowledge of a graduate;
- developing readiness to make decisions and act professionally in conditions of uncertainty;
- cultivating the need for continuous development and innovation in the professional field;

fundamentality - theoretical and methodological validity and quality of general professional training;

integrativity - an interdisciplinary combination of academic subjects and research in general;

variability - a flexible combination of basic academic subjects and components of a higher military education institution, as well as a variety of educational technologies that are adequate to the individual capabilities and characteristics of higher education students.

#### 3.1.1.7. The EP development provides for:

identification of the types, content and system of relevant tasks of innovative activity of the higher education student (content of higher education), taking into account the requirements of professional standards or equivalent regulatory framework;

regulation of the system of competences of a higher education student as the ability to solve complex problems in the field of professional and/or research and innovation activities of the relevant level of professional activity, taking into account the requirements of professional standards or equivalent regulatory framework and the requirements of the National Qualifications Framework approved by the Resolution of the Cabinet of Ministers of Ukraine of 23 December 2011 No. 1341 (as amended by the Resolution of the Cabinet of Ministers of Ukraine of 25 June 2020 No. 519);

distribution of competences and ECTS credits for their mastery by types of learning activities (academic subjects, practices, individual tasks);

determination of learning outcomes (learning content) through the decomposition and specification of competencies and the development of a system of skills and relevant knowledge in the programmes of all types of educational activities of the student, which are the documents of direct implementation of higher education;

implementation of a competence-based approach to the design of higher education by creating an unambiguous link between the planned competences (external goals of higher and military education) and learning outcomes of subject curriculum, practices and individual tasks (implementation of goals) is a crucial factor in the quality of higher and military education at the NDUU and the creation of a real system of internal support;

transparent and understandable structure and content of educational programmes that will be relevant for all participants in the educational process, as well as for customers and other stakeholders.

#### 3.1.1.8. Requirements for the developed educational programme

When developing an educational programme, it is necessary to justify the uniqueness of the educational programme, taking into account the requirements of the Customer, NDUU experts and the academic community;

define the profile of the educational programme following the level of educational and/or professional qualifications awarded and taking into account the typical types of graduate occupations;

determine the general (instrumental, interpersonal, systemic, worldview and value-oriented, etc.) and professional competences that should be formed in the higher education students based on the results of studying under the educational programme and are necessary for the recognition of educational and/or professional qualifications;

define competences (realisable abilities of a person to perform effectively) as a dynamic combination of knowledge, understanding, skills, abilities, experience and abilities (to make correct professional decisions, predict the results of actions, take responsibility, etc.) that underlie the graduate's qualification;

define the educational programme's final learning outcomes (a description of what a higher education student should know, be able to do and demonstrate after graduation).

According to ENQA's (European Network for Quality Assurance in Higher Education) recommendations, learning outcomes are formulated in the definitions of competencies to be formed. The final learning outcomes of educational programmes for different higher education levels should be clearly distinguished. Similarly, the learning outcomes of the implemented EPs should be distinguished.

#### 3.1.1.9. Methodology for an educational programme development

Developing an educational programme involves

determination of the need and potential of the educational programme;

defining the goals and uniqueness of the educational programme;

determination of the key (integral, general and special (professional, subject)) competences of the educational programme;

formulating programme learning outcomes;

forming a list of academic subjects (educational components) and determining their number in ECTS credits;

defining competences and formulating learning outcomes for each module (topic) of the academic subject;

defining approaches to teaching, learning and assessment;

checking the coverage of key general and subject-specific competences (military professional and military specialised competences);

developing structural components of the educational programme and the programme as a whole;

checking the balance and realism of the educational programme;

monitoring and improving the educational programme in the process of its implementation.

#### 3.1.1.10. Application of the educational programme

The educational programme is applied during

- accreditation of the educational programme, inspection, licensing, accreditation of educational activities within the speciality and specialisation;

- development of a structural and logical scheme for the training of higher education students;

- development of the curriculum, ASC, DASC and programmes of military internships (practice), content of individual tasks;

- development of individual plans of higher education students;

- determining the information base for higher education students' training;

- development of the internal quality assurance system of educational activities and higher education quality;

- determining the training content of the retraining and advanced training system;

- external quality control of the training;

- professional orientation of higher education students;

- certification of higher education students.

#### 3.1.1.11. Structure of the educational programme

The structure should define the characteristics of the educational programme of the relevant level: give an idea of the field of knowledge, level of higher and military education, speciality (specialisation), key learning outcomes, as well as the main types of learning, teaching and assessment.

A well-defined structure of the educational programme will give a clear understanding to higher education students, Customers, and other stakeholders of general and professional competences to be developed during study, as well as the potential ability to obtain graduate competence.

The structure of an educational programme includes the official design, its title page and general information about it.

The design includes the subordination of the NDUU to the Ministry of Defence of Ukraine, the type of programme (educational and professional or educational and scientific), the code and name of the field of knowledge and speciality, as well as the name of the specialisation and qualification to be awarded. A separate sheet provides information about the developers of the programme and the decision of the Academic Council of the NDUU on its approval.

The programme's title page provides an overview of the qualifications that NDUU graduates acquire at each level of higher and military education after completing the relevant educational programme. A description of the document on higher education is provided, which explains the essence of the organisation of educational activities both independently and jointly with other higher education institutions, in this case, with foreign ones.

Information is provided on the study load of the educational programme in ECTS credits, the level of the programme according to the European and National Qualifications Framework, approved by the Resolution of the Cabinet of Ministers of Ukraine of 23 December 2011 No. 1341 as amended by the Resolution of the Cabinet of Ministers of Ukraine of 25 June 2020 No. 519.



In addition, this page shows whether the NDUU is entitled to issue state-standard higher education documents (under the accredited educational programme). The availability of information about the accrediting institution and the period of accreditation examination of the educational programme evidences this.

General information defines the purpose and characteristics of the programme and reveals its features. It describes the professional rights after successful completion of the educational programme. It represents the educational technologies used in the educational process to obtain learning outcomes and acquire general and professional competencies.

The normative content of the educational programme shows the relationship between the types of educational components, the learning outcomes and competences acquired.

3.1.1.12. The educational and scientific programme of the third (educational and scientific) level of higher education is developed in one copy and stored at the Scientific and Methodological Centre of the Organisation of Scientific and Technical Activities of the NDUU.

3.1.1.13. The educational and professional (educational and scientific) programme of the second (Master's) and first (Bachelor's) levels of higher education is developed in one copy and stored at the Scientific and Methodological Centre of the Organisation and Implementation of Educational Activities of the NDUU.

### 3.1.2. Curriculum

3.1.2.1. The curriculum is the main document of the NDUU that regulates the training of higher education students within a specific educational programme in the relevant speciality at the appropriate level of higher and military education and which determines the list, scope, sequence of academic subjects in ECTS credits that are mandatory for the acquisition of general and professional competencies, forms of organisation of the educational process, types of classes and their scope, schedule of the educational process, formative and summative assessments.

3.1.2.2. The curriculum is developed for the entire study period for each educational and scientific (educational and professional) programme of the relevant speciality (specialisation) of higher education students at the NDUU.

The curriculum components are:

- I. Schedule of the educational process.
- II. Summary data on the time budget (for the academic year in weeks, credits and hours).
- III. Practical training.
- IV. Attestation.
- V. Plan of the educational process.

These sections are developed in the form of a table. The PhD students' curriculum may not contain the "Practical training" section.

The curriculum is developed by the institutes (centres) responsible for training military specialists of relevant specialisations, following the approved educational and scientific (educational and professional) programme.

The PhD students' curriculum is signed by the Chief of the Scientific Section for the Organisation of Training and Certification of Academic Staff of the Scientific and Methodological Centre for the Organisation of Scientific and Technical Activities and the Chief of the Scientific and Methodological Centre for the Organisation of Scientific and Technical Activities (Head of Doctoral and PhD studies). It is approved by the guarantor of the educational and scientific programme and the Deputy Commandant of the University on Research.

The Curriculum for Master's and Bachelor's degree students is signed by the Chief of the Institute (Centre), approved by the guarantor of the EP, the Chief of the Scientific and Methodological Centre for the Organisation and Implementation of Educational Activities and the Deputy Commandant of the University on Academics.

The Academic Council of the NDUU approves the curriculum.

When developing a curriculum for Master's and Bachelor's degree students, the following basic requirements must be met

- the curriculum is developed for the entire term (period) of study of higher education students at the NDUU and is valid until the approval of new educational and scientific (educational and professional) programmes;

- the curriculum is divided into academic years, each of which usually has two semesters. The curriculum determines the duration of a semester;

- the unit of measurement of the academic workload of a higher education student is an ECTS credit;

- one ECTS credit consists of 30 hours;

- one academic hour is 45 minutes;

- reserve of the academic time - no more than 4 weeks per academic year, which are allocated for certification (in the last year of study), improvement of professional (military-professional, military-special) competencies and practical skills within the framework of professional military education;

- the ratio of self-study of a higher education student and classes under the guidance of the academic staff is: for a Master's degree, not less than 1/2, for a Bachelor's degree, not less than 1/3 of the total ECTS credits allocated per particular subject;

- the summative assessment load should not exceed 15% of the study time budget per academic year.

3.1.2.3. The curriculum for Master's degree students of operational (strategic) level of military education for part-time education is developed following the curriculum for the full-time form of education and approved under the established procedure.

The curriculum for part-time students has the same sections as the curriculum for full-time students, but its content has the following differences:

the period of study for part-time higher education students may be extended, but not more than one year, compared to full-time higher education students;

the period of study of part-time higher education students is divided into years of study (semesters);

Section II gives the budget of study time allocated for each subject and the total budget of study time for the study period. In section III, the time budget allocated for part-time study shall correspond to the time budget of the curriculum for full-time study. Still, the distribution of study time allocated for classes under the guidance of the academic staff, self-study during study sessions, and self-study in the inter-session period will be different, considering the specifics of part-time study.

Military internships are not provided for part-time students.

### 3.1.3. Detailed curriculum

A detailed curriculum is an internal document of the NDUU. It is developed by its structural component (institute, centre) to specify the planning of the educational process for each academic year.

The detailed curriculum is drawn up separately for full-time and part-time forms of education to specify the planning of the educational process, to timely incorporate the necessary changes to the educational process, following the decision of the NDUU Commandant on the organisation of the educational process for the next academic year.

The detailed curriculum consists of the following sections:

I. Schedule of the educational process.

II. Summary data on the time budget (in weeks, ECTS credits).

III. Practical training.

IV. Attestation.

These sections are worked out as tables with the necessary records.

The curriculum sections contain information about the subjects studied, the distribution of academic time by semesters and types of classes, individual tasks, reporting forms by subjects, and weekly academic load.

The detailed curriculum is signed by the educational programme's guarantor, the institute's chief (centre), agreed upon by the Deputy Commandant of the University on Academics and approved by the Commandant of the NDUU.

The need to develop a detailed curriculum for the training of higher education students is determined in the annual order of the NDUU Commandant on the organisation of planning the educational process for the academic year.

### 3.1.4. Individual plan of PhD students

The individual plan for PhD students (hereinafter - the individual plan) is a document that determines the sequence, form and pace of mastering the educational components of the EP by the higher education student and the implementation of the scientific element of the educational and scientific programme.

The individual plan consists of two parts:

Individual curriculum of a PhD student - a document that determines the sequence and form of mastering the educational components of the educational and research programme to acquire competencies by level 8 of the National Qualifications Framework;

Individual plan of research - a document that defines the content, timing and scope of stages and tasks of the PhD student's research work.

A PhD student may change his/her individual plan in agreement with his/her supervisor under the procedure approved by the Academic Council of the NDUU.

The scientific component of the educational and research programme is an integral part, which is implemented in the form of an individual plan of scientific work of the adjunct and provides for the conduct of his/her scientific research under the guidance of one or two supervisors and the registration of the achieved results in the form of a thesis.

The individual research plan and thesis topic are agreed by the student with his/her supervisor(s) and, after discussion by the department, section, and laboratory, are approved by the Academic Council of the NDUU within two months from the date of admission to the postgraduate study. If necessary, the topic of the dissertation may be clarified and approved in a new version after discussion by the department (section, laboratory).

### 3.1.5. Individual curriculum of a higher education student (cadet)

The individual curriculum of a higher education student (cadet) (hereinafter referred to as the individual curriculum (IC)) is formed at the appropriate level of higher education within the relevant educational programme. It is drawn up for each subsequent academic year (except for the first year of study).

The IC's formation is based on the curriculum of a specific educational programme to consider their individual needs for professional training and the implementation of an individual educational trajectory.

The individual curriculum contains a list of compulsory and elective educational components. The elective educational components of the IC provide in-depth training under the educational programme, determine the nature of the future activities of the graduate and are selected from the list or blocks of elective disciplines of the general and professional training cycles. A part-time student's individual curriculum must also contain an informative part about the initial and summative meetings, the number of tests/assessments to be performed, the deadlines for their completion and submission for examination/revision.

All educational components included in the IC are mandatory for study by higher education students.

An individual curriculum is formed by a higher education student (cadet) with the advisory support of the academic staff of the relevant departments and his/her supervisor of individual training (qualification work).

The individual curriculum of the student is signed personally by him or her, agreed with the supervisor of individual training (Master's thesis), the chief of the educational section of the institute, the Chief of the department responsible for the

training of students in this educational programme, and approved by the Chief of the Institute.

The individual curriculum of the cadet is signed personally by him or her, agreed upon with the Chief of the educational section of the Institute and the Deputy Chief of the Institute, and approved by the Chief of the Institute.

A higher education student has the right to make changes to his/her individual curriculum by agreement: for students, with the individual training supervisor; for cadets, with the deputy Chief of the Institute.

The individual curriculum is implemented following the schedule of classes and examination sessions or in accordance with the individual training plan.

### 3.1.6. Individual training plan of a higher education student

The individual training plan of a higher education student is an internal document of the NDUU, which is developed by a higher education student during training on a separate schedule. The individual training plan is created by the higher education student based on the approved individual curriculum, agreed by the Chief of the educational section and approved by the Chief of the Institute (centre).

An individual training plan is developed if a student cannot arrive for objective reasons.

### 3.1.7. Detailed academic subject curriculum

3.1.7.1. The detailed academic subject curriculum (hereinafter referred to as DASC) is drawn up following the EP and the curriculum to train higher education students.

The DASC is a normative document of the NDUU that determines the order and sequence of teaching the subject's content and its distribution by organisational forms and types of classes. The curriculum specifies the information, methodological and logistical support, and the forms and means of current and final control.

#### 3.1.7.2. The DASC structural components are:

- I. Description the subject
- II. Purpose and planned learning outcomes
- III. Structure and content of the subject
- IV. Individual tasks
- V. Teaching methods
- VI. Assessment types of learning progress
- VII. Criteria for assessing learning outcomes
- VIII. Methodological support
- IX. Recommended sources of information.

Section I reflects the volume, distribution of study time by forms and semesters (courses) of study, classroom study of the subject and self-study of students.

Section II formulates the purpose of the subject, the competencies that students must acquire while studying the subject, and the planned learning outcomes.

Section III defines the structure of the subject by forms of organisation of the educational process (classes and self-study), types and topics of classes, their distribution by semesters of academic years and summative assessment forms.

The structure of the subject is determined separately for full-time and part-time forms of education.

Section IV provides the types of individual assignments for students provided by the educational (educational and professional, educational and scientific) programme.

Section V presents the forms and methods of studying in the EP, selected in accordance with the requirements of the National Qualification Framework, which provides for the acquisition of specialised conceptual knowledge by students, including modern scientific achievements in the field of professional activity and is the basis for original thinking and research, critical thinking of problems, etc.

Section VI describes the formative and summative assessment types in the studied subject.

Section VII contains the methodology for rating students and the conditions for admission to the exam (test).

The composition of the methodological support of the subject and the list of typical questions for the final control are given in Section VIII.

Section IX provides recommended sources of information (main (basic) and auxiliary literature) for in-depth study of the subject.

The department develops the subject's curriculum and discusses it at its meeting. The programme is signed by the department Chief and approved by the Chief of the Institute (centre).

If the subject is an interdepartmental one, it is developed at the Institute (centre), discussed at the methodological commission of the Institute (centre), signed by the Deputy Chief of the Institute (centre) and approved by the Chief of the Institute (centre) responsible for training specialists in this speciality.

The work programme of the discipline is adjusted annually before the start of planning the educational process for the new academic year.

Amendments and changes that are made after the approval of the DASC for prompt implementation of policy guidelines, research results, improvement of the content of education and teaching methods of the subject, new elements of the educational and laboratory base, new educational and methodological literature, etc. are discussed at the department meeting (subject-methodical commission of the department).

The materials of the subject, provided by the DASC for mastering by students during self-study, are submitted for summative assessment together with the educational materials studied during the training sessions.

### 3.1.8. Syllabus of the academic subject

3.1.8.1. The syllabus of the academic subject (hereinafter referred to as the syllabus) is a document that explains the mutual responsibility of the academic staff and the student. It presents procedures (including assessment principles), policies (including the academic integrity policy), the content of the academic subject, and its implementation calendar. The syllabus should state the academic staff's measurable goals for the academic subject. The students should understand what they can learn and how this course can be helpful.

The syllabus outlines the conceptual transition from “knowledge acquisition” and “practical skills” to the competencies a higher education student can acquire by studying this course.

The syllabus includes an academic subject description, aims and objectives, content modules and their titles, duration of each lesson, self-study tasks, consultation time, teacher requirements, assessment criteria, and recommended sources of information.

If necessary, the syllabus shall be updated at the beginning of the academic year.

3.1.8.2. A syllabus is developed by an academic staff member for each educational component (subject) based on the educational programme at the particular level of higher military education and the relevant curriculum, considering the logical model of teaching the subject.

3.1.8.3. When developing a syllabus, it is advisable to adhere to the following structure:

title page, which indicates:

institute (centre) and department to which the academic subject is assigned;

name of the academic subject and its code;

level of higher education;

field of knowledge and speciality;

status of the academic subject (compulsory or elective);

summative assessment form;

terms of teaching;

information about the academic staff, which indicates:

name and surname of the academic staff member who teaches the academic subject;

academic degree, title, position, contact telephone number, email address, or personal website.

If several academic staff members are assigned to a subject, information is provided about each.

The responsibilities of the academic staff and the student studying the subject, which determine

competence (competences) to be developed;

educational content to be used;  
 advisory assistance a student can receive from the academic staff, or the procedure for making a written request to the academic staff's email.

annotation (prerequisites for studying the subject), which indicates what subject should precede the study of the described subject;  
 place of the subject in the curriculum;  
 a brief description of each block of content modules, with a clear explanation of why future specialists need to study this educational content.

Structure of the discipline, which provides  
 educational process organisational forms, and the types of classes;  
 distribution of classes by half a year (semesters) within academic years;  
 topics and scope of classes in hours;

assessment system, which specifies  
 formative and summative assessment forms, and what diagnostic tools will be used to assess the learning outcomes of students;  
 methodology for evaluating learning outcomes on a 100-point and national scale, the ECTS scale;

the policy of the department (NDUU, institute, course), which defines requirements for the policy of academic integrity, communication;  
 a system of requirements and rules of conduct for students in the classroom;  
 methodological recommendations for tests and assessments, other tasks provided by the EP;

questionnaires with forms for students to assess the quality of teaching of the academic subject;

expected learning outcomes, which indicate military professional and/or military specialised competences that the students will acquire as a result of studying the subject;

recommended sources of information, which include:  
 a list of basic and auxiliary literature on the subject content.  
 The recommended basic literature is no more than 3-5 textbooks and manuals, regulations, standards, and auxiliary literature - no more than 10-15 sources;  
 Internet resources.

The academic subject syllabus is uploaded to the official website of the NDUU and the local computer network (repository of resources of the NDUU distance learning system).

### 3.1.9. Syllabus catalogue



The academic subject syllabus catalogue is formed for the EP of each speciality (specialisation).

The syllabus catalogue is signed by the Chiefs of institutes (centres), agreed by the Chief of the scientific and methodological centre for the organisation and conduct of educational activities, the Deputy Commandant of the University on Academics and approved by the NDUU Commandant.

### 3.1.10. Educational and methodological support of the study

3.1.10.1. The department's academic staff develops educational and methodological support for each academic subject assigned, which includes

lectures database (if a textbook or manual is covering the whole academic subject, this lecture database may not be created);

presentations (slides) for all classes;

methodological materials for practical, group, laboratory classes, group exercises, other types of classes, etc;

lesson plans;

methodological instructions for students' self-study;

methodological instructions and recommendations to develop individual learning tasks for students;

methodological recommendations for the students' summative assessment;

other educational and methodological support for the educational process in full-time and part-time forms of education.

Educational and methodological support for each academic subject may be developed as an e-learning course using modern information, communication and distance learning technologies. The e-learning course should ensure the fullest possible provision of all information and educational materials necessary, as well as contain tools for self-monitoring of their mastery of individual educational issues, as well as tools for diagnosing and monitoring the success of their studies, criteria for assessing knowledge and the procedure for conducting all types of assessment (diagnostic, formative, summative) following the academic subject curriculum. If there is an e-learning course for the subject, methodological materials for training sessions may not be developed. The e-learning course must be uploaded to the web resource repository of the NDUU's distance learning system.

Educational and methodological support for each academic subject and changes to them are discussed at the department meeting and approved by the Chief (Head) of the department before the start of the new academic year.

### 3.1.10.2. Educational and methodological support for the lecture

3.1.10.2.1. Information support for lectures is provided through educational publications (textbook, study guide, lecture notes, etc.) and online information resources, particularly the NDUU distance learning platform.

Before the beginning of the semester, the lecturer submits for consideration at the meeting of the department the notes (full text) of the lectures (author's textbook, study guide), test/ assessment tasks for the summative assessment provided by the DASC (syllabus) and the lecture plan. The lecturer must be fluent in the content of the academic subject. The content and structure of the lecture are discussed at a department meeting and approved by the Chief (Head) of the department.

The department and the distance learning centre shall create a lecture database for each academic subject for all lecture courses.

If a textbook or study guide has been developed that fully complies with the Syllabus of the subject, then the lecture database for this subject may not be created.

#### 3.1.10.2.2. Course of lectures

A course of lectures is a complete presentation of the topics of an academic subject. As a rule, a course of lectures is designed for one or more semesters.

#### 3.1.10.3. Methodological materials for all types of classes (except lectures)

Methodological materials for all classes are educational and methodological documents for academic staff to prepare and conduct classes.

Methodological materials are developed and signed by the department's most experienced academic staff representative and discussed at a department meeting. The Chief (Head) of the department approves the methodological materials.

This document defines the procedure and recommended methodology for all the issues that are studied in the classroom, and also indicates

recommendations on ways to enhance the students' work;

the results to be achieved on each educational issue during the training session;

recommendations on forms and methods of controlling the knowledge acquisition using the educational and material base (weapons and military equipment, devices, electronic computing equipment, linguistic equipment, etc.) at the beginning and during the class;

methodological recommendations for academic staff and didactic techniques that will contribute to the achievement of the objectives while studying each of the issues and the training session as a whole, taking into account the peculiarities of each type of training session;

data for the formation of databases of training automated systems for command and control of troops and weapons, as well as examples of operational and tactical calculations using them.

#### 3.1.10.4. Lesson plan

A lesson plan is the academic staff member's primary organisational and methodological document, which is developed for any training session and is mandatory for the conduct of the session.

The department's chief (head) approves the lesson plan before the lesson.

The title page in the upper right-hand section shall indicate the position, military rank and surname of the official who approved the plan and the date of approval. Opposite on the left is a table where the study group's number and the training session's date and time are recorded in columns. Below, in the middle of the sheet, is written down: the lesson plan and the name of the academic subject.

On a new line is written:

number and title of the topic;  
 number and title of the lesson;  
 type of lesson;  
 method of conducting the lesson;  
 study group (course);  
 time allocated for the training session;  
 location;  
 educational and training objectives;  
 recommended sources of information;  
 material and technical support.

The content of the training session, which shall be prepared in tabular form, shall include

column 1 - section numbers and training questions of the lesson;  
 column 2 - titles of sections, study questions and their brief content;  
 column 3 - estimated time (in minutes) for working on each section and study questions;  
 column 4 - methodological techniques and guidelines for working on each question.

As a rule, academic staff with up to three years of teaching experience should fill in columns 2 and 4 in more detail.

#### 3.1.10.5. Assignments for students to prepare for a class (except for lectures)

An assignment for preparation is the primary organisational and methodological document to prepare students for a class (except for lectures); it is developed and signed by the academic staff representative based on the academic subject's curriculum, considering previous classes' results.

Assignments are issued to students no later than 3 days before the class.

#### 3.1.10.6. Assignments for part-time students

Assignments are developed at the department for each subject studied by part-time higher education students, reviewed at department meetings, and approved by the chief (head) of the department.

Assignments for part-time higher education students have the following sections:

I. Plan to study the subject in the inter-session period, which indicates

- the year when the subject will be studied;
- numbers and titles of sections of the topic;
- types of classes and educational issues to be worked out in each class.

II. Methodological recommendations to study the topics are set out in separate paragraphs:

- general instructions;
- topic and type of lesson;
- topics, time allocated for the lesson (self-study);
- recommended sources of information;
- methodological instructions.

3.1.10.7. Assignments for part-time higher education students to complete a test (term paper) in the inter-session period

Assignments for part-time higher education students to complete a test (term paper) in the inter-session period are worked out for each student. The assignment defines the topic of the test (term paper), initial data, reporting form and methodological recommendations, which give specific instructions on a particular topic (which issues to process, to what extent and form to answer them, the deadline for submission to the institute (centre), etc.

3.1.11. Educational and methodological support for command and staff exercises

3.1.11.1. Calendar Plan for Preparing a Command and Staff Exercise

The Command and Staff Exercise Preparation Calendar Plan (hereinafter referred to as CSE) is an organisational document developed by the general planning group to ensure the planned work of the command staff and the timely implementation of all preparatory activities. The calendar plan provides for all the necessary activities to be carried out during the preparation of the CSE, the timing of each activity and the persons responsible for their implementation.

The document is prepared in tabular form and usually includes the following sections:

- I. Development of documents for the preparation and conduct of the CSE.
- II. Organisational work.
- III. Preparation of the management and mediators.
- IV. Training of students.
- V. Preparation of training sites and training facilities.
- VI. Readiness control of the CSE.

The CSE calendar plan is signed by the Chief of Staff and approved by the exercise leader.

Based on the instructions of the CSE leader and within the timeframe specified in the training calendar plan, the remaining documents are developed. The basis for the development of documents is the CSE concept.

### 3.1.11.2. Concept of the command and staff exercise

The concept of a CSE is the fundamental document that begins the purposeful work of the entire command and control apparatus in preparing and conducting the exercise. The general planning group develops the concept in a textual form with a graphic part (map or diagram). When developing the concept, the situation is created one or two levels above the military command and control body, which the students themselves represent.

The concept of the CSE includes:

topic, learning objectives and research objectives (if necessary), time and area(s) of the event;

students' composition;

composition of the parties to the training;

the initial situation and the intention of the parties' action, with the determination of the ratio of forces and means, the situation at the beginning of each stage and the nature of the parties' actions;

organisation of the exercise management;

place, time and procedure for after-action review.

The initial situation, the intent of the parties' actions, and the situation at the beginning of each stage should be presented so that their influence on the students' actions is evident.

The graphic part of the CSE plan should include

the name of the CSE, with whom it is conducted;

topic;

time of the event;

stages of the operation, their duration in astronomical and operational time;

indicators of operations of the generated groups of troops (forces);

initial situation before the start;

the intent of the parties' actions (one or two levels above those being trained) and the task of the employed group set by the senior commander;

position, tasks of neighbours and interacting groups of troops (forces), types, branches of troops (forces) of the Armed Forces of Ukraine, other military formations and law enforcement agencies;

the main elements of the expected decision of the students (groupings of troops to be created, directions of main efforts concentration, main and other strikes, system of defensive boundaries (positions), directions of counterattacks (with one or two levels of detail below), etc;

approximate positions of the parties following the situation on the operational leaps, symbols, and other elements as decided by the senior leadership.

The concept of the CSE is signed by the training leader and submitted for approval to the senior leader (NDUU Commandant).

### 3.1.11.3. Calendar plan of the command and staff exercise

The calendar plan of the CSE is a training document. The general planning group develops it to ensure purposeful and organised work of the command and control staff and mediators during the CSE. It briefly describes the general training sequence, management work organisation, management staff, mediators, and students, as well as the main issues (to be considered during the CSE) and the time required to work on them.

The schedule of the CSE is signed by the chief of staff of the CSE and approved by the CSE leader.

#### 3.1.11.4. Operational and strategic tasks for a command and staff exercise

The operational-strategic task (hereinafter referred to as the task) is a text document and a resource document for the students. It is intended to introduce them to the situation before the start of the CSE. The task is developed for each military command and control body involved.

The initial situation should be complex and instructive, and require in-depth analysis to make an appropriate decision following the task. It should ensure the achievement of the CSE training objectives.

The main elements of the operational and strategic task can be:

military-political situation;

general situation;

composition of the armed forces of the parties;

partial situation;

command and control of troops (forces);

operational, logistical, medical, moral and psychological support;

additional data on the enemy;

reference data and what needs to be done by the students.

Annexes to the operational and strategic task may include:

a map of the initial situation;

training and combat composition and manning of the troops (forces) and the enemy;

information on the manning of troops (forces) by type of support;

information on the stocks of weapons, military equipment, missiles, ammunition, fuels and lubricants, material and technical means in warehouses, bases, and arsenals.

The map of the initial situation shows the strategic (operational) situation at a particular time with a degree of detail that allows for its analysis and necessary calculations.

The map should show the grouping of troops (forces), the system of command posts, critical military units (subunits) of the types (branches) of the Armed Forces of Ukraine, special forces, logistics, operational and medical support.

The enemy's position on the map is presented as data that may come from the operating intelligence forces and means, considering what can be revealed so far.

#### 3.1.11.5. Personal work plan of the CSE leader (CSE chief of staff)

The personal work plan of the CSE leader (CSE chief of staff) is a training and methodological document developed in textual form, based on the concept and calendar of the CSE. This document specifies a detailed work plan for the CSE leader (chief of staff) regarding the place and time during the implementation of the main activities. The personal work plan should also include confidentiality issues that are not reflected in other documents for the preparation and conduct of the CSE. The CSE leader (CSE chief of staff) shall sign the personal work plan.

#### 3.1.11.6. Partial work plan of the deputy CSE leader (assistant CSE leader, mediator)

The partial work plan of the deputy CSE leader (assistant CSE leader, mediator) is a training and methodological document developed in textual form, based on the plan and calendar of the event and instructions of the CSE leader. This document specifies a detailed work plan for the deputy CSE leader (mediator) in terms of place and time during the implementation of the main activities. The partial work plan is signed by the deputy CSE leader (assistant CSE leader, mediator) and approved: for deputies and assistants of the CSE leader - by the CSE leader; for mediators - by deputy CSE leaders from among the Chiefs of institutes or their deputies by subordination.

#### 3.1.11.7. Situation intensification plan for a CSE

The situation intensification plan is a text document that contains a list of main events and activities to be played during the CSE, including their sequence and operational time.

It is intended to ensure the achievement of training objectives; the command staff uses it to intensify the situation, play out the parties' actions during the CSE, and direct the students' actions to perform tasks according to the training concept.

Following the students' decisions, the situation intensification plan can be adjusted during the CSE. This plan is developed in stages based on the Concept of the CSE and should correspond to the situation at the time of the relevant stage.

The situation intensification plan reflects:

the stage;

the purpose of the scenario intensification;

procedure explanation for the students;

the duration of the stage;

the time when the situation data (episode idea) will be presented, its content, to whom and on behalf of which official it will be issued.

At the same time, it contains only data that can be obtained by the students from the command and control bodies of the military grouping, military units and subunits, and their intelligence agencies operating conditionally at the CSE. The plan for building up the situation is developed by the chief of staff and approved by the CSE leader.

### 3.1.12. Educational and methodological support for students' military internship (professional training)

#### 3.1.12.1. Plan of preparation and conduct of students' military internship (professional training)

The plan for preparing and conducting the NDUU students' military internship (professional training) in the academic year is an internal document of the NDUU. It is developed by the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities to ensure the timely preparation and conduct of students' military internship (professional training). This document defines the planned activities, the timing of their implementation, and the executors responsible for implementing these activities.

The plan is signed by the Deputy Commandant of the University on Academics and approved by the NDUU Commandant.

#### 3.1.12.2. Curriculum for students' military internship (professional training)

The curriculum for military internship (professional training) (hereinafter referred to as the curriculum) regulates the procedure for conducting a particular type of students' practical training.

The curriculum is developed by the relevant department, agreed with the Customer for the training of military specialists, the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine and approved by the NDUU Commandant.

The content of the curriculum should correspond to the purpose and objectives of practical training, take into account the peculiarities of its conduct under the relevant educational programme and provide for the deepening and consolidation of knowledge, skills and relevant competencies by the students, the acquisition of practical skills in performing service (combat) tasks on specific positions in military units, institutions, etc.

The military internship (professional training) curriculum is updated if necessary, but not less than once every five years.

#### 3.1.12.3 Individual assignment for military internship (professional training) students

A military internship (professional training) student's individual assignment is developed as an annexe to the internship (professional training) curriculum. It includes issues related to the collection of methodological materials for the performance of qualification works (projects, tasks), preparation for the certification examination, moral and psychological support, work with personnel, improvement and creation of the material and technical base and training methods for personnel,



taking into account the study of issues related to the preparation and conduct of operations, combat and their support.

The individual task is developed by the qualification work supervisor, signed by the student and approved by the Chief of the corresponding department.

#### 3.1.12.4. Work plan of the military internship (professional training) supervisor

The daily activities of the military internship (professional training) supervisors are carried out according to their personal work plan, which is approved by the military unit commander (institution, etc.).

#### 3.1.12.5. Military internship (professional training) log

The military internship (professional training) log contains information about students, internship (professional training) supervisors from the NDUU and a military unit, and the timing of the internship (professional training). The log also reflects the tasks for the internship (professional training) and their content.

A personal work plan is a component of the military internship (professional training) log, which is performed by the student, signed by the developer and the military internship (professional training) supervisor.

#### 3.1.12.6. Feedback on the military internship (professional training)

Based on the results of the practical training, the direct supervisor of the military internship (professional training) from the military unit (institution, etc.) draws up a review of the results of the military internship (professional training) for each student.

The feedback is signed by the supervisors of the military internship (professional training) from the military unit (institution, etc.), approved by the commander of the military units (institution, etc.) and sealed with the stamp of the military unit (institution, etc.) where the student's practical training was conducted.

#### 3.1.12.7. Reporting the results of the students' military internship (professional training)

After completing the military internship (professional training), the supervisors submit to the Educational and Methodological Centre for the Organisation and Conduct of the Educational Activities a report on the results of the military internship (professional training) with comments and suggestions for improvement.

### 3.1.13. Educational and methodological support for the certification of higher education students

#### 3.1.13.1. Topics for Master's (Bachelor's) qualification works

Topics for Master's (Bachelor's) qualification works are formed at the departments based on proposals from officials of military authorities, structural units of the Ministry of Defence of Ukraine and the General Staff of the Armed Forces of Ukraine, in whose interests military specialists are trained.

The institute (centre) draws up a general List of topics for Master's (Bachelor's) qualification works, which is signed by the Chief of the institute (centre), agreed by the Deputies Commandant of the University on Academics and on Science (Research), the Chief of the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities and approved by the NDUU Commandant.

#### 3.1.13.2. Programme of certification examination

The programme of attestation examination is developed at the departments in cooperation with the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities separately for each ESP (EPP) of the relevant speciality (specialisation) of higher education, agreed with the corresponding departments chiefs, the Chief of the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities and the Deputy Commandant of the University on Academics. The certification examination programme for training military specialists is also agreed upon by the Customer and approved by the NDUU Commandant.

The certification examination programme includes:

- the purpose and content of the programme, which covers the issues of the relevant programmes of academic subjects of professional (professionally oriented) training of the relevant speciality (specialisation);

- form of assessment (oral, written, within one, two or three days, combination of oral and written answers, answers to tests (exam cards) and comprehensive control tasks, etc;)

- unified requirements for the assessment of knowledge, skills and abilities of higher education students;

- peculiarities of preparing and conducting the certification exam using the distance learning system;

- recommended sources of information to prepare for the certification examination.

The certification examination programme is communicated to the students one semester before the start of the attestation.

A comprehensive examination programme in physical education and special physical training is also developed according to the above methodological approaches.

#### 3.1.13.3 Organisational and methodological instructions for the certification examination

Organisational and methodological recommendations for the certification examination are developed at the department responsible for training specialists in a particular ESP (EPP) of the relevant speciality (specialisation), in cooperation with the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities, agreed with the Chiefs of departments involved in the training of specialists within this EP, as well as the Chiefs of the institutes (centres), the Chief of the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities and the Deputy Commandant of the University on Academics. The NDUU Commandant approves these organisational and methodological instructions.

Organisational and methodological instructions for the certification examination include the following sections:

I. The list of academic subjects submitted for the certification examination and the main issues to be tested.

II. Materials for the certification examination.

III. The procedure for conducting the certification examination.

IV. Assessment of graduates' knowledge.

V. Composition of the subcommittee.

VI. Material support of the certification examination.

VII. Organisational issues.

VIII. Peculiarities of preparation and conduct of the certification examination using the distance learning system.

The Annexe is a sheet approving organisational and methodological instructions for the certification examination.

According to these methodological approaches, organisational and methodological instructions for conducting a comprehensive examination in physical education and special physical training are also developed.

#### 3.1.13.4. Examination cards for the certification examination

Examination cards for the certification examination with higher education students are developed following the certification examination programme.

It should be noted that the content of the examination cards must comply with the certification examination programme. The quantity of examination card sets should correspond to the number of study subgroups taking the exam.

Individual sets of cards are developed for the theoretical and practical parts of the certification examination, with a separate test of knowledge and skills. The number of cards in each set must be five times more than the number of students in the study subgroup.

Examination cards are signed by the NDUU Commandant and approved by the Chair of the Examination Board.

The content of the examination card contains the following information: code and name of the speciality, specialisation, name of the institute (centre), form of education, theoretical or practical part of the certification examination (in case of separate testing of the level of theoretical knowledge and practical training), option

number, table (card numbers and question numbers (task numbers) are indicated - depending on the level of theoretical knowledge and practical training).

#### 3.1.13.5. Methodological recommendations for defending Master's (Bachelor's) qualification works

Methodological recommendations for defending Master's (Bachelor's) qualification works (hereinafter - Methodological recommendations) are developed at the department responsible for the training of specialists in a particular ESP (EPP) of the relevant speciality (specialisation), in cooperation with the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities, agreed with the Deputy Commandant of the University on Academics and approved by the decision of the NDUU Academic Council.

Methodological recommendations are developed as an internal document to provide methodological assistance to the students while preparing to defend their qualification work.

The methodological recommendations consist of:

- I. General provisions.
- II. Preparation and defence of a Master's (Bachelor's) qualification work.
- III. Peculiarities of preparation and defence of Master's (Bachelor's) qualification work using distance learning tools.
- IV. Uniform requirements for assessing the knowledge and skills of students.
- V. Criteria for evaluating Master's (Bachelor's) qualification work.
- VI. Composition of the subcommittee.
- VII. Material and technical support for the defence of Master's (Bachelor's) qualification works.
- VIII. Organisational issues.

#### 3.2. Forms and content of the documents of educational and methodological support for the professional military education courses and professional military training

The primary documents of educational and methodological support for the professional military education courses and professional military training are developed taking into account the provisions of NATO Directive Bi-SCD 075-007 "Education and Individual Training", the best practices of training military specialists adopted by the armed forces of NATO member states and taking into account the recommendations provided by representatives of NATO member states for further accreditation of professional military education courses in the NATO education system.

The documents of educational and methodological support for professional military education courses in the system of multilevel training of non-commissioned officers (NCOs) are developed following the Non-Commissioned Officer Professional Military Education Reference Curriculum.

The primary documents of the EMS for professional military education and professional military training courses are

- the educational programme of the professional military education course;
- the programme of the professional military training course;
- curriculum of the professional military education course;
- detailed academic subject (module) curriculum;
- module syllabus;
- content plan of the module;
- lesson plan for the lecturer (mentor, sergeant-instructor);
- assignment plan for a student.

### 3.2.1. Educational programme of the professional military education course (programme of the professional military training course)

The educational programme of the professional military education course (programme of the professional military training course) is a system of educational components of military orientation at the appropriate level of military education and the logical sequence of their study, the amount of ECTS credits required to complete this programme to improve the professional level of a military specialist and acquire special (professional) and other competences that ensure the performance of service (combat) functions.

The educational programme of a professional military education course may be a component of a relevant educational and professional (educational and scientific) programme.

For professional military education programmes with more than 30 ECTS credits, a curriculum and a detailed academic subject (module) curriculum are developed.

The educational programmes of professional military education courses (programmes of professional military training courses) are developed by working groups, which include representatives of a Customer, course directors, academic staff, instructors of the leadership course for non-commissioned officers (NCOs) of the NDUU advanced training centre, and are approved by the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, the Customer and approved by the NDUU Academic Council.

The composition of working groups for the development of relevant educational programmes for professional military education courses (programmes for professional military training courses) is approved by the Customer's order.

The educational programmes for professional military education courses are developed to conduct professional military education courses at all levels.

The educational programmes shall consider the competencies defined by professional standards and meet the requirements of the Joint NATO Strategic Command Directive "Education and Individual Training (E&ITD) 075-007" and NATO planning and decision-making processes.

The structural components of the curriculum of professional military education courses are as follows:

I. Profile of the educational programme of the professional military education course.

II. Compliance of programme competences and learning outcomes with the components of the educational programme.

III. Programmes of the components of the educational programme.

IV. Titles of topics and distribution of study time by type of training.

The structural components (sections) of the programme of professional military training courses are:

I. Profile of the programme of the professional military training course.

II. The list of components of the professional military training course programme and the correspondence of programme competences and learning outcomes to the components of the training programme.

III. Programmes of the components of the professional military training course programme.

IV. Topics and distribution of study time by type of training.

Section I contains:

general information about the educational programme (programme);

the purpose of the educational programme (programme);

characteristics of the educational programme (programme);

suitability of graduates for employment and further study;

teaching and assessment;

programme competences;

programme learning outcomes;

resource support for the implementation of the educational programme (programme).

Section II provides information on the compliance of the content and scope of the educational components with the programme competences and learning outcomes.

Section III contains

number and title of the educational programme (module) component;

the general purpose of the educational programme (programme) component;

organisational and methodological instructions;

topics and distribution of study time by type of study.

Section IV contains:

topics;

the distribution of study time by type of study.

### 3.2.2. Curriculum of the professional military education course

The curriculum of the professional military education course is a normative document of the NDUU that regulates the students' training for peculiar level of military education under the relevant educational programme of the professional military education course and determines the list, ECTS credits, sequence of study of the educational programme components that are mandatory to improve the professional level of a military specialist and acquire special (professional) and other competencies that ensure the performance of service (combat) functions, educational process organisation forms, types of classes and their scope, schedule of the educational process, formative and summative assessment forms.

When developing a curriculum for a professional military education course, the following basic requirements should be met:

- the curriculum is developed for the entire term (period) of study at the NDUU professional military education course following the educational programme;

- the unit of measurement for the academic load on a higher education student is the ECTS credit;

- one ECTS credit is 30 hours;

- the duration of an academic hour is 45 minutes;

- reserve of study time - no more than 4 weeks per course, which are allocated for certification, improvement of professional (military professional, military speciality) competences and practical skills;

- individual work (self-study) at the professional military education courses, carried out under the guidance of a mentor and in relation to classroom classes (under the guidance of the academic staff), is: for L-4 not less than 1/2, for L-3 not less than 1/3 of the total ECTS credits allocated for the study of a particular module;

- the summative assessment should not exceed 15% of the study time per academic year.

The curricula of the professional military education courses are developed for the entire period of study for each educational programme of the professional military education course (programme of professional military training courses).

The structural components of the curriculum are:

- I. Schedule of the educational process;

- II. Summary data on the time budget;

- III. Practical training;

- IV. Description of curriculum components.

The curriculum is developed by the institutes (centres) responsible for training military specialists of the relevant levels of military education based on the approved curriculum of the professional military education course (programme of the professional military training course).

The curriculum is signed by the Chief of the institute (centre), agreed upon by the course director and the Deputy Commandant of the University on Academics, and approved by the NDUU Academic Council.

### 3.2.3. Detailed academic subject (module) curriculum

The detailed curriculum of an academic subject (module) determines the order and sequence of teaching the content, and its distribution by classes. It specifies the information, methodological and logistical support, forms and means of formative and summative assessments.

The detailed curriculum of an academic subject (module) is developed by the module director or a group from among the academic staff of the department, appointed by the Chief of the department, responsible for this curriculum (module) based on the educational programme of the professional military education course, the curriculum of the professional military education course of a certain level of education and relevant regulatory documents.

The detailed curriculum of an academic subject (module), which is assigned to several departments or requires the involvement of academic staff from other departments, is developed by a working group of academic staff, which includes representatives of these departments.

The developers should take into account and coordinate the content of the previous and subsequent modules, following the structure of the educational programme of the professional military education course.

The detailed curriculum of an academic subject (module) is developed before the beginning of the academic year when it should be taught. It is reviewed and approved at a meeting of the department that provides teaching of the module, signed by the Chief of the department that provides its teaching, agreed by the director of the professional military education course and approved by the Chief of the structural unit of the NDUU, where the department belongs to.

#### 3.2.4. Module syllabus

A module syllabus contains detailed information about a specific course module. It presents the procedures (including assessment principles), policies (including the academic integrity policy) and module content. The syllabus specifies the academic staff's measurable objectives for their academic subject. The student should understand what they will learn and how they can benefit from the module.

The module syllabus is developed by the module director for each educational component (module) of the educational programme of the professional military education course of a particular level of military education and the relevant curriculum, considering the logical model of teaching the module content.

When developing a module syllabus, it is advisable to follow the following structure:

- general information that indicates:
- module code;
- professional military education level ;
- syllabus developer;
- number of ECTS credits;
- number of hours;
- language of instruction;



a brief annotation to the module, which indicates:  
 subject of study of the module;  
 a brief description of the module;  
 module features;  
 benefits;

module objectives and competences containing information about:  
 the purpose of the module;  
 competences that are acquired as a result of its studies;

module prerequisites, which indicate the basic knowledge (skills) necessary for students to achieve the learning objectives;

matrix of learning objectives and learning outcomes, which indicates  
 learning outcome code;  
 learning outcome name;  
 learning objective,  
 learning objective code;

format and scope of the module, which indicate:  
 module format (full-time, distance, mixed);  
 types of classes;  
 number of hours;

module content, which defines:  
 class code;  
 title of the lesson;  
 type of the lesson;  
 total time;  
 learning objective code;

verification of learning outcomes, which contains information on:  
 formative assessment (methods of learning outcomes' verification and criteria for their admission);  
 summative assessment (type, grading scale, credit criterion, methodology for conducting, conditions for admission);

module rules, which contain information about:  
 general rules;  
 constant feedback;  
 equal rights, respect for each other and teamwork;  
 effective and efficient use of self-study time;  
 academic integrity;  
 constant communication between the teacher and the student;

open space for criticism and expression of personal creative ideas;  
use of the practical experience of each student;

additional information, containing all other information necessary for the student, which is not included in the standard description (e.g. contact details of the lecturer, information about the site of classes, links to the institute's website (centre, department, etc.))

### 3.2.5. Content plan of the module

The content plan of the module is a working document of educational activities that contains the structural and logical sequence of the module, with the definition of the form of study, types of classes, amount of time and content of study.

The content plan is developed for the educational plan of professional military education courses that are less than 30 ECTS credits.

The content plan of the module is developed before the beginning of the academic year in which the module begins. It is signed by the module director, the director of the professional military education course, and approved by the Chief of the NDUU structural unit, who is responsible for training students in the relevant educational programme.

### 3.2.6 Lesson plan for a lecturer (mentor, sergeant-instructor)

The lesson plan for a lecturer (mentor, sergeant-instructor) is an educational and methodological document for preparing and conducting a training session.

It is developed by officials authorised to conduct classes in professional military education courses and train the relevant modules.

This document defines the procedure and recommended methodology for conducting a training session, as well as specifies

- the purpose of the lesson and its brief overview;
- lesson objectives;
- materials for preparation for the lesson;
- lesson structure;
- methods of conducting the lesson.

Presentation materials and notes (annexes) containing the necessary information (examples, tables, diagrams, etc.) required by the class leader and/or mentor (sergeant instructor) to prepare and conduct classes are prepared for each lesson plan.

Non-classified materials are uploaded to the distance learning platform within a specific timeframe, and all links must be interactive.

Peculiarities of forming a lesson plan by a lecturer (mentor, sergeant-instructor):

Structuring the lesson plan helps formulate the lesson purpose, the result and learning objectives, identify the necessary material, literature and teaching methods

and tools, and the order of conducting the lesson according to the syllabus (this ensures the logical sequence and completeness of the material);

time management (allows you to effectively allocate time for each training issue of the lesson, including time for explaining new material, consolidating knowledge, answering questions and practical tasks. This helps to avoid overloading and underestimating certain topics);

ensuring compliance with standards (facilitates compliance with the NDUU educational standards);

adaptation to individual needs (the lecturer (mentor, sergeant-instructor) can take into account the individual characteristics and needs of the students by adapting the educational material and teaching methods);

improving the effectiveness of learning (a clearly structured lesson plan helps the lecturer (mentor, sergeant-instructor) to transfer knowledge more effectively, and helps students to learn the material better. (This contributes to the achievement of educational goals and improves the quality of education);

assessment of knowledge (includes knowledge assessment elements, which allow the lecturer (mentor, sergeant-instructor) to timely identify gaps in students' knowledge and adjust the educational process).

### 3.2.7. Assignment plan for a student

An assignment plan for a student is an organisational and methodological document to prepare them for a training session, which is developed by the session supervisor based on the curriculum of the academic subject, considering the results of previous training sessions.

This document also indicates  
the purpose of the lesson and its brief overview;  
objectives of the lesson;  
preparatory materials for the class;  
lesson structure;  
students' assignments to prepare for the class;  
student's assessment.

Peculiarities of developing an assignment plan:

organisation of the educational process (helps students to clearly understand what is expected during the class, what tasks need to be completed, their timeframe and sequence);

structuring educational material (provides a logical and consistent structure of educational material, allowing students to navigate the content of the class more easily);

motivation and self-study (the presence of clearly defined tasks stimulates students to actively participate in the educational process, study the material and complete tasks on their own);

knowledge assessment (provides an understanding of the students' progress assessment);

increasing the learning effectiveness (clearly formulated tasks help students to understand better and absorb the learning material, as they know what to pay attention to);

adaptation to individual needs (may include different types of tasks, which allow for taking into account the individual characteristics and needs of each student);

preparation for the summative assessment (helps to prepare for the formative and summative assessments, ensuring gradual and complete mastery of the material).

### 3.2.8. Individual curriculum for students of the professional military education courses

The individual curriculum of a student of professional military education courses (hereinafter referred to as the IC-PME) is formed according to the relevant educational programme of the PME course. It is drawn up for a specific period of individual study.

The IC-PME formation is based on the curriculum of a particular educational programme's professional military education courses. The individual curriculum contains a complete list of educational components. All educational components included in the IP are mandatory for study.

The IC-PME is formed by the course director and communicated to the student. It is signed by the course director and the student and approved by the Chief of the Professional Military Education Institute.

The implementation of the IC-PME is carried out following the schedule of classes and examination sessions or in accordance with the individual training plan.

### 3.2.9. The requirements for the composition and content of EMS for the main types of classes are identical to those of higher education

## 3.3 Forms and content of EMS documents for advanced training courses for service members, civil servants and employees of the Armed Forces of Ukraine

### 3.3.1. Curriculum of the advanced training course for service members, civil servants and employees of the Armed Forces of Ukraine

The curriculum of the advanced training course for service members, civil servants and employees of the Armed Forces of Ukraine (hereinafter referred to as the course) is developed to improve special (professional) competences and practical skills to perform official duties in their future positions.

The curriculum defines the role and place of the relevant course in the training of a specific category of specialists, the purpose and main tasks of its study, reveals the mechanism for achieving the goal, topics of classes and the academic load of the course, the level of knowledge and skills, the list of recommended textbooks, other didactic and methodological materials, criteria for assessing the success of training, and summative assessment forms.

The curriculum is developed for each course following the requirements for improving professional competencies and learning outcomes of the course participants set by the course customer.

The curriculum of the course is developed by a working group consisting of representatives of the course customer and representatives of the structural unit (institute (centre), department) of the NDUU, which is directly responsible for the content of training and training of course participants.

The composition of the working group is approved by an order from the Chief / Commandant of the military management body, the Customer, to train military specialists. The composition of the group and the details of the order are indicated in the preface to the curriculum.

The curriculum is signed by the Head of the working group, approved by the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, the Chief of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, approved by the Chief / Commandant of the military management body that is the Customer of the course and put into effect by the order of the NDUU Commandant.

The structural components of the curriculum are:

1. Organisational and methodological instructions, which include:
  - the purpose of developing the curriculum;
  - the target audience;
  - the total duration of study;
  - the main objectives of the course, by the requirements for improving the professional competences and learning outcomes of the students defined by the customer;
  - the structure of the curriculum and the procedure for conducting the course, etc.

2. The distribution of hours by academic subjects (subjects, course topics), which is displayed in the form of a table, taking into account that the duration of the academic week is 54 academic hours; the duration of an academic hour is 45 minutes. At the same time, the weekly time for self-study is at least 6 hours.

3. Academic subject curriculum (subjects, thematic course), which reflect the general purpose of the academic subject (subject, thematic course) with the definition of the purpose, list of knowledge and skills by the requirements for improving professional competencies and learning outcomes of students determined by the Customer;

organisational and methodological instructions reflecting the measures, material and technical support and other issues related to the conduct of training sessions;

mechanism of realisation of the final goal, achievement of the required level of knowledge and skills using the latest approaches to the educational process in the academic subject (subject, thematic course);

formative and summative assessment forms, criteria for assessing learning outcomes, including the use of test methods;

information and methodological support (a list of textbooks, manuals, other sources of educational, methodological and scientific information that determine the knowledge ensuring the implementation of the academic subject objectives (subject, thematic course);

topics and their distribution of study time by types of classes (displayed in the form of a table indicating the numbers and topics, classes, distribution of study time by types of classes and indication of the structural unit of the NDUU (institute (centre), department) responsible for conducting the class, as well as its material, technical, information and methodological support).

The academic subjects curriculum is developed by the structural component of the NDUU (institute, centre, department), which is responsible for its development. Each curriculum of an academic discipline is discussed at a meeting of the institute (centre, department) and signed by the relevant Chief.

The internal approval of the curriculum is carried out with the officials of the NDUU:

Chief of the structural component of the NDUU responsible for organising the course (Chief of the Advanced Training and Professional Development Centre);

Chief of the Scientific and Methodological Centre for Organising and Conducting Educational Activities;

Chiefs of institutes (centres, departments) participating in the course and the Deputy Commandant of the University on Academics.

Changes and additions to the curriculum, if they do not exceed 30% of the total load of the curriculum, are developed by a working group consisting of representatives of the course Customer and representatives of the structural unit of the institute (centre, department) of the NDUU, which is directly responsible for the content of training and training of course participants. Changes and additions to the curriculum are discussed at a meeting of the institute (centre, department) and signed by the relevant Chief, approved by the Deputy Commandant of the University on Academics and then submitted to the structural component of the NDUU responsible for organising the course (Advanced Training and Professional Development Centre).

3.3.2. The requirements for the composition and content of EMS for the main types of classes at the advanced training courses conducted in a full-time format are identical to those EMS of higher education.

## 4. Final provisions

4.1 The Regulations are put into effect by the order of the Commandant of the National Defence University of Ukraine after their approval by the decision of the Academic Council of the NDUU.

4.2. Amendments and additions to the Regulations are made by the decision of the Academic Council of the National Defence University of Ukraine. They are 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