

MINISTRY OF DEFENCE OF UKRAINE

**NATIONAL DEFENCE UNIVERSITY OF UKRAINE
SCIENTIFIC AND METHODOLOGICAL CENTRE
FOR THE ORGANISATION AND CONDUCT OF
EDUCATIONAL ACTIVITIES**



REGULATIONS
ON THE EDUCATIONAL PROCESS ORGANIZATION
AT THE NATIONAL DEFENCE UNIVERSITY OF UKRAINE

Kyiv – 2024

REGULATIONS
on the educational process organisation
at the National Defence University of Ukraine

1. General

The Regulations on the educational process organisation at the National Defence University of Ukraine (hereinafter referred to as the Regulations) are the principal regulatory document governing the organisation and conduct of the educational process at the National Defence University of Ukraine (hereinafter referred to as the University).

The Regulations at the University define the basic principles and fundamentals of educational activities, the specifics of the development of educational programmes, their implementation, scientific and methodological support, the assessment of learning outcomes, the awarding of qualifications, and the quality assurance of the educational process.

The Regulations have been developed in accordance with the Laws of Ukraine "On Education", "On Higher Education", "On Scientific, Scientific and Technical Activities" and other laws of Ukraine, acts of the Cabinet of Ministers of Ukraine, the order of the Ministry of Defence of Ukraine "On Approval of the Regulations on the Specifics of the Educational Process Organisation at Higher Military Educational Institutions of the Ministry of Defence of Ukraine, military training units of higher education institutions, and pre-higher military education institutions" dated 15 February 2024 No. 120, and the University Statute.

The European Credit Transfer and Accumulation System (ECTS) is a system of credit transfer and accumulation used in the European higher education area to provide, recognise and confirm qualifications and educational components and promote the academic mobility of higher education students. The system is based on determining the academic load of a higher education student necessary to achieve the required learning outcomes and is recorded in ECTS credits.

Educational activity – the activity of higher education institutions to organise, ensure and conduct the educational process.

The educational activities of the University are aimed at:

the training of higher education students at the first (Bachelor's), second (Master's) and third (educational and scientific) levels of higher education, as well as Ukrainian citizens under the reserve officer training programme;

the training of civil servants, representatives of legislative bodies and officers in the professional military education system;

- the NCO personnel training in the professional military training system;
- the advanced training for military personnel, civil servants and employees of the security and defence sector of Ukraine;
- preparing cadets for complete secondary education at the Kyiv Military Lyceum Ivan Bohun;
- creating conditions for personal development and creative self-realisation;
- shaping universal human and national values;
- creation of equal opportunities in obtaining quality education;
- development and implementation of innovative teaching technologies;
- democratisation of education and the educational process;
- development of lifelong learning;
- introduction of military leadership ideas;
- adherence to the principles of democratic civil control for the functioning of the security and defence sector and the use of force.

The main principles of the University's educational activities are:

- equal access to higher education on a competitive basis for every applicant to the University;
- humanism, democracy, and the priority of universal spiritual values;
- independence of the University's educational activities from the influence of political parties, public and religious organisations;
- the continuity of the processes of learning, educational, scientific and technical activities;
- guaranteeing the quality of training for students;
- ensuring a unified approach to the development of educational programmes at all levels;
- ensuring independent and objective assessment of the qualifications acquired by military education students;
- compatibility of educational programmes with international classifications and standards of higher education;
- active participation of all University employees (leadership, academic staff, teaching staff, support staff, administrative and maintenance staff) in ensuring the quality of the University's educational activities;
- systematic monitoring of the quality of education and educational activities of the University;
- using the experience of training and using defence forces to repel Russian armed aggression, and the procedures and standards adopted by NATO member states' armed forces in the educational process;
- creating the necessary conditions for participants in the educational process to realise their abilities and talents;

unity and continuity in training from tactical to operational and strategic levels of military education;

continuous improvement of the content of training, focus on the latest technologies and teaching methods, use of distance learning technologies and modern information systems in the educational process;

integration of educational and scientific approaches for the innovative development of the University's activities.

In these Regulations, the terms are used in the following meanings:

military education – specialised education aimed at acquiring competencies in the field of professional military activity to obtain the relevant degrees and/or levels of military education;

customer – a military administration body, which states a request for the training of relevant military and civilian specialists under a specific educational programme;

military professional competencies (hereinafter referred to as MPC) and military special competencies (hereinafter referred to as MSC) are specific competencies determined by the professional standard of a military specialist according to their military registration speciality (related military registration specialities) and necessary for the performance of official (combat) duties in the position to which they are appointed in peacetime and under special periods, and shall not repeat (duplicate) the competences defined in the relevant standards of higher, pre-higher professional education in specialities.

The MPC of a military specialist of the corresponding level of military education are formed while mastering the educational programme of a professional military education course, educational components of a military-professional orientation, and a professional military training course programme.

The MSC reflect the specifics of the peculiar subject area of professional activity (specialisation) of a military specialist. The MSC for specialisation determine the customer's requirements for the competences and learning outcomes of military specialists in a particular specialisation.

The level of military education is the completed stage of professional military education, characterised by a set of competencies defined by the professional standard for military specialists in a military registration speciality (related military registration specialities).

The educational process at the University is carried out for training highly qualified military specialists at the levels of higher and military education to fill positions of civil servants, officers (sergeants, senior sergeants) in the Ministry of Defence of Ukraine, the Armed Forces of Ukraine, the State Special Transport Service and other components of the security and defence sector of Ukraine, ensuring that they acquire new and improve previously acquired competences through postgraduate education programmes and the professional military education system, as well as to meet other educational needs of students.

The educational process at the University is an intellectual and creative activity in the field of higher, postgraduate and professional military education and science, carried out at the University through a system of scientific, methodological and pedagogical measures and aimed at the transfer, assimilation, multiplication and use of

Continuation of the knowledge, skills and the acquisition of competences by students, as well as the formation of a harmoniously developed personality.

The educational process aims to prepare higher education students based on competencies defined by educational standards, which enable them to make informed, non-standard decisions, demonstrate the necessary leadership qualities of a military professional and achieve victory.

The educational process is based on the principles of scientific rigour, humanism, democracy, consistency and continuity, independence from the interference of any political parties, movements, other public and religious organisations, and is implemented on a competence-based approach.

The language of instruction at the University is the official language. To create conditions for international academic mobility, a decision may be made to teach one or more subjects in English and/or other foreign languages.

Acquiring higher, pre-higher professional education degrees and levels of military education involves a combination of formal and non-formal education.

Within the framework of formal education, the University conducts the educational process based on the valid licences to carry out educational activities and issues to graduates who have mastered the relevant educational and professional (educational and scientific) programme (hereinafter referred to as the educational programme) and successfully passed the attestation, documents of higher education (academic degree) or pre-higher professional education under an accredited educational programme.

Within the framework of non-formal education, the educational process at the University follows educational programmes of professional military education courses (programmes of professional military training courses, curricula of advanced training courses). It provides for issuing appropriate certificates to persons who have completed their studies.

Professional military education is specialised military education obtained through professional military education courses at the tactical, operational and strategic levels of military education.

NATO standards are additionally considered when developing the content of professional military education.

The content of military education is determined by educational programmes, educational programmes of professional military education courses, curricula, detailed academic subject curricula, individual study plans for students, regulatory and legal acts of central executive bodies in the field of defence, education and science, orders of the Commander-in-Chief of the Armed Forces of Ukraine, the General Staff of the Armed Forces of Ukraine and is reflected in the relevant teaching and training materials.

2. Standards and educational programmes for the students' training

2.1. Standards, under which the training of higher education students is carried out

A higher education standard is a set of requirements for higher education programmes common to all educational programmes within a given education level

and speciality.

Higher education standards are developed for each level of higher education within each speciality in accordance with the National Qualifications Framework, approved by Resolution of the Cabinet of Ministers of Ukraine No. 1341 of 23 November 2011 (as amended by Resolution of the Cabinet of Ministers of Ukraine No. 519 of 25 June 2020). They are used to determine and assess the quality of higher education, the results of the University's educational activities, and the results of learning in the relevant specialities.

Based on fulfilling the requirements of the higher education standard, graduates of the University are awarded an educational qualification.

The professional standard for military specialists of the Armed Forces of Ukraine in military registration specialities (related military registration specialities), advanced (higher) level of military training and tactical (operational, strategic) level of military education (hereinafter referred to as the professional standard) includes:

MPC, MSC of a graduate at the appropriate level, formed during the training of a military specialist;

learning outcomes that determine what a military specialist must know, understand and be able to do after completing training;

a list of official (combat) functions;

a description of official (combat) functions.

The professional standard defines the professional qualifications of a military specialist.

The professional standard is developed by a working group of the military administration body, which is the customer. The working group must include the University's scientific and pedagogical staff. The head of the military administration body, the customer, approves the composition of the working group.

The professional standard is 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 for the Military Education and Science of the General Staff of the Armed Forces of Ukraine and approved by the customer.

2.2. Educational programmes for the training of higher education students

An educational programme is a single set of educational components (academic subjects, individual assignments, practical training, military training, assessment measures, etc.) aimed at achieving the learning outcomes specified in the programme, which entitles the student to obtain a specific educational or educational and professional qualification.

The educational process at the University provides higher education students with the opportunity to acquire general and professional competencies in military, humanitarian, social and other fields necessary for their professional activities, as well as harmonious intellectual, moral, spiritual, patriotic, aesthetic and physical development.

The University trains specialists following relevant educational-professional and educational-scientific programmes.

The academic year's duration in the final courses may be less than 12 months.

The educational and professional programme for obtaining a Bachelor's or Master's degree at the University takes into account the requirements of the higher

Continuation of the education standard for the relevant speciality (ECTS credit volume, list of graduate competencies, learning outcomes, forms of assessment of students, requirements for the existence of an internal quality assurance system), the requirements of professional standards and provide for the right of students to choose at least 10 per cent of ECTS credits of academic subjects (blocks of academic subjects) from the total number of ECTS credits required for obtaining the corresponding degree.

The educational and scientific programme for obtaining a Master's degree at the University includes a research (scientific) component amounting to at least 30 per cent of ECTS credits from the total number of ECTS credits.

The list of educational programmes implemented at the University in the relevant or related speciality is determined by the General Staff of the Armed Forces of Ukraine.

The standard study duration in higher education programmes is determined in academic years. The academic load for full-time students at the University is 60 ECTS credits per academic year.

The duration of part-time education may exceed the duration of full-time education, but not by more than 50 per cent.

Educational programmes for higher education students are developed by a working group of the University and approved by the University's Academic Council.

The University guarantees that persons who have completed the relevant educational programme will receive the appropriate educational document (diploma or certificate).

Higher education programmes are developed taking into account the requirements of the standard of education of the speciality (number of ECTS, list of graduate competencies, learning outcomes, forms of attestation of higher education students, requirements for internal quality assurance systems for higher education), professional standards (if any).

The language of instruction and assessment for educational programmes at the University is the official language, although one or more subjects may be taught in other (foreign) languages. At the same time, a relevant department teaching requirement is that at least 20% of each academic subject must be taught in English.

English is the primary language of instruction for study groups where fluency in English is a prerequisite for admission.

The use of foreign languages in joint programmes with foreign higher education institutions is carried out under the law.

The description of the educational programme includes:

the programme profile (description of the programme's objectives, programme competences and learning outcomes, teaching, assessment and resource provision, requirements for higher education students who can enrol in the programme, etc.);

a list of components (parts) of the educational programme;

a description of the student assessment forms;

an appendix to the educational programme is the curriculum, which defines (in

Continuation of the ECTS credits) the list and scope of academic subjects, the sequence of their study, the forms of teaching, their scope, the schedule of the educational process, and the forms of formative and summative assessment.

Requirements for the content and form of educational programmes are approved by the University's Academic Council and the Commandant of the University.

The University's educational programmes are aimed at higher education students and create conditions for the formation of individual learning trajectories.

The development of educational programmes at the University is carried out by a working group, which includes scientific and academic staff who work at the University and have qualifications in the field in which a particular educational programme is developed. The composition of the working group for the development of educational programmes is approved by order of the Commandant of the University.

The guarantor of the educational programme carries out direct management of the educational programme at higher education levels – a full-time academic staff employee of the University, for whom the University is the principal place of work, who has a scientific degree and/or academic title in a speciality corresponding to or related to the educational programme, and at least 10 years of experience in academic and/or scientific work. One academic staff member may be a guarantor of only one educational programme.

The guarantor of the educational programme is personally responsible for the quality of the developed educational programme, participates in its comprehensive provision: educational, methodological, material, technical, informational and personnel, conducts teaching and training under the educational programme, and provides timely information on the monitoring of the educational programme.

The guarantor of the educational programme, who is responsible for the implementation of the educational programme at the University, is appointed by the head of the working group for the development of the educational programme (by order of the Commandant of the University). The guarantor of the educational programme is allocated up to 300 hours per academic year within the working hours of an academic staff (scientific) employee to carry out the tasks, rights and obligations assigned to them. The specified number of hours is indicated in an individual plan following the time standards for planning and accounting for educational, methodological, scientific and scientific-technical activities of academic staff (scientific) employees of the University.

The primary conditions for a person to be admitted to an educational programme to obtain education at the appropriate level are the possession of a document certifying the acquisition of educational qualifications at the previous level (degree) of education, as well as passing a competitive selection process following established requirements:

- a person has the right to obtain a Bachelor's degree provided that they have completed secondary education;

- the condition for admission to study for a Master's degree is the possession of a Bachelor's degree;

- persons who have obtained a Master's degree or its equivalent are eligible to apply for a Doctor of Philosophy degree;

- persons with the appropriate higher education level have access to postgraduate education programmes (specialisation, retraining, advanced training, internships).

Educational documents from other countries are recognised following the

Continuation of the established procedure when determining the right to study at the University.

The University's admission rules for the relevant year set specific requirements for admission to educational programmes.

The educational and professional (educational and scientific) programme for obtaining a higher education degree is agreed upon by 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 for Military Education and Science of the General Staff of the Armed Forces of Ukraine and approved by a decision of the Academic Council of the University.

3. Forms of education

The primary forms of education are: full-time, part-time, distance and individual.

The training of students at the University is carried out in full-time (day), part-time and distance learning. Forms of education may be combined.

The training of PhD and doctoral students is carried out following the law requirements.

3.1. Full-time (day) form of education

Full-time (day) education is the main form of education for students at the University. In full-time (day) education, students participate directly in the educational process at the institution.

Full-time (day) education is a method of organising the training of higher education students, which involves teaching and practical training for at least 30 weeks during the academic year.

Full-time (day) education is the main form of obtaining a higher education level with a leave from an obtained position.

Full-time (day) education involves classroom activities between academic staff and students, ensuring the acquisition of in-depth, systematic knowledge and lasting skills.

Regardless of the form of education, higher education students are required to:

- comply with the requirements of the law, the Statute and the daily schedule of the University;

- attend all classes according to the schedule of classes and complete academic assignments on time, following the individual study plan of the student and the detailed academic subject curricula;

- comply with the rules of academic integrity;

- achieve the learning outcomes specified for the relevant level of higher education.

3.2. Part-time form of education

Part-time education involves the organisation of education for students through a combination of full-time education during training sessions and self-study of the educational programme between training sessions at the University.

The organisation of the educational process in the part-time form of learning is carried out for the privates and NCOs (hereinafter referred to as part-time cadets), officers (hereinafter referred to as part-time students). It is carried out following the curriculum developed by the University based on the curriculum for full-time (day) education under a specific educational programme and the detailed academic subjects curriculum.

Part-time education is implemented through training sessions at the University and self-study by students and cadets enrolled in the part-time study programme. During the training sessions, introductory classes are held, laboratory work is performed, tests and exams are taken.

The duration of the training sessions in the academic year (and the dates they are held) is determined by the University's educational process schedule and the curriculum.

The schedule of classes regulates the educational activities of part-time students during training sessions.

For part-time students enrolled in the first year of the University, the first training session is held in the first semester of the academic year of their enrolment. During the training session, students are familiarised with the primary educational tasks and the schedule for studying the academic subject and the system for assessing academic achievements, classes are held, individual assignments are given for the period between training sessions, and methodological guidelines are provided for organising self-study with the educational material.

Before the next training session, students independently master the theoretical material, complete individual training (test) assignments and send them to the University for revision.

The subsequent training sessions at the University are held to systematise the knowledge gained during the self-study of part-time students, to deepen and consolidate this knowledge in final training sessions, to take tests and exams, as well as for introductory lectures and other types of training sessions in the academic subjects to be studied in the next academic year.

At the end of the last academic year, in addition to the teaching time allocated for the training session, time is allocated for the development of qualification papers, as well as time for the preparation and completion of the certification of students.

The University provides part-time students with textbooks, teaching and methodological manuals, and other teaching and methodological materials. Under the detailed academic subjects curriculum, the University's departments develop and issue assignments for assessment and coursework (projects), topics for essays and other educational tasks, and methodological guidelines for their implementation to part-time students. The formation of study groups for part-time students, the determination of the content of individual study tasks, and the qualification works are carried out taking into account the specific features of the professional activities of part-time students.

The University provides part-time students with the opportunity to receive consultations, use training laboratories, computing centres, libraries, and take tests and exams, between training sessions.

The completion of individual assignments is planned evenly throughout the entire period, based on no more than three individual assignments per month. All written works are submitted to the University for revision and preliminary assessment. The revision period at the departments should not exceed seven days from the date of

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their receipt by the department. The final grade is given after an interview between the teacher and the part-time student on the completed individual assignments. The defence of coursework (projects) is held at the department.

Individual assignments deemed unsatisfactory by the teacher are returned to the part-time student with comments for revision (reworking) and resubmitted to the University.

The next training session is held with part-time students who, by the day of the call for the training session, have completed all individual training assignments provided for in the detailed academic subject curriculum for the current academic year. As an exception, part-time students who have not completed individual academic assignments in academic subjects subject to final assessment by the date of the invitation may be invited to attend the training session, provided that valid reasons are given. In this case, they must complete the remaining training tasks during the training session before the scheduled reporting for the academic subject starts.

Part-time students shall be notified of the time of arrival at the training session one month before its start. The call shall be sent to the commander (head) of the military unit (institution, organisation), and a copy shall be forwarded to the part-time student. The supervisor of the institute's course is responsible for sending the summonses on time and maintaining correspondence with the military unit (institution, organisation).

In case of the introduction of martial law and/or a state of emergency and/or quarantine restrictions, as well as other legal limits in the country, part-time students are allowed to attend training sessions and take exams remotely.

Part-time students who have successfully passed tests and exams in academic subjects (groups of academic subjects) of the current course of study are transferred to the next course of study by order of the Commandant of the University.

Part-time students with academic debts must eliminate them within the period established by the Commandant of the University, but no later than the next training session.

Part-time students who, without valid reasons, have not completed the study plan, have not eliminated academic debt within the established time frame, systematically fail to complete individual study assignments or have not submitted reports during the academic session, and in other cases provided for by law, shall be expelled from the University.

Suppose a part-time student fails to complete the study plan for valid reasons, particularly the performance of combat duties, treatment, or rehabilitation after injury. In that case, the duration of their studies may be extended by the University's Academic Council's decision, but not by more than 50 per cent.

The creation of appropriate conditions for the self-study of part-time students between training sessions is the responsibility of the commanders of military units (heads of institutions, organisations) where part-time students are serving, who are obliged to:

- exempt part-time students from scheduled individual training (from systematic, periodic and test classes, except for physical and fire training) by annual order;

- appoint advisors to part-time students (at their request);

- approve a self-study plan for part-time students for the next academic year, and send them to training sessions on time at the request of the Commandant of the

University;

- send part-time students to official trips and other events, taking into account the dates of training sessions at the University;

- send information about the part-time student to the Commandant of the University, following requests, send official references and copies of official cards for them when the student leaves for training;

- immediately notify the University of the dismissal of a part-time student from military (state) service;

- submit a request to the Commandant of the University to terminate the part-time studies of subordinate part-time students if they are unable to combine their official duties with their studies at the University or commit gross violations of military subject (the request shall be accompanied by a service record and a certified copy of the part-time student's service card).

3.3. Distance learning

Distance learning involves education mainly through indirect interaction between participants in the educational process located at a distance from each other in a specialised environment based on modern psychological, pedagogical, and information and communication technologies.

Distance learning can be used at the University during the training of cadets and students enrolled in part-time education programmes, students enrolled in advanced training courses based on curricula that do not involve the study of subjects using classified educational literature.

During the training of full-time (day) and part-time students, technologies can be used for distance learning in various combinations: during the study of individual subjects or blocks of subjects; in the course of assessing the level of knowledge.

Distance learning at the University is introduced by the decision of the Academic Council.

During the participation of full-time (day) and part-time students in academic mobility programmes (training/education in military educational institutions abroad), the educational programme may be completed in a distance learning format.

The purpose of introducing distance learning or using distance learning technologies is to

- create conditions and opportunities for the acquisition of the educational programme or its individual educational elements by students of other forms of education, as well as to improve the qualifications of military specialists regardless of their location, the nature of their studies or the conditions of their military service, state of health, etc.;

- to ensure unity and continuity in the training of officers as they progress from tactical to operational and strategic levels of military education;

- consistency in training from basic to intermediate, advanced and higher levels of training for NCO;

- the possibility of continuous improvement of the content of work programmes for academic subjects, a focus on the latest technologies and teaching methods, and the maximum use of modern information and analytical systems in the educational process;

- integrating the state's military education into the European and global information space.

Distance learning or the use of distance learning technologies in the organisation of training for students of other forms of education is provided by the Scientific Centre for Distance Learning, which:

- supports the process of using and improving the University's distance learning system;

- develops web resources and methodological recommendations for the organisation or use of distance learning technologies and their software and hardware;

- provides technical support for the components of the University's distance learning system, including the software for distance learning web resources;

- ensures information security while using distance learning technologies in the educational process and prevents the leakage of restricted information.

To ensure that teaching materials for conducting classes using distance learning technologies comply with the requirements of regulatory documents for the organisation of the educational process, a methodological commission for examining web resources of academic subjects is established at the University.

The methodological commission for the examination of web resources for academic subjects includes

- chair of the commission – Deputy Commandant of the University on Academics;

- members of the commission – Chiefs of educational structural units (institutes, centres, departments), leading scientific and academic staff, and the Scientific Centre for Distance Learning representatives.

The main tasks of the methodological commission for the evaluation of web resources for academic subjects are:

- establishing the compliance of web resources for academic subjects with the requirements of regulatory documents for the organisation of the educational process at the University, and providing recommendations for their use;

- determining the availability of web resources for each educational programme and providing recommendations to the Academic Council of the University on the possibility of introducing distance learning technologies for specific educational programmes;

- conduct an expert review of teaching materials for distance learning courses to provide recommendations for their use in the educational process as electronic teaching materials, teaching aids (textbooks), etc.

The Methodological Commission for the Expertise of Web Resources for Academic Subjects is guided by the requirements of regulatory and legal acts on the organisation of the educational process, including the use of distance learning technologies in the educational process.

The duration of study for students enrolled in distance learning programmes and/or using distance learning technologies in the educational process is established following the curricula. It shall not be less than the duration of their full-time (day) study under a specific educational programme.

The organisation and implementation of educational activities using distance learning or other forms of distance learning technologies at the University shall be carried out through the comprehensive implementation of educational, methodological, scientific (scientific and technical), organisational and other types of activities by academic and scientific staff.

Distance learning or training of students using distance learning technologies in

Continuation of the other forms of education is carried out in the following organisational forms of the educational process: self-study, training sessions, practical training, and assessment measures.

Scientific and methodological support for distance learning or training of students using distance learning technologies in other forms of education includes:

- methodological (theoretical and practical) recommendations for the development and use of psychological, pedagogical, information and communication technologies for distance learning;

- criteria, means and systems for quality control of distance learning;

- content, didactic and methodological content of web resources (distance courses) of the curriculum/training programme.

System engineering support for distance learning includes:

- a central repository of web resources for the distance learning system of the Armed Forces of Ukraine – an electronic repository of all certified web resources for distance learning to create a unified database of teaching and methodological materials used in the training of military specialists of the Armed Forces of Ukraine;

- hardware (personal computers, network equipment, uninterruptible power supplies, servers, video conferencing equipment, etc.) that ensure the development and use of educational web resources, management of the educational process and the necessary types of educational interaction between entities of distance learning in synchronous and asynchronous modes;

- information and communication support with channel bandwidth that provides all subjects of distance learning at the University with round-the-clock access to web resources and web services for the implementation of the educational process;

- general and special-purpose software, which must be licensed or based on open source software products.

Web resources for academic subjects (programmes) necessary for distance learning may include:

- methodological recommendations for their use, the sequence of educational tasks, the specifics of monitoring the knowledge and skills of other competencies of students, etc.;

- documents for planning the educational process;

- video and audio recordings of educational activities (lectures, seminars, etc.);

- multimedia lecture materials;

- terminology dictionaries;

- practical tasks with methodological recommendations for their completion;

- virtual laboratory work with methodological recommendations for their implementation;

- other types of educational tasks with methodological recommendations for their implementation;

- virtual simulators with methodological recommendations for their use;

- packages of test tasks for assessment, testing with automated verification of results, and testing with verification by the teacher;

- electronic libraries or links to them;

- bibliographies;

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a distance learning course that combines the above-mentioned web resources of the academic subject (programme) into a single pedagogical scenario;
other educational resources.

The list of web resources for academic subjects (programmes) necessary to provide distance education or training for students using distance learning technologies in other forms of education is determined by the academic, educational and scientific department of the University depending on the profile of the academic subject.

To ensure distance learning or training of students using distance learning technologies in other forms of education, the University may create its web resources or use different web resources that have been verified under the law.

The central repository of web resources of the distance learning system of the Armed Forces of Ukraine contains distance learning web resources that correspond to the web resources of specific academic subjects.

The University's Scientific Centre for Distance Learning keeps records of users of the central repository of web resources of the Armed Forces of Ukraine's distance learning system.

The development of web resources for the distance learning system for the relevant academic subjects is carried out by academic staff, within the limits of their existing academic load.

3.4. Individual training is carried out by organising the educational process in connection with certain temporary objective circumstances, allowing the student to master theoretical knowledge and acquire practical skills in the curriculum subjects according to an individual training schedule.

4. Educational process organisation forms, types of educational activities and assessment

The educational process at the University is carried out in the following forms: academic classes, students' self-study, practical training, and assessment measures.

4.1. Main types of educational activities at the University

The main types of educational activities at the University are: lectures, seminars, group classes, practical classes, tactical (tactical-special, tactical-formation) classes, command and staff training, military (military-special) games, training, including simulation tools modelling combat operations, group exercises, individual lessons, consultations. Other educational activities may be established at the University (round tables, interactive lectures, work in syndicates, training, etc.).

To prepare and conduct training sessions, the department develops teaching materials for each academic subject assigned to the department, including:

lecture notes (if there is a textbook or manual that provides for the teaching of the academic subject, lecture notes may not be developed);

methodological developments for conducting practical, group, laboratory classes, group exercises, etc.;

plans for seminars, training sessions, workshops, optional courses, games, etc.;

methodological guidelines for students' self-study on the educational component;

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methodological guidelines and recommendations for developing individual learning tasks for students;

methodological recommendations for conducting students' summative assessment;

other teaching and methodological materials for educational activities in full-time (day), part-time and distance learning formats.

As decided by the department, teaching and methodological materials for each academic subject may be developed as an electronic training course using modern information and communication technologies and distance learning technologies. The electronic training course should provide students with all the information and teaching materials necessary for the successful study of the academic subject, as well as contain means for self-monitoring of their mastery of individual academic issues, as well as means for diagnosing and monitoring their learning success, criteria for assessing knowledge and the procedure for conducting all types of assessment (diagnostic, formative, summative) following the detailed academic subject curriculum. If an electronic training course is available for an academic subject, methodological guidelines for conducting training sessions may not be developed. The electronic training course must be placed in the repository of web resources of the distance learning system.

Teaching and methodological materials for each academic subject and changes thereto shall be discussed and approved at a department meeting by the Chief (Head) of the department before the start of the new academic year.

The University determines the requirements for conducting classes, including those provided by multimedia presentations, considering the specifics of the personnel, information, material and technical support of educational activities.

Classes at the University are conducted by persons holding scientific and academic positions. Scientific workers may be involved in conducting classes.

By order of the Commandant of the University, other categories of specialists with professional and practical training experience and instructors may participate in conducting educational classes.

A lecture is an educational activity conducted through oral presentation of new theoretical material and demonstration (showing).

The primary purpose of a lecture is to provide a systematic foundation of scientific knowledge and practical experience in an academic subject (a specific topic), to focus attention on the most complex and relevant issues of the course material, to stimulate active cognitive activity among students, and to promote the development of creative thinking.

Officials from the Ministry of Defence of Ukraine, the General Staff of the Armed Forces of Ukraine, military command bodies, and practitioners in the relevant field of knowledge may be invited to give lectures.

Lectures are held for one or more study groups of students.

The lecture's content is discussed at a department meeting and approved by the Chief (Head) of the department.

Information support for lectures is provided through educational publications (textbooks, teaching aids, lecture notes, etc.) and online information resources.

A seminar is a type of educational activity in the form of a group discussion of questions, reports, abstracts, assignments, essays, etc., predetermined by the lecturer.

Seminar classes are held on the detailed academic subject curriculum's main and most complex issues (topics, sections).

The main task of seminars is to deepen and consolidate the knowledge acquired by students during lectures and during their self-study with educational and scientific literature, to instil in them the skills of searching, generalising and critically analysing educational material, and the ability to form, defend and argue their views on the issues under consideration.

Group classes are a type of educational activity conducted by scientific and pedagogical staff using a step-by-step method of explanatory and lecture-based teaching of new educational material in combination with demonstration, presentation and subsequent oral, written questioning or testing of the results of the students' assimilation of the educational material provided.

Group classes are usually conducted in specialised laboratory classrooms, on equipment (weapons), simulators, simulation tools, static and dynamic projection.

Practical classes are an educational activity during which an academic staff representative organises the assimilation of theoretical provisions of an educational subject by learners through the individual performance of specially formulated practical tasks and promotes the formation of skills and abilities for the practical application of theoretical provisions.

The detailed academic subject curriculum determines the list of topics for practical classes. Practical classes are held in specialised computer and laboratory classrooms, language labs equipped with the necessary technical means for training, computer equipment, in training centres, at training grounds, on samples of weapons and military equipment, in sports complexes, facilities and other material and technical bases for physical training and sports.

Practical classes on samples of weapons and military equipment are conducted to master their structure, methods of application, operation, maintenance, repair and preservation, practicing practical techniques for the use of weapons, combat and special equipment, means of communication, automation and computing equipment, acquiring practical skills in measuring signal parameters and technological values in the main blocks and devices of weapons, searching for and eliminating typical malfunctions in equipment.

Practical classes are based on previously prepared methodological materials – a set of training tasks of varying complexity to be solved during the class.

Admission of students to certain practical classes in any academic subject is preceded by safety training.

During practical classes, the training group may be divided into subgroups. If the group is divided into subgroups, the training sessions are conducted by an experienced instructor (flight instructor), engineering and technical staff, teaching assistants or student group leaders who are authorised to conduct training sessions by order of the Commandant of the University.

During practical classes, after completing the assigned tasks, students report on the results of these tasks (calculations made, analysis of research conducted or actions (operations) performed) and their possible consequences (impact) on further actions or the use or condition of military equipment and weapons.

A laboratory class is a type of training session during which students, under the guidance of an academic staff representative, personally conduct simulation experiments or research with the aim of practical confirmation of individual theoretical

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provisions of a specific academic subject, acquire practical skills in working with laboratory equipment, electronic computing equipment, measuring devices, and master the methods of experimental research in a particular field of knowledge.

Laboratory classes are held in specialised laboratory classrooms, on military equipment and other elements of the University's material and technical base.

Admission of students to laboratory classes in any academic subject is preceded by safety training. During the laboratory class, the study group may be divided into subgroups. Laboratory classes involve ongoing monitoring of students' readiness to perform specific laboratory work, completion of tasks related to the laboratory work topic, preparation of an individual report (protocol) on the work performed, and its defence before the teacher.

The University has developed a system of comprehensive (operational-strategic, operational, tactical) tasks, training and exercises for the entire period of study at each level of military education, covering the conduct of operations (combat operations, battles) under various conditions on a single operational-strategic (operational, tactical) training ground. This system includes the conduct of the group exercises, drills, training and education.

A group exercise is a training session to help students perform the functional duties of specific officials of military command and control bodies, military units, and subunits. This training session aims to acquire skills in commanding troops during the planning and conduct of operations (combat operations).

Group exercises are conducted in training departments (groups) after students have studied specific theoretical provisions on the academic subjects, in classrooms, at command posts training and in the field using topographical or electronic maps and terrain models. A group exercise can be from 2 to 6 academic hours. Several group exercises conducted consecutively and linked by a common theme are usually carried out on an operational-strategic (operational, tactical) situation by a comprehensive operational-strategic (operational, tactical) tasks.

Complexity in this case is ensured by the fact that, against a single operational-strategic (operational, tactical) training background, issues from several training subjects are studied following the sequence of actions of the commander (commander) and staff during the planning and conduct of an operation (combat operations, battle).

A quiz is a training session to improve and test practical skills and abilities under time constraints in specific troop (force) management areas. Quizzes can be operational, tactical, individual and group ones. In an individual quiz, all trainees perform tasks as a single official, and in group quizzes, as a group of officials from a military command body.

Quizzes are conducted within training departments (groups), usually at the end of or after completing complex operational-strategic (operational, tactical) tasks, in classrooms, at training command posts using topographical or electronic maps and terrain models. The duration of a group quiz may be from 4 to 8 academic hours, and an individual quiz may be from 2 to 4 academic hours.

Training is a specific educational activity conducted by students repeating actions, exercises, techniques, and standards. They are divided into individual and group training.

Training is conducted after studying theoretical principles to enable students to acquire practical skills (abilities).

Training is conducted in specialised classrooms, at training command posts, training complexes, weapons and military equipment, and other elements of the University's material and technical base.

Tactical (tactical-special, tactical-formation) classes are a form of tactical training for students, conducted through exercises in performing individual (collective) actions and combat training standards. The purpose of tactical (tactical-special, tactical-formation) classes is to practise issues of combat organisation (combat operations), command and control of units in combat and their comprehensive support.

The preparation of tactical (tactical-special, tactical-formation) training includes: determining the initial data, developing a plan for conducting the training session, preparing the place (area) for performing the training session and material and technical (logistical) support, preparing the training session leader, monitoring the progress of preparation, and preparing the trainees.

Command and staff training and military (military-special, military-historical) games are conducted with students on the most critical and complex topics of academic subjects.

Command and staff training is conducted after students have mastered the necessary theoretical principles of the relevant academic subjects and practised complex operational-strategic (operational, tactical) tasks.

During command and staff training, students perform the entire range of functional duties related to managing troops (forces) as part of military command structures, in a continuously evolving training environment typical of modern operations (combat operations).

Command and staff training (military, military-special, military-historical games) are usually planned and conducted in stages. During each stage, several training issues are generally worked out. To work them out, the training management provides the trainees with documents on the initial situation, operational changes, directives and orders, builds up the situation and simulates combat operations in real time. The duration of the stage is determined depending on the number and content of the training issues being worked on. The total duration of command and staff training (military, military-special, military-historical games) can be 4-6 training days.

For high-quality and timely preparation, proper conduct of command and staff training and military (military-special, military-historical) games, commanders of command and staff training and military (military-special, military-historical) games are appointed, and an order of the Commandant of the University is issued.

Consultation is an educational activity during which a student receives answers to specific questions or explanations of certain theoretical provisions or aspects of their practical application from an academic staff representative.

Consultations may be individual or conducted for a study group during the students' self-study.

4.2. Educational process organisation forms at the Kyiv Military Lyceum Ivan Bohun

The educational process at the Kyiv Military Lyceum Ivan Bohun is organised and implemented in the form of educational classes (using various types of teaching methods: lectures, lecture-presentations, laboratory and practical work, seminars, debates, scientific and practical conferences, educational excursions, etc.);

self-study (independent preparation under the guidance of a training platoon instructor);
optional and additional classes;
clubs;
individual work with lyceum cadets;
psychological support for learning;
excursions, field trips;
discussions, participation of lyceum students in Olympiads, JAS competitions;
assessment measures (tests, thematic assessment, checking notebooks, memorising poems, etc.).

The educational process is also organised in the form of practical classes, laboratory work, excursions, virtual trips, seminars, conferences, forums, performances, briefings, quests, interactive lessons (discussion lessons, lessons where students teach each other), integrated lessons, problem-based lessons, video lessons, press conferences, business games, etc.

New material is learned not only in traditional lessons, but also in lectures, conferences, and excursions.

For conferences and discussions, teachers or lyceum cadets determine the topics of the cadets' reports and the main areas for self-study.

During educational excursions, lyceum cadets gain knowledge by getting acquainted with museum exhibits, the work of mechanisms at an enterprise, and observing various processes occurring in nature.

Consultations are held with lyceum cadets who were absent from previous lessons or did not understand or master the content of specific subjects.

The development and correction of basic competencies, in addition to the corresponding type of lesson, is carried out at seminars, final conferences, excursions, etc.

A seminar as an organisation combines conversation and debate among lyceum cadets. The teacher or lyceum cadets summarise the discussion and formulate conclusions.

To master new material and develop competencies, in addition to lessons, educational and practical classes are held, which combine various practical exercises and experimental work following the content of individual subjects. These classes are less regulated and focus on greater independence of lyceum cadets in experimental and practical activities.

The competencies acquired by the cadets will be applied in practical classes and workshops. Cadets can apply the knowledge they have gained in these classes in practical activities. Experimental tasks provided for in the content of individual subjects are performed in practical classes (performance of experimental and practical work).

The review conference involves discussing the key points of the material studied, and cadets reveal new general approaches to its analysis. The review conference can be comprehensive, i.e., it can implement inter-subject connections in the generalisation and systematisation of the educational material.

A review excursion purposefully familiarises students with objects and provides observation of processes to restore and systematise previously acquired knowledge.

Review consultations are held for lyceum cadets, which perform a corrective

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To conduct research and educational work outside of class, research work is carried out for 10th-grade lyceum cadets.

Verification and/or assessment of the achievement of competences, in addition to lessons, may take the form of a test, interview or practical test. Tests are used to check the quality of cadets' understanding of the subject matter and the achievement of competencies. An interview, like a test, but in the form of an individual conversation, is conducted to determine the level of achievement of competencies. Practical lessons perform the function of checking and/or assessing the achievement of competencies. Lyceum cadets receive specific tasks, which they report to the teacher. Practical lessons and practical classes are designed and conducted to implement the assessment functions of the educational process. In these classes, students independently make products, take measurements and report on the work.

The choice of forms and teaching methods is determined independently by the teacher, taking into account the specific conditions of work, while ensuring the achievement of specific expected results.

4.3. Cadets' self-study

Cadets' self-study is an organisation of the educational process where cadets master the educational component in their free time.

Self-study of learners is carried out to practise and master educational material, consolidating and deepening knowledge, skills and abilities; to complete individual tasks from the academic component (coursework (projects), computational and graphic work, essays, etc.), military-scientific and qualification work; to prepare for future classes and tests; to develop independence and initiative in seeking and acquiring knowledge among learners.

Cadets' self-study is supported by information and methodological resources (programmes, methodological guidelines, assignments, textbooks, teaching aids, etc.) and material and technical resources (models, simulators, elements of weapons and military equipment, etc.) provided by the educational component programme. Appropriate scientific and professional educational literature is recommended for cadets' self-study.

Teaching and methodological materials for the organisation and conduct of cadets' self-study should provide for the possibility of self-monitoring.

Cadets' self-study on the familiarisation with educational material from a specific educational component is carried out in classrooms (specialised, computer, laboratory, language laboratories), facilities of the material and technical base for physical training and sports, the library, classrooms of the University, and libraries of other educational institutions.

To ensure proper conditions for cadets' self-study on samples of weapons and military equipment, in computer complexes, and other educational facilities of increased danger, this work is carried out according to a schedule previously drawn up by the relevant department under the guidance of the department staff, with the provision of necessary advice or assistance and compliance with safety measures.

The Chiefs of the University's structural units are responsible for creating conditions for cadets' self-study, which is organised directly by the commanders of the

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cadets' units. The commanders of the training units keep records of the independent work of cadets and students in the training log (section on independent work).

Individual assignments from the educational component are an integral part of the cadets' self-study.

Individual assignments contribute to a more in-depth study of theoretical material by cadets, the consolidation and generalisation of the knowledge gained, and the formation of skills to use knowledge for the comprehensive solution of relevant professional tasks.

Individual tasks include reports, essays, calculations, graphics, analytical tasks, tests, coursework and qualification work. The programme of the academic subject and the schedule of training sessions should provide time for self-study in sufficient volume for the actual completion of individual tasks.

Individual assignments are completed separately by each cadet. Several cadets may be involved in completing complex tasks.

For the successful completion of individual assignments, the determination of criteria for assessing knowledge, the procedure to conduct assessments, etc., the University develops methodological recommendations for the organisation and completion of individual assignments or separate provisions.

4.4. Practical training of cadets

Practical training of cadets is a mandatory component of the educational programme to help them acquire professional competencies and includes:

- the acquisition of modern methods and forms of military units organisation, operation and combat use of weapons and military equipment in the field of their future professional activity;

- the formation of professional skills and abilities to make independent decisions in real conditions during the performance of specific professional activities;

- educating military specialists on the need to systematically update their knowledge and creatively apply it in practical activities;

- developing research and applied problem-solving skills;

- developing teamwork skills;

- providing cadets with the work experience necessary for obtaining professional qualifications.

The main types of cadets' practical training at the University are: initial military and professional training, educational, military, repair, shipboard, medical, pedagogical, scientific and other types of practice, flight training, flight preparation, and military internships. The educational programme and the relevant curriculum determine the types of cadets' practical training.

4.5. Assessment in the educational process

Assessment is a necessary element of feedback in the educational process. The University uses the following types of control: diagnostic (preliminary), formative, self-control, interim semester, semester, and summative.

Diagnostic assessment is a check of the student's knowledge, a prerequisite for successfully organising the subject (course) study. It is carried out to determine the

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students' depth of knowledge in the subject or related subjects that precede this study. Based on the diagnostic assessment results, the methodology is developed to provide individual assistance to students and adjust the educational process.

According to the schedule, teachers incorporate formative assessments into all classroom activities during the semester.

The main formative assessment task is checking students' progress on a specific topic (learning element). The primary purpose of the formative assessment is to ensure feedback between teachers and students and to manage students' motivation to learn. The teacher uses the information obtained during formative assessment to adjust teaching methods, tools and students' self-study plans. A special type of ongoing assessment is a colloquium, a summative assessment (test or assignment) on topics.

Formative assessment can take the form of oral questioning, written quick tests, presentations by students during discussions of theoretical issues, written assignments, practical situations, computer-based testing, etc.

The formative assessment forms and their quantitative evaluation for a specific educational activity are determined by the criteria regulated by the detailed academic subjects curriculum.

Self-control is intended to independently verify the student's mastery of educational material in a specific academic subject (topic, lesson). The effectiveness of self-control is ensured by special self-control and self-assessment programmes, which are integral parts of electronic textbooks and automated training courses.

Summative assessment is a form of assessment of the student's mastery of theoretical and practical material in a particular academic subject (educational component, course), which is carried out as an assessment measure. The purpose of summative assessment is a comprehensive assessment of the level of formation of learning outcomes in an academic subject for a semester or academic year.

The forms of summative assessment in academic subjects (educational components) of educational-professional (educational-scientific) programmes are tests or exams.

An interim semester assessment is usually carried out as a test if an academic subject is taught over several semesters. The summative assessment for an academic subject studied over several semesters is determined considering previous semesters' results.

Summative assessment may be carried out orally, in writing, or through computer testing using distance learning technologies, to establish the achievement of learning outcomes by students.

Based on the results of the summative assessment, ECTS credits are awarded to the student for the components of the curriculum (academic subjects, practical training, military training, coursework and qualification work).

Semester assessment is a type of summative assessment that reveals the level of mastery of an academic subject or a separate logical part thereof by a student over a semester, considering the formative assessment results.

Semester assessment in academic subjects is carried out following the curriculum as an exam or test within the time limits established by the schedule of the educational process and in the scope of the educational material specified in the detailed academic subject curriculum. The semester assessment form is chosen according to the level of competencies developed. The content and structure of exam papers (test assignments), admission criteria, and assessment criteria are determined

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by the relevant department, are specified in the detailed academic subject curriculum, and are communicated to students during the first class.

Positive grades for assessment measures are recorded in the students' academic performance, the record book (individual study plan), and the student's academic card.

The results of the semester assessment are used as a criterion for fulfilling the educational plan by the student.

Students enrolled in part-time programmes complete the individual assignments specified in the curriculum (tests, coursework (projects), etc.) and submit them to the department at the beginning of the next academic session, before the tests in the academic subject are held.

For students enrolled in part-time programmes, the schedule of classes, tests, and exams is drawn up under the educational process calendar.

The certification of graduates may take the form of a certification exam, the defence of a qualification paper, or a final exam in physical training.

The organisation, procedure and specific features of the attestation of University graduates are determined by the regulations on the examination commission, which the Academic Council of the University approves.

4.6. Assessment of learning outcomes

At the University, the assessment of the learning outcomes of students in educational components during the learning process and certification is carried out following the requirements of the European Credit Transfer and Accumulation System, the key elements of which are: credit points as a measure of the workload intensity and quality of the student's work and a motivating rating system for assessing learning outcomes. The mechanism for implementing the rating system for evaluating results and the procedure for monitoring and applying rating assessment during the certification of students are determined by the University.

The assessment of students' learning outcomes at the University includes the entire range of assessment measures provided for in the work programme of the academic subject. It is carried out on a 100-point scale, the ECTS scale and the national scale, and is as follows:

90 – 100 points, "excellent";

80–89 points, "very good";

65–79 points, "good";

55–64 points, "satisfactory";

50–54 points, "sufficient";

1 – 49 points, "unsatisfactory" – with the possibility of retaking the exam.

The result of the assessment of the educational material, which is determined by the educational programme of the professional military education course, the curriculum of advanced training courses and initial military-professional training, can be assessed on a two-level scale: "passed" or "failed" based on the results of the formative assessment, completion of certain types of work in practical, group, tactical (tactical-special, tactical-formation) classes, etc.

5. Organisation and conduct of the educational process

The organisation and conduct of the educational process at the University are

Continuation of the carried out through the comprehensive implementation of educational, methodological, scientific and scientific-technical activities, organisational and other types of work by academic (pedagogical) staff to implement higher education standards and professional standards for the training of military specialists. The educational process is provided by the main structural units of the University based on educational programmes, professional military education courses EPs, curricula, and these Regulations.

5.1. List of the primary documents of the University that regulate the organisation and conduct of the educational process

List of the primary documents of the University that regulate the organisation and conduct of the educational process:

- University Statute;
- Regulations on the organisation of the educational process;
- Regulations on the system of internal quality assurance of educational activities and the quality of military education;
- Licences to conduct educational activities at the relevant levels of higher, pre-higher professional education and specialities or to conduct educational activities under the relevant educational programme;
- certificates of accreditation of educational programmes (specialities);
- higher education standards for each level of higher education within each speciality (copies);
- professional standards for officers by level of military education and relevant military specialities;
- professional standards for NCOs according to the relevant military registration specialities;
- professional standards for NCOs according to military training levels: advanced, higher;
- plan of main activities for the academic year by sections: educational activities, scientific-technical activities, methodological activities, measures of the internal quality assurance system for educational activities and the quality of higher education; moral and psychological support; material and technical support; other organisational measures and activities;
- plan-calendar of main activities for the month;
- schedule of the educational process for the academic year;
- long-term plan for the development and improvement of the material and technical base for five years;
- plan for the professional development of academic (pedagogical) staff for the academic year;
- information on the academic performance of students;
- summary data on the results of exams and tests for the semester (academic year);
- report on activities for the academic year;
- timetables of classes (examination sessions);
- the Academic Council's work plan for the academic year and minutes of its meetings;
- the register of diplomas (certificates) issued;
- the register of academic references issued;

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order of the Commandant of the University on the organisation of the educational process for the academic year;
order of the Commandant of the University on the distribution of the academic load for the academic year;
educational-professional, educational-scientific programmes for each level of higher education for each speciality (specialisation, if available);
curricula for the training of students;
catalogue of elective subjects;
collections of syllabi;
programmes for the professional development of academic (pedagogical) staff;
educational programmes for professional military education courses (military specialists of the officer corps) for the corresponding levels of military education;
programmes for professional military training courses (for NCO military specialists) according to levels of military training: advanced, higher;
curricula for advanced training courses for military personnel, civil servants and employees of the Armed Forces of Ukraine;
curricula for students' practical training (military internship);
curriculum for initial military and professional training;
annual editorial and publishing plan.

The list of selected key documents of the University that regulate the organisation and provision of the educational process may be recorded and stored in paper and/or electronic form for further use in the structural units of the University.

5.2. List of key documents of the University's institute (educational and research centre) that regulate the organisation and educational and methodological support of the educational process

List of documents of the institute (educational and research centre) of the University that regulate the organisation and educational and methodological support of the educational process:

Regulations on the institute (educational and scientific centre);
standards of higher and pre-higher professional education for each level of higher and pre-higher professional education within each speciality (copies);
professional standards for officers by level of military education and corresponding military specialities (copies);
educational-professional, educational-scientific programmes for each level of higher education for each speciality (specialisation, if available) (copies);
curricula for the training of students (copies);
plan of main activities of the structural unit for the academic year, divided into sections: educational activities, scientific and scientific-technical activities, methodological activities, measures of the internal quality assurance system of educational activities and quality of higher education; moral and psychological support; material and technical support;
plan for the professional development of leadership and academic staff for the academic year (extract from the university plan);
report on the activities of the structural unit for the academic year;
work plan of the Academic Council of the structural unit for the academic year

and minutes of meetings;

individual study plans of students;

individual training plans for students (for study according to an individual schedule);

timetables of classes (examination sessions);

information on the academic performance of students (second copy);

student record books;

educational cards of students;

summary data on the results of exams and tests for the semester (academic year);

rating lists of students;

record logs of academic classes by study groups (departments).

The list of primary documents or extracts from them that regulate the organisation, educational and methodological support of the educational process and are necessary for the institute (educational and research centre) to organise and conduct the educational process, their type (paper copies and/or electronic form) is determined by the University.

5.3. List of primary documents of the department on the organisation and teaching and methodological support of the educational process

List of documents of the department on the organisation and educational and methodological support of the educational process:

Regulations on the department;

plan of the main activities of the department for the academic year, divided into sections: tasks of the department for the academic year, distribution of time by type of activity of academic (research) employees, educational activities, methodological activities, scientific-technical activities, measures of the internal quality assurance system for educational activities and the quality of higher education, measures of moral and psychological support, professional development of academic (research) staff, measures of material, technical and information support for educational activities;

individual work of an academic (pedagogical) employee for the academic year;

minutes of department meetings;

list of topics for qualification works (Bachelor's degree) for each educational programme;

list of topics for military-scientific works in the department's field;

report materials for the qualification of academic (research) employees of the department;

log book for supervision and mutual visits to classes;

detailed academic subjects curriculum;

syllabi for elective academic subjects;

curricula for practical training (military training) for students;

teaching and methodological materials for the educational components

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

programmes for professional military education courses, programmes for

professional military training courses, curricula) of the department;

materials for the students' certification;

log book of assessment and individual assignments performed by part-time

students;

- report on the department's activities for the academic year;
- professional standards and educational programmes specific to the department (copy and electronic version).

A list of selected key documents of the department that regulate the organisation and conduct of the educational process may be recorded and stored in paper and/or electronic form for further use in the structural units of the University.

5.4. Information and human resources support at the University

Information support for educational activities at the University includes:

- the availability of libraries containing educational and other literature, domestic and foreign professional periodicals and publications in specialities or related fields of training, periodical scientific publications; information and reference materials that provide educational, scientific and technical activities;
- electronic training courses, computer programmes and electronic textbooks, video and audio materials, electronic libraries and databases;
- interactive tools and platforms for cooperation.

The University's library provides comprehensive, high-quality and prompt materials, bibliographic and information support for training military specialists, academic (pedagogical, research) employees and other categories of readers following their information requests based on broad access to book collections.

Human resources support for the University's educational activities is carried out in accordance with the law.

6. Planning of the educational process

The educational process at the University is planned based on curricula and a calendar schedule for the academic year.

6.1. Curriculum

The curriculum is a University document that regulates the organisation and provision of the educational process. The curriculum specifies the name of the University and the structural unit. It contains information about the field of knowledge, specialisation (if necessary), educational programme, level and degree of education, its form, duration, and qualification.

The curriculum includes the following sections: schedule of the educational process, summary data on the distribution of study time, data on educational practices, military training and certification, and the educational process plan, which determines the list and scope of educational components in ECTS credits by semesters, the logical sequence of their study, forms of organisation of the educational process, types and scope of educational activities, forms of formative and summative control, which ensure that the student achieves the relevant degree of education and programme learning outcomes.

The curriculum is developed by a working group of the structural educational unit of the University responsible for the training of students in the relevant speciality and educational programme, under the methodological guidance and in cooperation with the Scientific and Methodological Centre for the Organisation and Conduct of

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Educational Activities and the Chiefs of educational departments (divisions) of the institutes.

The curriculum is signed by the Chief of the structural educational unit, agreed upon by the Deputy Commandant of the University on Academics, the guarantor of the educational programme, and approved by the University's Academic Council.

The curriculum for the training of students at the University is developed based on the relevant educational programme for each level of higher education, form of education, and for each speciality (specialisation).

When developing the curriculum for the training of students, the following basic requirements must be observed:

- the curriculum is developed for the entire period of study at the University (by academic years and semesters) and remains in force until the approval of a new educational programme;

- the duration of theoretical training, compulsory practical training, semester assessment and the completion of individual tasks is not less than 40 weeks per academic year. The reserve of teaching time shall be no more than 4 weeks per academic year, which shall be allocated for attestation (in the final year of study), improvement of professional (military-professional, military-special) competences and practical skills within the framework of professional military education;

- the maximum study time for full-time students per week is 54 academic (teaching) hours. The amount of study time per week for the implementation of the individual study plan of a student is 45 academic (teaching) hours (during a special period, the distribution of study time is determined by a separate provision approved by order of the Ministry of Defence of Ukraine);

- the academic load for a full academic year is 60 ECTS credits. One ECTS credit equals 30 academic (teaching) hours, which is the unit of measurement of students' academic load at the University.

- the workload of a student in an academic subject (module) during the period of study (academic year and semester) consists of classroom (contact) hours (lectures, practical, seminar, laboratory classes, consultations, etc.), self-study, preparation and completion of assessment measures, to which ECTS credits established for academic subjects are allocated. If the form of final assessment in an academic subject is an exam (or exams), one ECTS credit is allocated for the preparation and completion of each exam. If a course paper is planned as a separate module of an academic subject, at least one ECTS credit is allocated. The remaining ECTS credits established for the academic subject are converted into hours, which are distributed between classroom (contact) hours and self-study of the students;

- the duration of theoretical training during the study period is determined as the difference between its total duration and the duration of the examination session. The examination session's duration is determined at least 2/3 of a week per exam. The volume of summative assessment measures (the duration of examination sessions) shall not exceed 15 per cent of the total teaching time for the academic year;

- the distribution of classroom (contact) hours between lectures, practical classes, seminars and consultations, as well as between weeks of theoretical training, is the prerogative of the University.

The curriculum structure includes compulsory, elective and military educational components.

Compulsory educational components of the curriculum include academic subjects of general and professional training cycles, qualification works, military training, internships and other types of educational workload of students to achieve the

learning outcomes defined by the educational programme.

The initial curriculum's elective educational components (academic subjects) are designed to enable students to deepen their professional knowledge within the chosen educational programme and/or acquire additional special professional competencies. Elective academic subjects may be selected by students independently, either separately or in blocks, based on the possibility of awarding the relevant qualification or the similarity of the competences acquired.

The list of academic subjects or individual blocks of academic subjects chosen by students is taken into account by the University when drawing up their study plans.

Military educational components are determined by the relevant educational programmes of professional military education courses (for military specialists of the officer corps), programmes of professional military training courses (for NCO military specialists) and educational components of a military-professional orientation.

The part-time education curriculum corresponds to the same educational programme's full-time (day) education. It has fewer classroom hours due to an increase in the amount of student self-study required. The total duration of classes for part-time education is determined by the availability of time and the number of training sessions, the scope of the educational programme and the ability of students to acquire the competences specified by the higher education standard.

The types of classes and summative assessment forms must correspond to the plan for full-time (day) education.

Changes to approved curricula shall be made after they have been checked for compliance with the approved educational programme. Suppose the proposed changes result in a change in the number and/or content of the educational components provided for in the plan. In that case, the curriculum shall be re-approved following the established procedure. If the proposed changes affect the programme learning outcomes, the entire educational programme shall be subject to re-approval.

6.2. Schedule-calendar of the educational process

The schedule-calendar of the educational process is a University document that determines the calendar dates for theoretical training and practical training, semester assessment (examination sessions), preparation of qualification works, attestation, vacation periods for cadets, students, PhD students, self-study (for part-time education), and research work of PhD students.

The schedule-calendar of the educational process is drawn up for the academic year, signed by the Deputy Commandant of the University on Academics and approved by the Commandant of the University.

To take into account the specific features of the organisation and conduct of the educational process and the necessary detail of measures, the structural units of the University may draw up their schedules for the educational process divided by educational programmes and courses (years of study), which are signed by the Chief of the structural unit and approved by the Deputy Commandant of the University on Academics.

The schedule-calendar of the educational process for full-time (day) education is elaborated considering the following:

the academic year, except for final courses, lasts 12 months and begins on 1 September;

the academic year is divided into two semesters, during which theoretical training is completed with examination sessions (winter and summer), during which time is allocated for semester assessment;

the total duration of theoretical training, examination sessions, military training and practical training during the academic year cannot be less than 40 weeks and exceed 44 weeks.

The schedule-calendar of the educational process for part-time education provides for the training meetings and semester assessment (examination session).

The period for the preparation and defence of qualification work by part-time higher-education students is four months.

When organising training sessions and semester assessment (examination sessions) for part-time education, it is considered that classes can be scheduled for no more than 6 days per week and no more than 8 hours per day. At the same time, separate time is allocated for tests (at least 2 hours per test per study group) and exams (at least 4 hours per study group).

6.3. Individual study plan of the student

The individual study plan of a University student (hereinafter referred to as the individual study plan) is a document of a higher education student containing the schedule of the educational process, information on the list and sequence of educational components, the scope of the academic load for all types of educational activities, types of individual tasks, and appropriate forms of assessment.

The individual study plan is formed according to the corresponding higher education level within the relevant educational programme. It is drawn up for each subsequent academic year (except for the first year of study).

The individual study plan is drawn up based on the study plan for training students of a particular educational programme, to individualise the educational process, taking maximum account of students' individual needs in terms of their professional training and the implementation of their individual educational trajectory.

The individual curriculum specifies the compulsory educational components and the elective part. The elective part of the individual curriculum ensures in-depth training following the educational programme. It determines the nature of the graduate's future activities and is formed from a list or blocks of elective subjects from the general and professional training cycles.

All educational components included in the individual study plan are compulsory.

When forming an individual study plan for the next academic year, the actual implementation of individual study plans for the current and previous academic years by the higher education student is considered.

The individual study plan is formed by the higher education student under the guidance and in cooperation with the academic (research) staff of the relevant departments for each academic year.

The individual study plan is signed by the higher education student, agreed with the Chief of the academic department, the supervisor of the qualification work, the Chief of the department and approved by the Chief of the institute within two weeks from the start of the new academic year.

The implementation of the individual study plan by the higher education student

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is carried out within a period not exceeding the duration of study specified by the higher education standard for the corresponding level of higher education within the relevant speciality.

The individual study plan shall be implemented following the schedule of classes, examination sessions or an individual schedule.

The University independently determines the mechanism for implementing the right of students to choose academic subjects freely.

6.4. Schedule of classes

The schedule of classes is a planning document for the organisation of the educational process at the University.

It is prohibited to distract students from participating in classes and tests scheduled in the timetable (schedule), except in cases provided for by current legislation.

The schedule of classes is drawn up by the academic department (division) of the University's structural educational unit jointly with the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities for each semester, signed by the Chief of the structural educational unit, agreed with the Deputy Commandant of the University on Academics and approved by the Commandant of the University.

The schedule of classes shall include:

- the numbers and names of the educational units of the students;
- the name of the academic subject or its code;
- the date, place, topic number and type of class;
- the surname of the academic staff representative.

Tactical, tactical-special, command-staff training, electives, simulations, and war games are conducted continuously per their schedules.

The schedule of training sessions for the half-year is communicated to the academic (research) staff and units of cadets, students, and PhD students, following the established procedure, 10 days before the start of the semester.

The procedure for defending military internships and training practices and/or coursework/projects shall be communicated to students no later than one week before the defences start.

After the schedule of classes has been drawn up and approved, the Chief of the department, if necessary, has the right to replace an academic (research) employee to conduct the class, with subsequent notification of the Scientific and Methodological Centre for the Organisation and Conduct of Educational Activities (through the educational cell (unit) of the institute or centre).

6.5. Detailed academic subject curriculum

The detailed academic subject curriculum is a University document that defines the place and significance of the academic subject in the implementation of the relevant educational programme, the purpose, sequence and organisational forms of its studying, the learning outcomes that students should achieve, the system for assessing them and the information and methodological support.

The primary purpose of the detailed academic subject curriculum is:

to familiarise students and other participants in the educational process with the content of the academic subject, the criteria and means of assessing learning outcomes, etc.;

establishing the compliance of the content of the academic subject with the educational programme, higher education standards and professional standards during accreditation;

establishing the correspondence of the learning outcomes to be achieved by the student upon completion of the academic subject, the learning outcomes already achieved by them in mastering the academic subject of another educational programme in other educational institutions, under other educational programmes, in previous years (when the student resumes their studies), as well as in informal education.

The detailed academic subject curriculum should:

ensure students' acquisition of the learning outcomes, defined by the educational programme;

establish an algorithm for the study of the educational material of the academic subject, considering inter-subject links, which excludes duplication of educational material in various organisational forms and types of study;

determine the necessary scientific and methodological support for the study of the educational material, as well as the criteria and procedure for assessing the knowledge, skills, and other competencies of students acquired as a result of studying the academic subject.

Based on the detailed academic subject curriculum, manuals for self-study of the academic subject and other methodological materials are developed to ensure students' successful assimilation of the programme material.

The structure and content of the academic subject are formed by transforming the programme learning outcomes defined by the educational programme through their specification and/or decomposition into subject learning outcomes, followed by selecting the content of the academic subject according to this criterion.

The detailed academic subject curriculum must include the following components:

general information: name of the University, department responsible for teaching the academic subject, names of the academic subject and educational programme (for compulsory academic subjects), as well as information on the approval, adoption and re-approval of the programme, language of instruction;

developers of the detailed academic subject curriculum: information about the academic degree, academic and honorary titles (if any), name and surname of the academic (research) employee or group of academic (research) employees of the department;

purpose of studying the academic subject, the programme learning outcomes, and the competences for which this academic subject is used;

status of the academic subject: compulsory, elective or military. Compulsory academic subjects are those that are compulsory for at least one educational programme;

prerequisites for studying the academic subject (list of academic subjects that must be studied previously and/or list of previously achieved learning outcomes, etc.);

expected learning outcomes of the academic subject (learning outcomes formed based on the transformation of the learning outcomes of a specific educational programme);

the scope of the academic subject in ECTS credits and its distribution in academic hours according to the forms of organisation of the educational process and types of academic activities;

programme of the academic subject (thematic plan by types of academic activities);

forms of formative and summative assessments, means of diagnosing learning outcomes;

criteria and procedure for assessing the knowledge, skills and other competences acquired by students as a result of studying the academic subject;

methods and forms of teaching the subject matter of the academic subject, a list of samples of weapons and military equipment, their components, assemblies, etc., equipment and software to be used in the study of the academic subject;

recommended sources of information for the organisation of students' self-study.

The University determines the form of the detailed academic subject curriculum. It is developed by an academic (research) staff employee, usually a lecturer or a group of academic (research) staff employees of the department, appointed by the Chief of the department, which provides teaching of this subject based on the educational programme, the curriculum for the training of full-time (day) and part-time students, a certain level of higher education and relevant regulatory documents.

The detailed academic subject curriculum assigned to several departments or which requires the involvement of academic (research) staff from other departments, is developed by a working group of academic (research) staff, including representatives of these departments. Responsibility for the timeliness and quality of the preparation of detailed academic subject curriculum and its compliance with academic integrity lies with the academic (research) staff who develop these programmes and the Chiefs of the departments where the developers work or perform military service.

Developers of detailed academic subject curriculum must consider and coordinate the content of previous, parallel and subsequent subjects following the structural and logical scheme of the educational programme.

For different forms of education (full-time and part-time), a single detailed academic subject curriculum is developed for the entire period of teaching the academic subject, taking into account the requirements of the curriculum for full-time and part-time students regarding the distribution of classroom hours and self-study. To consider the specific features of an academic subject, separate detailed academic subject curricula may be developed for full-time (day) and part-time forms of education.

If the academic subject is taught to students who study under different educational programmes but have the same content, the same number of ECTS credits, the same distribution of classroom hours and self-study, and the same form of summative assessment, a single detailed academic subject curriculum is developed.

Suppose an academic subject is taught to students enrolled in different educational programmes with different content, ECTS credits, classroom hours, self-study distribution, and a form of summative assessment. In that case, a separate detailed academic subject curriculum shall be developed for each educational programme.

A detailed academic subject curriculum is developed before the start of the academic year, at which point the study of the academic subject begins. It is reviewed and approved at a meeting of the department that provides instruction in the academic subject, signed by the Chief of the department that provides instruction in the academic subject, agreed upon by the guarantor of the relevant educational programme, and approved by the Chief of the structural unit to which the department belongs. In cases where academic (research) staff employees of other departments are involved in developing the detailed academic subject curriculum, it shall be reviewed and approved at a meeting of all departments that participated in developing the curriculum. The detailed academic subject curriculum of the general departments of the University is approved by the Chief of the structural educational unit responsible for the training of students under the relevant educational programmes.

The Deputy Commandant of the University on Science and Research approved the detailed academic subject curriculum for educational-scientific degree students (Doctor of Philosophy).

The detailed academic subject curriculum is developed for the period of training

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and is completely updated (a new detailed academic subject curriculum is developed and approved) in the following cases:

- changes in the higher education standard for the relevant speciality;
- approval of a new edition of the relevant educational programme or significant changes to its content that relate to the academic subject;
- significant changes to regulatory documents (curriculum, educational programme, etc.) following an order of the Commandant of the University issued based on reasoned proposals from the guarantor of the educational programme, based on the results of surveys and proposals from interested parties (stakeholders) of educational programmes, and the introduction of new teaching technologies.

The detailed academic subject curriculum is approved annually, taking into account:

- changes to certain regulatory documents, and based on relevant orders of the Commandant of the University;

- proposals of the guarantor of the educational programme;

- the results of monitoring and periodic review of educational programmes and, in particular, the wishes and comments received from students and other stakeholders regarding their content, types of training sessions and their scope;

- reasonable requirements of customers, including strengthening the practical component of student training, introducing combat experience into the educational process, etc., research results, improving training and teaching methods for the academic subject, and new elements of the educational material base.

Changes to the detailed academic subject curriculum relating to the clarification of the content of the programme, the list of practical, laboratory, seminar or individual training tasks, including topics for coursework (projects), independent work assignments for students, the system for monitoring and assessing the knowledge of students, and recommended sources of information, may be made during the academic year.

Changes to the detailed academic subject curriculum are considered and approved at a department meeting, agreed upon by the guarantor of the educational programme and approved by the Chief of the main structural unit of the University responsible for the training of students under the relevant educational programmes, and are added to the main programme of the academic subject as a separate appendix. The appendix to the detailed academic subject curriculum shall be drawn up following the requirements for the section to which the relevant changes are made.

The department's meeting minutes reflect the content of changes to the detailed academic subject curriculum submitted for re-approval.

Detailed academic subject curriculum (with changes), teaching, and methodological support, in paper and electronic form, shall be stored in the departments that teach these academic subjects during the relevant curriculum's validity period.

Detailed academic subject curriculum (with changes), as well as their corresponding teaching and methodological support in paper and electronic form, shall be available to students during the period of validity of the relevant curriculum, considering the legislative classification requirements.

Literature and other sources of information recommended for use by students

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during their studies in an academic subject shall be available to students free of charge in the University library, on electronic resources, information systems, databases, and on external electronic resources specified in the scientific and methodological support materials that provide free access to information.

Detailed academic subject curriculum (with changes) in electronic form is submitted by the department to the main structural unit responsible for training students under the relevant educational programme and to the Scientific Centre for Distance Learning for uploading to the University's digital repository, considering the legislative classification requirements within 10 working days after its approval and supervision over its content by the relevant security authorities.

6.6. Elective academic subjects

Educational subjects chosen by the student or elective educational subjects are included in the list of subjects defined by the educational programme to meet the educational and qualification needs of the student more fully.

Elective academic subjects recommended for study in the next academic year are compiled in a catalogue of elective academic subjects for each level of higher education in the educational programme. The catalogue is uploaded to the University's official website before the start of the academic year.

Based on the detailed elective academic subject curriculum, a syllabus for the academic subject is developed, which defines the responsibilities of the academic (research) staff member involved in teaching the academic subject and the student studying this academic subject. The following must be specified: the educational goals that the academic (research) employee sets for their academic subject, as well as the specific knowledge and skills that the student must acquire as a result of studying the academic subject, an abstract, the structure of the academic subject, the assessment system, the course policy, which is determined by the system of requirements of the academic (research) employee for students regarding academic integrity, communication, retaking of formative and summative assessments and appealing assessment results, attendance of classes, etc.

The procedure for forming a catalogue of elective subjects, developing syllabi for academic subjects, and implementing the right of students to choose academic subjects (blocks of academic subjects) is determined by the University.

6.7. Curriculum of the advanced training course

The curriculum of the advanced training course for military personnel, civil servants, and employees of the Armed Forces of Ukraine considers the qualification requirements for its graduates, which the relevant customer determines.

Based on the training results at the University, a person who has completed a specific training curriculum of the advanced training course is issued a certificate of completion.

The curriculum of the advanced training course is developed by a working group consisting of representatives of the customer and academic (pedagogical) staff of the University, 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, and approved by the customer.

7. Quality assurance of military education

7.1. Quality assurance system for military education

The quality assurance system for military education is the unity of objectives, principles and approaches to the formation of the University's strategy and procedures for ensuring the quality of military education, mechanisms for ensuring academic integrity, monitoring the effectiveness of professional training of military specialists, and implementing measures to continuously improve the quality of the educational process and learning outcomes.

The military education quality assurance system considers the provisions of the NATO Strategic Command Joint Directive "Education and Individual Training (E&ITD) 075-007".

The University's military education quality assurance system consists of:

- a system for ensuring the quality of educational activities and the quality of military education (internal quality assurance system for military education);

- a system for external quality assurance of educational activities and the quality of education (external quality assurance system for military education).

The procedures of the external quality assurance system for military education are implemented through the evaluation of the University by management bodies and institutions that provide external quality assurance for education.

The internal quality assurance system for military education includes:

- subjects of educational activities – management staff, academic (pedagogical) staff, research staff, instructors, engineering and technical staff, students and representatives of customers;

- quality objects – quality of education of applicants to the University, quality of educational achievements of students, quality of graduates' readiness for professional activity, quality of conditions created for the education of students, quality of conditions created for the work of permanent staff;

- instruments (methods) of influence (measurement) – observation, surveys, questionnaires, testing, focus group interviews, interviews with students, academic(pedagogical) staff and representatives of customers, traditional and modern methods of diagnostic assessment, formative and summative assessments as quality control of students' knowledge, and others.

Quality assurance of educational activities and military education is implemented through licensing the University's academic activities, accreditation of educational programmes and certification of students.

7.2. Assessment of the educational programmes quality

The main procedure for external assessment and recognition of the quality of an educational programme is accreditation.

The purpose of accreditation is:

- to establish the compliance of the quality of the educational programme and educational activities under this programme with the specified criteria for evaluating the quality of educational programmes;

- to assist the University in identifying the strengths and weaknesses of the educational programme and educational activities under this programme;

- to provide all interested parties with information about the quality of the educational programme and educational activities under this programme;

- to strengthen trust in higher education in Ukraine;

- to facilitate the integration of Ukrainian higher education institutions into the European Higher Education Area.

Accreditation of an educational programme – assessment of the quality of an educational programme and the educational activities of the University under this programme for compliance with:

- Higher education standards (if applicable); the ability to meet the requirements of the standard;
- achievement of the learning outcomes stated in the programme.

The criteria for assessing the quality of an educational programme are applied:

- by the University when preparing information on the self-assessment of the educational programme;

- by industry expert councils and experts during accreditation.

The evaluation of the educational programme and academic activities under this programme is carried out for each criterion according to an evaluation scale covering four levels of compliance.

- "A" – exemplary accreditation,

- "B" – accreditation,

- "E" – conditional (deferred) accreditation,

- "F" – refusal of accreditation.

Within one higher education level speciality, two or more educational programmes may be accredited simultaneously.

The University must facilitate accreditation and act in good faith in its relations with industry expert councils and experts.

Accreditation is usually carried out for the first time during the last year of study or the first year of higher education for students enrolled in an educational programme.

Subsequent (regular) accreditation is carried out during the last year of the validity of the accreditation certificate or the period of validity of conditional (deferred) accreditation. Suppose regular accreditation is not carried out before the expiry of the accreditation certificate or the conditional (deferred) accreditation. In that case, such accreditation shall be carried out in the same manner as for the first time.

The University has the right to initiate regular accreditation ahead of schedule.

The University shall submit the following materials for accreditation, certified by a qualified electronic signature of the responsible person or a qualified electronic seal of the University:

- an application for accreditation of the educational programme;
- the educational programme and curriculum for this programme, approved following the established procedure;
- a completed form of information on the self-assessment of the educational programme and documents confirming the information contained therein;
- reviews and comments from customers (if available).

Information on the self-assessment of the educational programme is prepared by the guarantor, appointed by order of the Commandant of the University, who is responsible for implementing the relevant educational programme.

In the absence of such an order, the guarantor of the educational programme shall be the head of the project team of this educational programme, appointed following the requirements of the Licensing Conditions.

Materials for accreditation are submitted electronically through the official portal. All accreditation-related documents are compiled into an accreditation file maintained in electronic form.

Individual documents of the accreditation file may be duplicated in paper form with subsequent scanning and attachment to the accreditation file.

The accreditation certificate is issued for the first time for five years, and for the second and subsequent accreditations for 10 years. The term of the conditional (deferred) accreditation decision is 1 year.

The Commandant of the University and/or the guarantor of the educational programme, as well as the head and members of the expert group, are invited to the meeting of the sectoral expert council, during which the relevant accreditation case is considered.

To ensure openness and transparency of the accreditation process:

the following information shall be published on the University's official website: information on the self-assessment of the educational programme, which shall be posted no later than five working days from the date of submission of materials for accreditation;

decisions on accreditation or refusal to accredit an educational programme, expert opinions of the relevant industry expert council, and expert group reports shall be published within 10 working days after the accrediting body makes the decision.

Accreditation of educational programmes by foreign accreditation agencies and independent institutions for higher education's assessment and quality assurance of higher education.

Certificates of accreditation of educational programmes issued by foreign accreditation agencies or agencies for quality assurance in higher education, the list of which is approved by the Cabinet of Ministers of Ukraine, are recognised in Ukraine.

In the event of accreditation of an educational programme by a recognised foreign accreditation agency, information about the accreditation of such a programme shall be entered into the USEDE following the established procedure.

Accreditation of an educational programme by recognised foreign accreditation agencies is equivalent to accreditation determined in the state and does not require confirmation.

The University only issues a state-recognised higher education document for accredited educational programmes.

7.3. Procedures of the internal quality assurance system for military education

To organise the implementation of the procedures of the internal quality assurance system of military education, a structural unit for internal quality assurance of education (centre, department, scientific and methodological laboratory) is created at the University.

The tasks of internal quality assurance of military education are:

- planning internal quality assurance of education activities;
- improving the content of educational programmes for training military specialists;
- training students per the current requirements of the customer;
- organising implementation procedures of the internal quality military education, their structural subdivisions of the University, following established principles;
- monitoring the effectiveness of the internal quality assurance system for military education;
- conducting monitoring studies based on the results of surveys of representatives of customers, the University's management, academic (pedagogical) staff, and students;
- monitoring compliance with academic integrity by participants in the educational process;
- conducting annual rating assessments of students, academic and research staff of the University.

The internal quality assurance system for military education has five levels.

The first level is the students of the University: mastering educational programmes and academic subjects, and forming a system of competencies in specific specialities in the relevant field of knowledge.

The second level includes departments, educational programme guarantors, persons responsible for educational components, department Chiefs (deputy Chiefs), academic (scientific) staff, and initiative groups of students enrolled in educational programmes, as well as customers: direct implementation of educational programmes and ongoing monitoring.

The third level consists of structural units that carry out educational activities, self-government bodies of students, and customers:

implementation and administration of educational programmes, annual monitoring of programmes.

The fourth level consists of the Deputies Commandant of the University in charge of specific areas of activity, the structural unit responsible for internal quality assurance of educational activities and the quality of higher education, advisory and consultative councils, student self-government bodies, and customers:

development, expertise, testing, monitoring of academic policy, documents, procedures, projects, organisation of feedback between the University and the armed forces (including feedback on graduates).

Fifth level – Academic Council, Commandant of the University – making systemic decisions:

determining policy in the field of internal quality assurance of educational activities and the quality of education;

setting goals;

determining regulatory, organisational, methodological, material and socio-psychological conditions for the organisation of educational activities at the University;

determining indicators of effective functioning and organisation of the internal quality assurance system for educational activities, the quality of higher (pre-higher) education and professional military education;

distribution of decision-making powers among officials and guarantors of educational programmes and departments, with the involvement of students, their self-government bodies, and customers.

7.4. Monitoring of educational programmes and the feedback system at the University

Monitoring and internal evaluation of educational programmes is carried out:

at the initiative of the Commandant of the University for scheduled quality control procedures;

at the initiative of the guarantor of the educational programme.

Monitoring the educational programme's implementation is carried out to identify and track trends in the development of the quality of higher education, its relevance in the modern conditions of armed struggle, the needs of employers and higher education applicants, and to improve their professionalism.

Monitoring of the educational programme involves the analysis and evaluation of the following components:

the relevance of the educational programme and its content;

- changes in stakeholder needs;
- the level of compliance with the expectations, needs and interests of students regarding the educational programme;
- the educational environment matches the educational programme's goals;
- expectations and satisfaction of customers (employers) with the graduates' training level.

Monitoring is carried out by researching educational activities, establishing indicators and analysing the functioning of the education system in terms of the implementation of the educational programme.

To conduct a self-assessment of the educational programme, a programme questionnaire may be developed, which provides for the main quality assurance criteria, each criterion being assessed according to the following levels:

- satisfactory; partially satisfactory; unsatisfactory.

During self-assessment, data is collected for the specified items with comments.

Monitoring research can be conducted orally, in writing or electronically. Research participants' frontal, group or individual work may be used during monitoring research.

The methods of monitoring research may include:

- questionnaires for higher education applicants (anonymous and targeted);
- testing of different groups of applicants-respondents;
- questionnaires for other stakeholders (customers, employers, applicants, graduates, scientific, academic staff, researchers, professional practitioners);
- events involving graduates, customers (employers);
- analysis of statistical data on the implementation of the educational programme following established forms;
- observation of the educational process and educational activities at the University.

Monitoring is carried out in the following stages:

- preparation monitoring (formulating the problems that will be studied;
- defining the goals and objectives of monitoring;
- calculation and formation of a sample, assessment of its representativeness, etc.);
- conducting a monitoring study;
- collection and processing of monitoring research results; analysis and interpretation of monitoring research results; publication of monitoring results.

Monitoring the educational programme's implementation and components is done at least once a year.

The organisation and state of the feedback system at the University determine the University's needs for improving the quality of educational activities and the educational process, taking into account the need for high-quality training of military specialists under educational and professional (scientific) programmes (training programmes) (hereinafter referred to as educational programmes) of tactical, operational and strategic levels of military education (training) by periodically reviewing the content of the educational components of the relevant programmes. Interested parties (stakeholders) may propose changes to educational programmes.

To develop recommendations for improving the organisation of the educational process at the University, surveys of interested parties are conducted on the training of applicants. The survey can be conducted remotely using pre-designed questionnaires with applicants of the appropriate level of education (training), academic (research) staff and customers.

Feedback should cover all stakeholders, the Minister of Defence of Ukraine (represented by the relevant departments of the Ministry working with external customers from the constituent forces of the Ukrainian Armed Forces and partners), the Commander-in-Chief of the Armed Forces of Ukraine (represented by the relevant structural units of the General Staff of the Armed Forces of Ukraine, which work in cooperation with the management bodies of the types (branches) of the Armed Forces of the Armed Forces of Ukraine, etc.), the University (which plans and implements the training of military specialists), students/graduates (who receive training and use the competencies developed during their studies).

After completing their training, University graduates are assessed after one year of military service (one year after graduation, a review of the graduate is prepared).

The existing feedback system should become more structured and systematic, namely

- feedback from students during their training at the end of each educational component (module) in the form of an anonymous survey on the relevance of the training (preparation) to the stated objectives, learning goals and learning outcomes the adequacy of the scope of training and the degree of satisfaction with the quality of the classes and their usefulness for a particular student (cadet);

- an anonymous survey of graduates upon completion of training to obtain their opinion on the overall learning outcomes achieved, recommendations for improvement, in particular on the quality of the educational process and issues related to its provision, such as the schedule of classes, meals, accommodation, opportunities to maintain physical fitness, social and gender aspects, etc.;

- feedback from the permanent staff of the University's structural units (institutes, departments) in the form of an AfterActionReview, at least after the next cycle planning,

preparation for the start of new training under the relevant programme and after its completion;

feedback from key stakeholders – graduates and their immediate commanders (superiors) to determine the impact of training on the effectiveness of job performance.

8. Methodological activity

Methodological activities at the University are an integral part of the educational process. They are one of the activities of the management, academic staff, chiefs of educational units, and instructors. It covers activities aimed at the scientifically sound organisation of the educational process and its implementation, considering scientific achievements in the field of education and training of students.

8.1. Main tasks and content of methodological activities

The main tasks of methodological activities are:

- scientific and methodological support for the organisation, conduct and quality management of the educational process;

- improving the methodological skills of the management, academic staff, instructors, and chiefs of educational units of the University;

- improving the methods, forms and technologies for conducting all educational activities.

The content of methodological activities is divided into educational and scientific.

Educational and methodological activities include:

- the development of planning, organisational, and methodological documents;

- analysis of the academic performance of students and development of measures to improve the quality of their training;

- analysis of feedback on University graduates from the armed forces and development of proposals for improving the training of students;

- summarising and disseminating best practices in methodological activities;

- development of measures for training novice teachers and improving the methodological skills of academic staff.

Educational and methodological activities aim to maintain all educational activities at a high methodological level, preparing academic staff for implementation. It ensures the accumulation of the experience of academic staff of departments for further dissemination.

Scientific and methodological activities are aimed at:

- developing new academic subjects and determining their content;

- improving the detailed academic subjects curricula;

- creating new or revising existing textbooks and teaching aids;

- developing and introducing new forms and methods of training students into the educational process;

- introducing scientific organisation of work for academic staff and students.

Scientific and methodological activities are implemented according to a scientific research plan aimed at deepening the content of academic subjects, intensifying the educational process and improving its effectiveness. It is implemented through the participation of academic staff in planned and initiative scientific work of departments.

8.2. Primary forms of methodological activity

The primary forms of methodological activity at the University are:

- conducting educational and methodological meetings (lasting up to 5 days), meetings, scientific and methodological conferences and seminars;
- meetings of the Academic Council of the University;
- meetings of the University's methodological council (methodological commission of the institute (centre));
- meetings of departments, interdepartmental methodological commissions on issues of teaching and education of students;
- instructor-methodological, demonstration, open and trial training sessions;
- lectures, reports, presentations on teaching methodology, general and military pedagogy and psychology;
- development and improvement of teaching materials, including materials for assessing the success of students' learning;
- conducting pedagogical (methodological) experiments and implementing their results in the educational process;
- study and implementation in the educational process of the requirements of governing documents, materials of advanced pedagogical experience and experience of combat training of troops (forces), conduct of combat operations by the Armed Forces of Ukraine and other components of the defence forces of Ukraine;
- studying and implementing in the educational process the best training methods for military specialists adopted in the armed forces of NATO member states;
- developing proposals for improving educational programmes for training military specialists, requirements for the quality assurance system for higher and pre-higher professional education, curricula, and detailed academic subjects curricula;
- developing scientifically based recommendations for planning the work of academic staff and students;
- mutual and control visits to classes by academic staff.

Educational and methodological meetings are held at the University before the academic year and semester start.

At the meetings:

- the results of the work for the period of study (previous academic year, semester) are summarised;
- rational approaches to educational and methodological activities are determined and discussed;
- lectures and reports on military-pedagogical, scientific-methodological and special topics are delivered;
- recommendations are made on the implementation of new requirements of regulatory documents of military authorities and the experience of the armed forces in

the educational process.

Educational and methodological meetings are held to resolve specific issues of methodological activities in the structural unit of the University department. Joint meetings of several departments (interdepartmental meetings) are organised and conducted by the Commandant, Deputies Commandant of the University, the Chief of the structural unit of the University responsible for the organisation of educational activities, and the Chiefs of the relevant departments.

Scientific and methodological conferences and seminars are held at the University and its structural units. They address the most critical issues of improving the training of students, introducing new technologies and teaching methods into the educational process, researching military education issues, and the scientific organisation of the work of academic staff.

Scientific and methodological conferences may develop recommendations approved by the Commandant of the University, the Chiefs of the relevant structural unit, or department.

Instructional and methodological classes are held on the most important and complex topics of academic subjects, especially those taught by two or more academic staff members or with the involvement of unit commanders of cadets and students. The purpose of instructional and methodological classes is to work out issues of rational organisation and conduct training classes, master the most effective methodological techniques, and establish a common understanding and methodology for working out and teaching training issues. The Commandant and Deputies Commandant of the University, Chiefs of relevant structural units and departments, the most experienced and highly qualified academic staff, commanders of cadet units and students conduct instructional and methodological classes.

Demonstration training sessions are conducted by the Commandant and Deputies Commandant of the University, Chiefs of structural units, departments, and the most highly trained and qualified academic staff to demonstrate the most effective organisation and methodology of training sessions and effective methods of using elements of the training and material base in training sessions. Demonstration classes are organised following the methodological activity plan for the academic year and the schedule of classes. They must be attended by academic staff and supervisors of cadet and student units.

Open training sessions are held to exchange experiences, assist academic staff in organising training sessions, and improve their methods.

Trial training sessions are held by decision of the Commandant of the University, the Chief of the structural unit, or the department to determine the readiness of academic staff to independently conduct training sessions with students and develop methods for conducting training sessions on new topics and issues. Trial sessions are held without students.

The conduct of demonstration, open and trial classes is discussed at department meetings and recorded in the relevant meeting minutes.

Pedagogical experiments at the University are organised and conducted to test the results of scientific research in military education and pedagogical science in practice. The implementation of recommendations based on the results of scientific research into the University's educational process is carried out after their experimental verification, discussion at a department meeting, and consideration at a meeting of the University's Academic Council.

The priority areas for pedagogical experiments are:

- development of modern educational technologies and information support for the educational process;
- development and improvement of the education quality assessment system;
- improvement of the training system;
- introduction of the advanced pedagogical experience, experience of the Armed Forces of Ukraine in combat operations, experience in organising the educational process in educational institutions of the armed forces of NATO member states into the educational process.

The main criteria for the effectiveness of pedagogical experiments are obtaining new scientific results, enriching theoretical knowledge and practical skills, which contribute to improving the training of cadets, students, and PhD students, enabling them to effectively and efficiently solve specific tasks in the educational process.

Results of pedagogical experiments should meet the following requirements:

- theoretical and practical significance;
- accessibility of results, conclusions and recommendations for implementation in the educational process.

8.3. The University's Methodological Council (hereinafter referred to as the Council) is an advisory body to the Academic Council and the University's management, which coordinates the activities of structural units regarding the methodological support of the educational process.

The main areas of work and tasks of the Council are as follows:

- review and evaluation of draft regulatory documents and methodological recommendations for the organisation of the educational process at the University, expert review of draft documents on the organisation of the educational process in the structural units of the University;

- developing methodological approaches to monitoring the state of educational activities at higher education levels;

- developing regulatory documents and methodological recommendations for the creation, evaluation, approval, implementation and monitoring of educational, educational-professional and educational-scientific programmes (hereinafter referred to as educational programmes), taking into account the requirements of educational standards and standards of educational activities and the national qualifications framework;

- expert review of draft educational programmes, review of the results of monitoring educational programmes, provision of recommendations to the Academic Council of the University on the opening, adjustment and closure of educational programmes;

- establishing requirements for the form and content of materials and documents that are part of the methodological support of the educational process, rules and terms for their publication, expert review of methodological and scientific developments in the educational process and for publication;

- coordinating educational and methodological activities in structural units,

Continuation of the
organising interaction on issues of inter-subject relations, innovative teaching technologies and improvement of teaching and methodological support;
providing expert and advisory assistance to the University leadership on the content of education and the organisation of the educational process;
exercising other powers delegated by the Academic Council of the University.

The main tasks and competences of the Methodological Council are determined by the relevant Regulations, which are approved by the University's Academic Council and put into effect by order of the Commandant of the University.

8.4. Methodological Commission of the Institute (Educational and Scientific Centre)

The Methodological Commission of the Institute (Educational and Scientific Centre) is a collective advisory body of the Institute (Educational and Scientific Centre, Department of Military Training) formed for the academic year.

The Methodological Commission of the Institute (Educational and Scientific Centre) is established in each institute (educational and scientific centre, military training department) to assist the Chief of the institute (educational and scientific centre) in the systematic work of creating and improving standards of higher military education in training specialities, coordinating the methodological activities of departments, resolving issues related to the organisation of the educational process and its high-quality teaching and methodological support aimed at improving the effectiveness and quality of higher military education, improving the educational process taking into account modern pedagogical science, leading domestic and international experience, international standards, innovative teaching technologies, and experience in the use of troops (forces) in modern conditions. It contributes to improving the professional and pedagogical skills of academic staff.

The organisation and supervision of the commission's work, access of its members to educational and professional (educational and scientific) programmes, training and working curricula, programmes and working programmes of academic subjects, and other educational and methodological documentation is entrusted to the Deputy Chief of the institute (educational and scientific centre) and the Chief of the department.

The tasks of the methodological commission of the institute (educational and scientific centre) are:

- analysis of methodological activities of departments, determination of the main methodological activities of the institute (educational and scientific centre, department of military training) and departments for the academic year;

- drafting a plan for the methodological activities of the institute (educational and scientific centre) and organising its implementation;

- developing unified systematic approaches to the implementation of methodological activities at the departments of the institute (educational and scientific centre), preparing proposals and materials for consideration at meetings of the academic council of the institute (educational and scientific centre) and the Methodological Council of the University;

- methodological guidance of measures to improve educational and professional (educational and scientific) programmes for the training of military specialists, curricula (detailed academic subject curricula), programmes of educational subjects in

specific specialities;

developing teaching and methodological documents and organising methodological work at the inter-subject level, monitoring and coordinating the methodological work of departments;

interaction with methodological commissions of other institutes (educational and scientific centres) to resolve issues related to the organisation of inter-subject events;

studying and analysing the teaching of academic subjects at the departments of the institute (educational and scientific centre) and the quality of their methodological support;

organisational and methodological guidance of the work of subject-methodological commissions of departments, providing them with assistance in organising and conducting methodological work;

developing practical recommendations for the implementation of decisions of military authorities at the institute (educational and scientific centre), organising and monitoring their implementation;

studying, analysing and summarising the experience of the use of troops (forces) in repelling the armed aggression of the Russian Federation, the best practices of methodological work of departments and scientific and pedagogical staff of other institutes (educational and scientific centres) of the University, development of recommendations for its implementation in specific academic subjects, curricula and standards of higher military education;

reviewing educational and teaching literature and recommending it for further consideration;

organising and providing methodological support for pedagogical (methodological) experiments, implementing active forms and methods of teaching in the educational process;

participation in the preparation and conduct of educational and methodological meetings, scientific and methodological conferences, seminars, instructor-methodological, open and demonstration classes, supervision visits of academic staff and other methodological events at the institute (educational and scientific centre);

evaluation of trial lessons of the beginner academic staff;

expert assistance in the development of visual aids, audiovisual computer technologies for teaching, and measures to improve the material and technical base for teaching;

assistance to the institute leadership (educational and scientific centre, department of military training) in preparing reports and presentations on the organisation and improvement of the educational process.

The methodological commission of the institute (educational and scientific centre) consists of:

Chair of the Methodological Commission – Chief (Head) of the graduating department or leading specialist in the field of training;

Deputy Chair of the Methodological Commission – Chief of the department or leading specialist in the field of training;

members of the methodological commission – 2-3 representatives from each department, from among professors and associate professors who have authority and extensive professional experience.

Secretary of the Methodological Commission – senior lecturer of one of the departments, being considered for the associate professor position.

The composition of the methodological commission of the institute (educational and scientific centre, department) is approved by order of the Commandant of the University.

The topics of the meetings of the methodological commission are developed following the section on methodological activities of the University and the institute (educational and scientific centre), as well as the plan of the methodological council of the University.

Meetings of the methodological commission are held on the second Wednesday of the month, following the work plan, and are recorded in minutes. The minutes are signed by the chair and secretary of the commission and approved by the Chief of the institute (educational and scientific centre). Members of the commission have the right to participate in the discussion of issues, contribute to the implementation of the commission's decisions, submit proposals to the chair on improving educational and methodological activities at the institute (educational and scientific centre), and carry out the chair's instructions regarding the preparation of meetings and decisions of the commission.

A meeting of the methodological commission is valid if at least two-thirds of the members of the methodological commission are present. A decision is considered adopted if it is voted for by more than half of the members of the methodological commission of the institute (educational and scientific centre) present at the meeting.

Other academic staff directly related to the issues under consideration may be invited to attend the meetings of the methodological commission.

Decisions of the methodological commission on all issues are adopted by open vote.

The agenda of the regular meeting shall be communicated to the commission members and guests no later than five days before the scheduled date of the meeting.

8.5. Methodological activities of the department

The department is the centre for methodological activities at the University. The department meetings discuss issues related to:

- development and improvement of teaching methods for academic subjects;
- development of proposals regarding improvement of educational programmes, curricula for academic subjects;
- preparation of lectures, methodological materials, as well as other materials for all educational activities;
- development of the content of individual tasks for self-study of students in academic subjects;
- development of teaching and methodological materials for self-study of students;
- preparation of texts for reports, recommendations for scientific and methodological seminars and ways of their implementation in the methodology of teaching academic subjects;
- assisting academic staff in mastering the content of the academic subject and in preparing them to conduct educational classes;

results of open, demonstration, instructional, methodological and trial classes with subsequent discussion;

coordination of the content and teaching methods of academic subjects;

organisation of communication and cooperation with educational institutions on issues of the educational process;

draft textbooks, teaching aids, lecture courses and other scientific and methodological literature;

development of proposals for improving the material and technical base and direct participation in their implementation;

developing test and exam materials and options for assessment activities;

analysing the monitoring of current academic performance, tests and exams in the relevant academic subject;

introduction of the best methods of training military specialists, NATO standards and procedures into the educational process;

improving the methodological and professional training of academic staff, instructors of the department (cycle commission);

introduction into the educational process of the experience of combat operations by the Armed Forces and other components of the defence forces of Ukraine, combat and operational training of troops (forces), experience in organising the educational process in other educational institutions;

results of the implementation of measures for internal quality assurance of education and educational activities at the departmental level;

results of assessment activities, training practices (military internships), pedagogical (methodological) experiments;

the state of scientific-technical activities, rationalisation and invention work;

the implementation of individual work plans of academic staff of the department (cycle commissions) and the recording of their work;

results of supervision and mutual visits of academic staff to educational classes.

If necessary, subject-methodological commissions are created at the department, which include academic staff who jointly conduct educational work in a specific academic subject or group of academic subjects. The commission comprises academic staff of related departments, representatives of the University's leadership, commanders of cadets' and students' units. The Chief of the department appoints the Head of the subject-methodological commission. Interdepartmental subject-methodological commissions may be created.

The Deputy Commandant of the University on Academics is appointed as the Chair of the subject-methodological commission for academic subjects of professional, professionally oriented, and practical training.

The subject-methodological commission is responsible for:

developing and improving partial teaching methods for academic subjects;

developing proposals for improving educational programmes for students, educational plans and detailed academic subjects curricula;

preparing and discussing lectures, methodological materials, other materials for all educational activities in specific academic subjects;

developing and discussing the content of individual assignments for self-study by students in academic subjects;

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developing teaching and methodological materials for self-study by students;
assisting academic staff in mastering the academic subject and preparing them
to conduct educational activities;
discussion of demonstration, instructional, open and trial classes;
coordinating the content and teaching methods of academic subjects with the
relevant work of related subject-methodological commissions;
organising communication and cooperation with cadets and students on issues
related to the organisation of the educational process;
discussing draft textbooks, teaching aids, lecture notes and other scientific and
methodological literature;
developing proposals for improving the educational and material base and
directly participating in their implementation;
discussing test and exam materials and options for assessment activities;
analysis of the current academic performance of students, the results of tests and
exams in the relevant academic subject;
improving the methodological skills and professional training of academic staff;
introducing into the educational process the experience of combat operations of
the Armed Forces of Ukraine and other components of the defence forces of Ukraine,
combat and operational training of troops (forces).

8.6. Training sessions supervision

Educational activities supervision is an integral part of the internal quality assurance system for education and educational activities, and is organised and carried out in institutes, departments and training centres.

Training sessions supervision is carried out by the University's leadership, Chiefs (deputies) of training departments, Chiefs (deputies) of structural units, departments and the most experienced academic staff under their subordination.

Supervising visits to classes are carried out by officials of the University's educational departments and representatives of the structural unit for internal quality assurance in education. The University determines the issues studied during supervising visits to classes.

During supervising visits to classes, their compliance with the class schedule, the quality of teaching of the academic subject, the use of modern (innovative) pedagogical technologies by the teacher and compliance with the established methods of conducting classes following the types of classes, the degree of achievement of the class objectives, the conduct of classes under the detailed academic subjects curriculum, the state of use of material and technical resources.

The results of the educational classes supervision are discussed at educational and methodological (methodological) meetings, educational and methodological (methodological) conferences (seminars), and department meetings. Their results determine ways to improve the methodological skills of academic staff and the methods of conducting educational classes.

The procedure and specifics of organising the educational activities and students' self-study in structural units (institutes, departments, training centres) are determined by the University.

8.7. Activities of the teaching and methodological office

To generalise and disseminate best practices in the training of students, organise pedagogical experiments and implement their results in the educational process, and create conditions for improving the pedagogical (methodological) skills of academic staff at the University, teaching and methodological offices of institutes, departments, etc. are created.

The teaching and methodological office activities are organised by the Deputy Commandant of the University on Academics or the department chief responsible for the educational activities.

The teaching and methodological office also ensures the accumulation of scientific and methodological materials, education and methodological meetings, methodological conferences, maintaining a bibliography, organising pedagogical and scientific-methodological literature exhibitions, etc.

9. Professional military education (training)

9.1. System of professional military education (training)

Professional military education is specialised military education obtained through educational programmes at the appropriate levels of military education to improve the professional level of military specialists and acquire professional competencies that ensure the performance of official (combat) functions.

The training of military personnel in the officer corps is based on complete general secondary, vocational (vocational-technical), pre-higher or higher education to obtain the corresponding higher education and military education (tactical, operational, strategic) levels.

Training of tactical-level officers is based on complete secondary, vocational (vocational-technical), and pre-higher education by cadets under educational-professional programmes of relevant higher education specialities at the Bachelor's degree level, with simultaneous completion of educational programmes of basic (L-1A) and professional (L-1B) tactical-level military education.

Training of tactical-level officers is carried out based on a Bachelor's degree by cadets (students) in educational-professional (educational-scientific) programmes in relevant specialities of higher education at the Master's degree level, with simultaneous mastery of educational programmes of professional military education of the tactical level command course (L-1C).

Training of tactical-level officers for promotion to military ranks not lower than "major" is carried out based on a higher education degree not lower than a Bachelor's degree in a tactical-level staff course (L-2).

Training of officers of the operational level of military education for promotion to military ranks not lower than "lieutenant colonel" is carried out based on a higher education degree not lower than a Bachelor's degree and the presence of tactical level military education obtained at a tactical level command and staff course (L-2) at a joint staff officers' course (L-3).

Training of strategic-level officers for promotion to military ranks not lower than "colonel" is carried out either based on a higher education degree not lower than "Master's" and the presence of operational-level military education obtained in a joint

Continuation of the staff officers' course (L-3) and a strategic-level senior management course (L-4).

For promotion to positions of Chiefs of structural units of the Ministry of Defence of Ukraine, military command bodies, state bodies of the security and defence sector, central executive bodies and other state authorities whose responsibilities include issues of state defence, a military-political course in strategic management and state policy (L-5) is conducted.

Professional military training for NCOs is a multi-level training system that ensures the consistent professionalisation of NCOs and allows them to undergo training for appointment to positions at various levels, entirely in line with the general approaches and requirements for the training of this category of military personnel in the armed forces of NATO member states.

Professional military training for NCOs is carried out at four levels: basic, intermediate, advanced and higher. Advanced and higher levels of training are carried out at the National Defence University of Ukraine.

Training of NCO personnel at the advanced level for promotion to the military rank of "staff sergeant/staff senior sergeant" and replacement of chief sergeants of battalions and their equivalents is carried out based on complete general secondary education and the intermediate level of professional training - sergeant/staff sergeant - and to fill the positions of battalion chief sergeants and their equivalents is carried out based on complete general secondary education and intermediate level professional military training in an advanced leadership course.

Training of senior sergeant (senior warrant officer) personnel for promotion to military ranks from "master sergeant/master warrant officer" and to replace chief sergeants (chief warrant officers) of brigades (regiments), their equivalents and higher, is carried out based on higher education with not lower than a Bachelor's degree and an advanced level of professional military training obtained in the advanced leadership course.

9.2. Educational programmes of the professional military education course (professional military training course programmes)

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

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

A curriculum and detailed academic subject curriculum are developed for educational programmes of professional military education courses that exceed 30 ECTS credits.

Suppose a candidate completes a professional military education course that is part of an educational-professional (educational-scientific) programme before entering the University. In that case, they shall be admitted to the 2nd year with the corresponding number of ECTS credits.

Educational programmes for professional military education courses (professional military training courses) are developed by working groups comprising representatives of the customers, academic and research staff, instructors of the leadership course for NCOs of the University's Centre for Advanced Training and Professional Development, are agreed upon by the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, the customer, and approved by the Commandant of the University.

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

Educational programmes are developed for professional military education courses at all levels.

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

Based on the results of professional military education courses (professional military training courses), changes are made to the educational programme, the content is refined, and the course programmes are synchronised, if necessary.

Training on the L-3 professional military education course is conducted following defined educational programmes and training modules aimed at developing the competencies of course participants that ensure the successful performance of duties in operational-level military command structures.

The course aims to develop the ability of course graduates to effectively perform the duties of officers in joint headquarters and apply operational planning procedures for troops (forces) in a justified manner.

The L-3 course aims to master the basics of operational-level leadership, operational art, defence planning, force development, NATO-standard operations planning, and the functioning of joint headquarters during the preparation and use of troops (forces) in joint operations.

Training on the L-4 professional military education course is conducted according to specific educational programmes and training modules aimed at developing the following competencies in participants, which ensure successful performance of their duties in military (state) management bodies in the security and defence sector at the strategic level.

The course aims to develop graduates' ability to create and adopt innovative national security and defence strategic decisions.

The L-4 course aims to master the basics of strategic-level leadership, modern international relations, strategic management, defence management, training and use of security and defence forces to deter and repel armed aggression, and methodological

approaches to strategy formation.

The L-5 professional military education course follows an educational programme developed under the requirements of NATO's Joint Strategic Command Directive "Education and Individual Training (E&ITD) 075-007". It is aimed at developing the leadership qualities of generals/admirals, officers with a strategic level of military education and civil servants (categories "A" and "B") in the security and defence sector and central government bodies responsible for defence and security issues.

The L-5 course aims to enable participants to formulate a better strategy for responding to the challenges posed by Russia's aggressive policy. The course will strengthen and support further interaction between participants in inter-agency activities aimed at protecting Ukraine's national interests and international security.

Professional military training programmes for NCOs must consider the competencies defined by professional standards and meet the NATO Non-Commissioned Officer Professional Military Education Reference Curriculum requirements, NATO planning and decision-making processes.

Advanced leadership training is conducted in modules defined by the professional military training programme, which are aimed at acquiring new and improving previously acquired competencies for performing official duties and studying, updating and deepening knowledge, improving decision-making effectiveness in the performance of official duties or professional activities.

The course aims to enable graduates to effectively perform the duties of chief sergeants of battalions (divisions) and their equivalents and to improve further their leadership qualities, personal behaviour profile, and management style.

The advanced leadership course is aimed at improving the leadership qualities of sergeants and senior sergeants, their personal behaviour profile, management style, and their ability to perform tasks and functions at the appropriate level of sergeant (senior sergeant) positions, ensuring the proper functioning of the sergeant vertical structure of battalion (division) level units.

Training on the higher-level leadership course is conducted in modules defined by the relevant programme, the study of which provides in-depth theoretical and practical knowledge, the acquisition of new and improvement of previously acquired competencies for the performance of official duties that ensure the successful fulfilment of duties in the positions of chief sergeants of brigades and their equivalents, as well as in operational-level military command structures.

The course aims to complete the process of gradual improvement of leadership qualities of military personnel, improving their personal behavioural profile and management style, and enabling them to acquire the skills necessary to perform the tasks and functions of a sergeant (senior sergeant). The senior leadership course aims to develop sergeants and senior sergeants as senior military managers, enabling them to cooperate effectively with their immediate commanders from among the senior and higher officers.

Forms of education in professional military education (training) courses. Training in professional military education (training) courses is organised in three forms:

full-time – conducted under the guidance of a teacher (instructor) and requires the presence of students in one place, such as a classroom, laboratory or training

ground;

mixed (combined) form – a combination of face-to-face and distance learning, making it possible to reach many learners using the advantages of classroom learning and e-learning;

distance learning – learning at a distance, which involves using electronic and/or information technologies in combination with teaching methods that do not require the physical presence of the learner. It may include various means of communication and collaboration tools and a virtual online environment; these may be packages of learning materials that can be selected independently (individually) or courses that offer real-time teacher support.

Forms of training in professional military education courses. Training in professional military education courses is conducted in active forms, in which learners are encouraged to be active participants in the educational process, namely: to listen actively, speak, write, solve applied problems, be creative, etc., as well as to reflect on the impact of these activities on their learning. In particular, these forms include:

interactive lectures;

Socratic seminars;

training and syndicate work.

An interactive lecture is a type of lecture in which the teacher (tutor) presents a series of events, facts, principles, etc., and the students listen and participate in the discussion, ask questions or answer them, and comment. An interactive lecture is used to:

orientate students and provoke their interest;

introduce a topic or provide an overview of it;

give instructions on procedures;

present basic or reference material;

present a demonstration, discussion or presentation;

illustrate the application of rules, principles or concepts;

repeat, clarify, emphasise or summarise.

A Socratic seminar is a type of seminar that involves a teaching technique using questions that lead to the correct answer. During a Socratic seminar, participants achieve learning objectives by expressing their opinions, demonstrating their knowledge, and using their professional experience and abilities. Participants discuss professional issues to enrich their understanding of the subject (module). Socratic seminars are used for:

developing solutions to problems (e.g. with brainstorming);

stimulating thinking, interest and active learning among students;

encouraging reflection;

supplementing the content of lectures, independent reading or practical exercises;

determining the depth of understanding of the concepts and principles;

preparing students to apply theory or procedures;

clarifying or revising questions;

determining the progress of the student and the effectiveness of previous training;

promoting changes in attitudes towards something.

Training is an active form of learning that ensures the formation of skills.

Learners observe the performance of a target task and repeat it in controlled conditions. During training, the instructor (mentor) performs a sequence of actions to complete a specific task. Training includes behaviour modelling. Learners acquire new skills, abilities, behaviour patterns and ways of doing things by observing models and then applying them in practice. Training is used to:

- teach manipulative operations or procedures;
- teach how to solve applied professional problems;
- illustrate how principles work;
- teach the operation or functioning of equipment or tools;
- teach teamwork;
- establish quality standards;
- teach safety procedures.

Working in a syndicate is an active form of learning that facilitates the assimilation of principles and concepts through students' work on problems inherent in their functional environment. It is used to develop critical thinking and problem-solving skills. Syndicate work is carried out in small groups of 5 to 7 people or with pre-formed groups. Teachers (mentors) carefully develop problem-based tasks for syndicate work to achieve learning objectives.

Diagnosing the progress of training in civil defence courses.

Diagnosing learning progress is a continuous process of monitoring and evaluation aimed at maintaining the development of students throughout their professional military education courses. In addition, continuous assessment enables the University to report to the customer on students' success. The course director is responsible for assessing students. Group mentors, module directors, and teachers conduct all types of student assessments and assist the course director in determining their ratings. The University uses the following types of control for professional military education courses:

diagnostic assessment (questionnaire) – before studying a module to determine the level of preparedness of course participants based on related training materials that precede the study of the current module;

formative assessment – the academic staff member conducting the class checks the readiness of the students for the class to ensure feedback and manage their motivation to learn;

self-control – for independent verification by students of the degree of mastery of the educational material from a specific module (educational subject, topic, lesson);

summative assessment – after the completion of the course, modules (group of academic subjects) to check the degree of mastery of the educational material and the acquisition of educational and professional competences by the students following the educational programme and syllabi of the training modules.

Students must complete all tasks within each module to report on the module.

The student assessment procedure consists of two parts.

All modules include a final assignment subject to assessment, and students are assessed on their learning outcomes for all course modules.

Students' progress (achievements) in all types of course activities is monitored and evaluated, and the results are used to create a final report, which will be provided

to the customer.

A summative assessment is conducted for each course module to formally evaluate the progress and knowledge of students in relation to the learning outcomes. Course participants receive a summative assessment for the completion of tasks based solely on a point system. The type of assessment used in each module is determined during course planning to ensure the best way to assess the achievement of learning outcomes and participants' progress.

Each module director determines a more detailed matrix for all summative assessments in the course assignments. Before the start of each module, students are provided with assessment matrices.

Based on the results of their studies at the University, persons who have completed a specific educational programme are issued a certificate of completion of professional military education courses under the relevant educational programme and an appendix to the certificate (certificate) containing information about the names of the academic subjects, the number of ECTS credits earned and the grades received.

Students enrolled in professional education courses may be expelled in the following cases:

- for academic failure;

- for disciplinary matters;

- for violation of the principles of academic integrity;

- due to health reasons, based on the conclusion of a military medical commission;

- due to family circumstances and other important reasons, a list of which is determined by the Cabinet of Ministers of Ukraine;

- due to staff reductions or organisational measures, in the event of inability to serve in the military;

- due to unwillingness to continue education;

- due to termination of contract;

- due to a final conviction by a court of law.

9.3. Rights, duties and powers of the main entities involved in professional military education

The main entities involved in professional military education courses are: the Chief of the institute, the Deputy Chief of the institute, the chief instructor, the course director, the module director, the instructor, the academic staff, the senior course officer, the course officer and the course participant.

The director of a professional military education course is a full-time official who manages the development of the course curriculum, is responsible for planning, organising and conducting the course, ensuring the quality of education, providing feedback to students, informing study groups about their progress, and coordinating the involvement of external lecturers and other participants in the course.

The course director is directly responsible for the course's development, planning and quality.

The course director is obliged to:

- lead the working group for the development and refinement of the course

- curriculum;
- agree on the composition of the support team (academic staff conducting classes) for the course;
- together with the module directors, determine the list of classes that can be held outside the University and classes that guest lecturers can hold, and participate in organising them;
- participate in planning the class schedule;
- determine the procedure for conducting diagnostic examinations for students;
- determine the organisation of reporting and assessment methods;
- accompany students throughout the course;
- provide support to students during distance learning;
- establish the procedure and deadlines for reporting in the distance learning system, and involve academic staff in the verification of reporting materials;
- participate in practical classes and ongoing assessment of students;
- together with module directors, organise work and provide methodological support to students during the development of their written assignments, individual, group and collective projects;
- respond to the needs of students in organising additional classes and, based on the results of training, initiate changes in the topics of classes and the course programme;
- conduct a survey of students at the end of the module to identify areas for improvement;
- at the end of the course, conduct a survey of students to identify areas for improvement in the educational process of the course;
- conduct a survey of students six months after the end of the course.

The module director is a freelance official selected from among the scientific and teaching staff who is the leading and most qualified specialist in the module content and is responsible for developing the module's educational documents, planning, organising and conducting the module, ensuring the quality of education, providing feedback to students, informing study groups about their progress in learning, and involving external lecturers and other participants in the course.

The module director is responsible for planning, developing, conducting and evaluating the learning outcomes for the relevant course module and communicating and administering matters related to external support, such as guest speakers and study trips.

The module director is responsible for:

- lead the working group on the development, refinement, revision and review of the content of the professional military education course module programme;

- be part of the course support team;
- together with the course director, determine the list of module classes that can be held outside the University and classes that guest lecturers can hold, and participate in organising them;
- provide the module syllabus, module study schedule and an extract from the module curriculum to the course director for approval;
- determine the organisation of reporting, control and methods of assessing students' work for the module;
- support students throughout the module;
- ensure that the distance learning platform is filled with teaching and methodological materials within the scope of their module;
- participate in practical classes and ongoing assessment of students' work;
- organise the work and provide methodological support to students during the development of their written assignments, individual, group and collective projects within the module;
- develop questions for a student survey at the end of the module regarding its content and the quality of the classes;
- respond to students' needs for additional classes and, based on the results of training, initiate changes to the schedule, topics of classes, module and course programme;
- participate in daily assessments based on the module's results and summative assessments of students.

A mentor is assigned to a specific study group, whose primary role is promoting active learning among students in line with the course objectives and outcomes. They should primarily act as a mentor for the students in the group. The mentor monitors and evaluates students' progress during the course regarding leadership and critical thinking skills, and provides feedback and information to students to support the requirements set out in the relevant course plan. The mentors perform their duties under the supervision and guidance of the course director.

The main tasks and responsibilities of the mentor are:

- conducting classes with the study group for which they are a mentor;
- helping students achieve learning outcomes;
- providing advice to students on the educational programme, professional development, educational goals and performance;
- supporting and monitoring students' individual research and group activities;
- facilitating learning in small groups (syndicates); assisting in the preparation of individual development plans;
- compile and develop comprehensive reports on student development following established rules and requirements;

support the course director, assist in the development and review of educational programmes for courses and modules (elective subjects), support other activities, perform additional work-related tasks as required;

in coordination between the course director and department chiefs, mentors provide teaching as subject matter experts in the field of expertise that supports the modules or elective subjects;

manage the social activities of the relevant study group to consolidate its members.

The senior course officer is responsible for the methodological support of the course, as well as for the accounting and maintenance of documents that regulate the organisation and educational and methodological support of educational activities on the course.

The course officer is responsible for the administration of the course (maintaining the distance learning platform).

Organisation of course participants.

Course group commander (leader). Students elect one of the group representatives as commander (leader). To organise feedback, the course director delegates authority to the group commander (leader) concerning other course students.

The group commander (leader) is the delegated representative of the students, who represents their interests in matters related to the educational process and life support: disseminating information among students, gathering their opinions on important issues and forwarding feedback to course management and teachers on topics related to course planning and delivery, and ensuring feedback at the end of the course.

Duties of the course group leader:

maintaining direct communication with the course director and facilitating the development of the educational process of the course;

disseminating information about the educational process among students;

coordinating the group's overall vision on issues related to the development of the educational process and communicating this information to the course director;

organising the planning and implementation of social and other course events at the University and beyond;

organising the planning and preparation of course memos at the end of the course from the course participants;

organising a briefing with feedback at the end of the course.

Assistant to the course group commander (leader). Every week (if necessary), the course director will appoint an assistant responsible for meeting, accompanying, and introducing guest speakers to course classes. The assistant to the group commander (leader) is also responsible for preparing the audience for classes.

Course subgroups. Students are divided into subgroups, the composition of which is determined for the duration of the course.

Course subgroup leader. Each subgroup elects a leader who represents the views of their subgroup during the development of collective and group projects.

Responsibilities of students of professional military education courses.

During their studies, students have responsibilities related to the educational process: academic integrity and general rules of conduct. In particular, students are required to:

- to know the purpose and tasks of an educational institution, defined by the educational programme;
- to comply with the requirements of the laws of Ukraine, the Armed Forces Regulations, the statutes of the educational institution, and the orders of commanders and superiors;
- be responsible for the property of the educational establishment, weapons and military equipment;
- strictly adhere to safety and security measures during training sessions and work on weapons and military equipment;
- comply with the requirements regarding the protection of the classified information.

Students have the right to:

- attend other classes held at the University that contribute to successful learning in professional military education courses, subject to agreement with the course director;
- choose topics for research papers (projects) or propose their own with justification of the feasibility of their development;
- organise their work independently during the specified daily and class schedules.

10. Professional development (advanced training, faculty development) of permanent staff

The professional development of permanent staff (academic, research and military personnel of the University) is carried out to improve their professional development per the requirements of the law.

10.1. Procedure for professional development of permanent staff

The professional development of the University's academic staff is an integral part of the internal quality assurance system for education and educational activities. It is carried out through professional development courses for academic staff at the University, research institutions, specialised foreign educational institutions in the relevant field, and other institutions engaged in educational activities in the professional development of academic staff, following the requirements of the legislation.

Academic staff from among military personnel may improve their qualifications in advanced training courses for officers at the University, scientific institutions, internships in the armed forces (forces), at enterprises, in organisations belonging to the sphere of management of the Ministry of Defence of Ukraine, as well as at military (armed forces) training, weapons and military equipment testing, etc.

Specific activities of academic staff (participation in academic mobility programmes, scientific internships, self-education, and obtaining a scientific degree) are recognised as advanced training.

The management of the professional development of academic staff is entrusted to the Deputy Commandant of the University on Academics. The organisation and supervision of professional development of academic staff are entrusted to the University department, which is responsible for the organisation of educational activities and their scientific and methodological support. The plan for the professional development of the University's academic staff for the academic year is developed based on proposals from the main structural units.

At the institute (educational and scientific centre) and department, activities for the professional development of academic staff are planned and organised by the Chief of the institute (educational and scientific centre) and the Chief of the department.

The plan for the professional development of academic staff for the academic year of the University is signed by the Deputy Commandant of the University on Academics and approved by the Commandant of the University.

The scope (duration) of professional development for academic staff is determined in hours and/or ECTS credits. The total scope of professional development for academic staff over five years cannot be less than six ECTS credits (180 hours).

10.2. Main types of professional development

The main types of professional development for academic staff of the University are:

training under a professional development programme, including participation in seminars, workshops, training courses, webinars, master classes, etc.;

specific activities of academic staff (participation in academic mobility programmes, scientific internships, self-education, obtaining a scientific degree, and higher education) may be recognised as professional development.

A working group develops the professional development programme for academic staff under the supervision of the Deputy Commandant of the University on Academics, approved by the Academic Council and put into effect by order of the Commandant of the University, where the professional development takes place. The professional development programme for academic staff should include info about who developed it, name, purpose, direction, content, scope (duration) in hours and/or ECTS credits, form(s) of professional development, and a list of general and special (professional) competences.

The scope (duration) of the professional development programme for academic staff is determined by its actual duration in hours, excluding self-study, or in ECTS credits, considering self-study.

Internships for academic staff of the University are carried out according to an individual programme developed by the academic staff representative, agreed upon by

Continuation of the

the Chief of the department, the Chief of the relevant structural unit, the Deputy Commandant of the University on Academics and approved by the Commandant of the University. One day of internship is equivalent to 6 hours or 0.2 ECTS credits.

Internships for academic staff of the University may be carried out at an educational institution, at the place of work, military service of an employee, another educational institution or scientific institution. The internship supervisor is appointed from among academic or scientific staff who work at the University as their primary place of work or military service, have a scientific degree and/or academic title, and have at least ten years of work or military service experience in academic or scientific positions.

Internships for academic staff from among military personnel of the University in the armed forces (forces) are conducted with the aim of:

- improving their military and professional knowledge and skills in their speciality in the relevant command, staff, engineering and other positions of the officer corps;

- studying the advanced experience of operational, combat and mobilisation training of troops (forces) and the service of University graduates in the armed forces (forces);

- assisting the troops (forces) in introducing advanced methods of training and education, and the results of research into their practical activities.

Internships may also be carried out in structural units of the Ministry of Defence of Ukraine and the General Staff of the Armed Forces of Ukraine, as well as in institutions, enterprises, and organisations of the Ministry of Defence of Ukraine and other central executive bodies of Ukraine.

The duration of the internship is determined by the internship programme. By decision of the Commandant of the University, academic staff may be sent on a duty trip to the armed forces (forces) for not less than one month to perform official duties related to practical activities in their speciality, which may be considered an internship.

10.3. Planning the professional development of academic staff

A professional development plan is drawn up for each academic staff member appointed to the department who begins to conduct educational activities. A supervisor with relevant experience in educational activities at the University is appointed from among the academic staff to provide direct guidance and assistance.

The planning of professional development for subordinate academic staff is carried out by the Chief of the structural unit where the academic staff member works or performs military service. Academic staff employees must improve their professional level, pedagogical skills and scientific qualifications.

Advanced training for military personnel and employees of the Armed Forces of Ukraine University (except for research and academic staff) is carried out to improve their professional development, acquire professional competencies that ensure the performance of official (combat) functions within the scope of professional activities in professional military education courses of various levels of military education and advanced training courses (additional training, retraining) at the University by advanced training plan at relevant calendar year. The plan for professional development of military personnel and employees of the Armed Forces of Ukraine at the University is developed by a structural unit of the University's Staff based on proposals from commanders (chiefs) of structural units and approved by the

Commandant of the University.

A decision of the Academic Council approves the results of the professional development of the University's academic staff.

Within one month after completing the professional development, the academic staff submits a report to the Academic Council of the University, an application for recognition of the results of professional development and documents confirming that they have completed professional development.

The University's Academic Council has the right to delegate the authority to consider such issues to the academic councils of educational structural units (institutes, education and research centres). Issues regarding the approval of professional development results are considered at least once a year, by 25 December of the current year.

The results of professional development in educational institutions that are licensed to provide professional development for academic staff or that conduct educational activities under an accredited educational programme do not require separate recognition or confirmation.

10.4. Professional development of permanent staff who teach a foreign language language

Academic staff from among military personnel and civil servants of the Armed Forces of Ukraine who teach English and/or other foreign languages undergo training and improve their qualifications by internationally recognised current practices of teaching English as a foreign language in foreign universities, military universities and educational and/or training institutions in the field of language training and language testing.

10.5. Individual training of officers, NCOs and enlisted personnel

Individual training is a purposeful and organised process of sequential training and education measures for all categories of military personnel, aimed at developing the necessary level of knowledge, skills, abilities, physical and psychological qualities for the performance of duties in their position (speciality) both in peacetime and in special periods.

The organisation, planning, implementation and supervision of individual training for officers, NCOs and enlisted personnel are carried out under the supervision of the Chief of Staff – Deputy Commandant of the University.

11. Moral and psychological support, social support for participants in the educational process

11.1. Moral and psychological support for participants in the educational process at the University

Moral and psychological support for participants in the educational process at the University is an integral part of the educational process. It includes: organisational,

Continuation of the psychological, pedagogical, informational, cultural, academic, and military and social measures, aimed at forming and maintaining the moral and psychological qualities necessary for higher education students to continue their military service.

The main tasks, forms and methods of moral and psychological support for participants in the educational process are determined by regulatory and legal acts of central executive bodies in the field of higher education and science, the Ministry of Defence of Ukraine and the General Staff of the Armed Forces of Ukraine, and may be supplemented and adjusted based on specific conditions.

The main tasks of moral and psychological support for participants in the educational process at the University are:

- forming and maintaining moral, psychological and professionally significant qualities in students, necessary for and subsequently for the successful performance of assigned tasks;

- ensuring a common understanding among students of Ukraine's state policy in the field of defence and security, and support for the state's European integration policy;

- to instil in students a deep love for Ukraine and its people, to develop their combat skills and spiritual and psychological readiness to take up arms to defend the Ukrainian state, to shape the qualities of a patriotic citizen and a sense of personal responsibility for the defence and security of Ukraine;

- to instil in participants in the educational process respect for the Constitution of Ukraine and the laws of Ukraine, conscious fulfilment of the requirements of the military oath and the statutes of the Armed Forces of Ukraine, orders of the Ministry of Defence of Ukraine, the General Staff of the Armed Forces of Ukraine, and the Commander-in-Chief of the Armed Forces of Ukraine;

- preserving the life and health of all categories of university personnel;

- organising work to maintain proper military and labour subject, law and order, and prevent offences;

- creation of appropriate conditions for compliance with the requirements of regulatory and legal acts of Ukraine on the prevention, detection and elimination of any manifestations of corruption;

- organising comprehensive measures to predict, prevent and neutralise the effects of negative information and psychological influence on the University's personnel;

- educating students to develop a conscious attitude towards learning; educating students to create high moral and combat qualities,

- psychological stability based on the historical traditions of the Ukrainian people, a conscious attitude towards the performance of official duties, loyalty to traditions and the battle flag, and the effective use of military rituals for this purpose;

- disseminating combat experience, examples of courage, examples of heroism, mutual assistance, friendly relations, and traditions of combat brotherhood;

- organising welfare activities for the University's personnel;

- conducting moral and psychological studies of personnel;

- studying the moral and psychological state of the University's personnel, conducting professional and psychological selection for various levels and positions;

- ensuring the psychological adaptation of all categories of University personnel following their specialisation and individual psychological characteristics, conducting appropriate preventive work;

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studying the social and psychological state in the structural units of the University, reviewing proposals from commanders of all ranks on improving educational work with cadets, students, and adjuncts;

studying and adjusting the socio-psychological state in the structural units of the University, conducting socio-psychological measures to strengthen the military subject;

implementation of measures for the legal and social protection of the University's personnel;

organising and conducting events to comply with Ukrainian legislation on social and legal protection of military personnel and their families, and employees of the Armed Forces of Ukraine;

forming a creative atmosphere, high morale and responsibility among scientific, pedagogical and teaching staff;

educating cadets, students, and adjuncts in the qualities necessary for an officer who is capable of effectively training and educating subordinates, strengthening military subject and organisation, maintaining constant combat readiness, skilfully uniting military collectives, and working in conditions of democratisation of life in the armed forces (forces).

shaping and developing the qualities of military leaders in lyceum students, cadets, students, PhD students, and doctoral students, taking into account national experience and the experience of the armed forces of NATO member states.

11.2. Social support for participants in the educational process at the University
Social support for participants in the educational process at the University is a purposeful professional activity of university officials, which contributes to solving the problems of military personnel and their families, employees in difficult life circumstances, improving their quality of life and well-being based on the principles of social justice, respect for human rights, collective responsibility and respect, counteracting factors of social exclusion and promoting human rights.

The main tasks of social support for participants in the educational process at the University are:

ensuring and protecting the rights and interests of all categories of university personnel;

monitoring social processes at the University, preventing and neutralising cases of social tension in military communities;

creating the necessary conditions for study, living and recreation for all categories of students;

organising legal and psychological consultations, medical services, and financial assistance to higher education applicants;

information and explanatory work on benefits, rights and social guarantees, mechanisms and ways of acquiring and obtaining them;

provision of necessary insurance conditions;

appropriate social security for categories of citizens specified by the legislation of Ukraine;

improvement of the physical, cultural and spiritual development of individuals;

Continuation of the targeted work with military personnel and their families, employees who require enhanced assistance and support, primarily military personnel who have suffered serious injuries, concussions, disabilities, persons with special needs, and the seriously ill; timely consideration of proposals, complaints and statements on social and legal protection issues, and their prompt resolution.

12. Material and technical base

The material and technical base of the University includes the following elements: weapons, military equipment and material and technical resources, equipped training facilities (areas, training grounds, command posts), facilities for physical training and sports, designed to ensure the training of students by the curricula and detailed academic subjects curricula, modern technologies and teaching methods, as well as for conducting scientific research.

The material and technical base of the University is divided into a material and technical base at the place of permanent deployment and a field training base.

The material and technical base is created and improved following the needs of the University, and must ensure that the following tasks are fulfilled:

- the acquisition by students of general, professional (military-professional, military-special) competences defined by the standards of higher, professional pre-higher education in the field of training, professional standards for the relevant military-registration specialities and educational programmes;

- ensuring that students complete educational programmes, curricula, study plans and work programmes for academic subjects to a high standard;

- ensuring high-quality general military training and development of professional skills of students in all specialities (specialisations) and educational programmes following curricula and work programmes of academic subjects;

- ensuring the conduct of all types and forms of training activities for the acquisition of practical skills by students in the management of troops (forces, military units), the use and maintenance of relevant weapons and military equipment;

training students in military unit management and coordination, command post and combat post operations;

training of students in the use of radio-electronic warfare and weapons of mass destruction;

ensuring the fire training for education with personal firearms;

achieving a high level of field training for students and physical training for the University's personnel;

the formation of moral resilience and psychological readiness of students to perform combat tasks;

preventing injuries among personnel, and also environmental pollution.

The main elements of the University's material and technical base are:

lecture halls (halls), classrooms (computer, specialised), offices (language labs, classrooms, teaching and methodological, etc.), halls (rooms) for course and diploma projects;

educational and auxiliary premises for academic staff, office premises for engineering and technical staff, etc.;

auxiliary premises: sanitary and technical premises and storage rooms, corridors, switchboards, boiler rooms, cloakrooms, utility rooms, etc.;

samples of weapons and military equipment; training and laboratory facilities (laboratory equipment, measuring and electronic computing equipment, technical means of training and control, visual aids);

field training facilities, training centres, training grounds, camps, command post systems (training command posts), etc.;

printing facilities;

facilities for conducting scientific research: research laboratories, computing centres (laboratories, halls), etc.;

sports complexes and facilities, training towns, as well as parade grounds, shooting ranges and other general military training facilities;

barracks and dormitories, locations in the field (base camps, tent cities, etc.);

Other material and technical resources, such as buildings, structures, property complexes, land plots, communications, equipment, vehicles, and other property, are used to ensure military specialists' educational process and training.

Within the structural units of the University that provide training in general military, military-professional and military-specialised subjects, the following have been established: training command posts, simulation modelling centres, training and laboratory complexes, and classrooms.

The University's training command post is a complex of specialised premises equipped with the appropriate equipment and technology necessary for conducting tactical (tactical-special) classes, command and staff training (war games), as well as improving practical skills in the preparation and conduct of operations (combat operations), command and control of troops (forces) and their comprehensive support.

The University's training complex is a complex of specialised premises, as well as facilities and structures for physical training and sports, equipped with simulators, deployed models of weapons and military equipment necessary for practical, tactical

Continuation of the (tactical-special), group classes in general professional, military-professional, and military-specialised training subjects, as well as to improve practical skills in the use, operation, maintenance, and repair of weapons and military equipment, as well as military-applied motor skills and abilities.

The University's educational and laboratory complex is a complex of specialised premises equipped with samples of weapons and military equipment, their cutaway and training units, assemblies, blocks, specialised training stands for laboratory and practical classes in general professional, military-professional and military-specialised training, as well as for improving practical skills in maintenance, repair and operation.

For medium-term planning, the University develops a long-term plan for developing and improving the material and technical base (hereinafter referred to as the Long-Term Plan) for five years.

The development of the Long-Term Plan is organised by the Chief of Staff – Deputy Commandant of the University, together with the Deputy Commandant of the University for Logistics.

The Deputy Commandant of the University on Academics, the chiefs of the main structural units, relevant departments and services, and the chiefs of departments participate in the development of the Plan.

The University's Long-Term Plan is agreed upon by the relevant military authorities, structural units of the Ministry of Defence of Ukraine and the General Staff of the Armed Forces of Ukraine, which are the customers, and is approved by the First Deputy Minister of Defence of Ukraine.

Changes and additions may be made to the Long-Term Plan following changes in the state order to train military specialists.

The development and improvement of the material and technical base is carried out following changes in the training programmes for military specialists.

The relevant services of the University provide material and technical (logistical) support for the educational process, which determine, order and receive the necessary weapons, equipment, material resources and other military training property.

13. International cooperation and internationalisation

The University has the right to international cooperation following the procedure established by the current legislation of Ukraine.

Focus efforts on:

- improving all areas of activity by expanding international cooperation and continuing to develop educational and scientific ties with international partners;

- intensifying the University's activities within the DEEP-Ukraine Programme in the following areas: improving the military education and training system; enhancing the teaching skills of academic and scientific staff;

- introducing NATO standards and procedures into the educational process; developing information technologies and distance learning;
- developing promising educational programmes;
- holding international scientific events.

The University will continue to work on expanding the areas of training for foreign specialists of all levels and holding joint educational and scientific events with both Alliance member countries and other foreign partner countries.

The main areas of international cooperation are:

participation in bilateral and multilateral inter-governmental and inter-university exchange programmes for cadets (students, PhD students, doctoral students), academic staff;

conducting joint scientific research;

organising international conferences, symposiums, congresses and other events;

participation in international educational and scientific programmes;

joint publishing activities;

providing services related to higher and postgraduate education to military personnel of foreign states;

creating joint educational and scientific programmes with foreign higher education institutions, scientific institutions and organisations;

sending scientific, academic staff abroad under international agreements of Ukraine, as well as agreements between such higher education institutions and foreign partners;

involvement of scientific and academic staff from foreign higher education institutions to participate in scientific and academic activities at the University;

other areas and forms that are not prohibited by law.

The university trains military specialists for foreign countries through intergovernmental agreements and agreements between the Ministry of Defence of Ukraine and the defence ministries of foreign countries.

Internationalisation is an objective consequence of globalisation and one of the most important trends in education worldwide. It is one of the key challenges facing higher education institutions in Ukraine. Internationalisation means, first and foremost, acquiring new knowledge and technologies, as well as exchanging experience within the framework of international military programmes.

The main directions of internationalisation at the University are:

improving educational programmes based on international experience; focusing on the maximum integration of the University into the Euro-Atlantic educational community;

participation in bilateral and multilateral intergovernmental exchange programmes within the framework of international educational and scientific programmes;

organisation of international conferences, symposiums, seminars and other events;

joint publishing activities;

development of new courses of an international or intercultural nature;

development of joint courses in English leading to mutual recognition of learning outcomes and certification according to NATO standards;

creation of joint military-professional educational programmes in English;

exchange of teachers and students under separate agreements;

involvement of foreign teachers in teaching at the University.

The goal of the University's internationalisation:

improving the quality of education at all levels of higher education;

development of research, innovation and publication activity of the University's

Continuation of the scientific and academic staff, implemented through an increase in publications in professional journals indexed in the Scopus and Web of Science scientometric databases;

- modernisation of the educational process;

- a strategic approach to the development of partnerships through the development of international educational communications;

- creation of joint research infrastructures with foreign partner universities;

- promotion of joint scientific and academic activities with researchers from partner universities;

- publishing scientific works in the languages of partner universities;

- attracting scientific and academic staff from partner universities to work at the University;

- work on the international image of the University.

Tasks of the University's internationalisation:

- development and support of international cooperation;

- development and strengthening of international and intercultural content in educational programmes;

- internationalisation of educational programmes;

- internal quality assurance of higher education programmes following international standards;

- achieving positive dynamics results in education as a result of its internationalisation;

- increasing the number of participants in the University's educational process who are involved in international activities;

- participation of the University in international scientific, educational projects and programmes;

- creating conditions for the acquisition of foreign languages for scientific and academic staff and higher education students;

- increasing the proportion of academic subjects taught in foreign languages to higher education students;

- expanding the number of scientific and academic staff from among representatives of the foreign academic community;

- increasing the involvement of scientific and academic staff in teaching at educational institutions in partner countries;

- identifying countries of most significant strategic interest.

Basic components of the University's internationalisation:

- institutional commitments, administrative leadership, structure and staff: taking into account the interests of all stakeholders when developing measures to implement the internationalisation of the University;

- periodic assessment of the achievement of established goals and results, which are formally measured and analysed;

- identification of departments responsible for coordinating and monitoring internationalisation activities, collecting and analysing reports and materials from academic and research staff, other departments and external partners.

- Internationalisation of educational and scientific activities:

Continuation of the implementation of international competencies into general educational requirements, in particular concerning foreign language proficiency and understanding of current global challenges;

taking into account the international dimension in each educational programme at each stage of training, in particular through the development and introduction of new subjects that shape international competences, or through the appropriate adaptation of existing subjects;

developing integrated courses and programmes in cooperation with foreign partners;

reviewing the requirements for obtaining international certificates, bachelor's, master's and doctoral degrees.

The international dimension of the University's policy on scientific and academic staff:

the scale, nature and level of the University's international cooperation;
compliance with international criteria of the level of development of research and academic staff;

assessment of the publication activity of scientific and academic staff;
participation in the international conferences and global research networks.

Internationalisation of the University's educational activities:

developing joint educational programmes and teaching materials with foreign partners;

joining existing and creating new international exchange programmes for higher education students;

developing joint international double degree programmes and certification programmes for training specialists;

accreditation of educational programmes by international and national agencies for the accreditation of educational services;

systematic monitoring of the effectiveness of the University's partnerships with domestic and foreign research and educational institutions, scientific institutions and enterprises;

involvement in existing and creation of new international exchange programmes for scientific and academic staff;

creation of exclusive international educational programmes at the University;

developing training programmes in foreign languages;

implementation of teaching programmes that provide opportunities to obtain internationally recognised certificates;

expanding the practice of involving foreign teachers in the educational process at the University;

ensuring the availability of global educational and scientific resources via the Internet by:

obtaining access to specialised and universal foreign scientometric databases;

concluding cooperation agreements with organisations that maintain foreign scientometric databases;

increasing the number of teaching materials and results of the educational

process in foreign languages (freely available);

developing and consistently implementing a policy for using the opportunities offered by distance mass open online courses in the interests of developing the competencies of higher education students and academic staff of the University;

improving the practice of checking the work of higher education students for plagiarism using the Internet;

expanding opportunities for the study and practical application of foreign languages;

justification of the policy on the use of foreign-language teaching and methodological materials in the interests of developing the competences of higher education students, academic staff of the University;

determining the criteria for selecting foreign scientific publications and global information networks and databases, which are subscribed to by the University;

presentation of the library's opportunities for studying foreign sources to participants in educational and scientific research;

certification of educational programmes according to NATO standards;

publishing, together with foreign partners, monographs, other scientific publications and articles in publications, including publications in professional journals indexed in the Web of Science and Scopus scientometric databases;

introduction of University awards (prizes) for the best interdisciplinary research and participation in international scientific events and competitions;

holding systematic international conferences, forums, thematic round tables with the participation of foreign participants with public presentation of the practical results obtained;

involvement of higher education students, adjuncts and doctoral students in the organisation and conduct of international events;

transforming the University into a platform for interaction between national and international research and professional networks.

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

Mykola PALAMAR

Appendix
to the Regulations on the Organisation of the
Educational Process at the National Defence
University of Ukraine
(clauses 5.1–5.3)

List of key documents of the National
Defence University of Ukraine
regulating the organisation and conduct of the educational process

№ No	Document title	Form of storage (presentation)	Note
1	2	3	4
I. List of primary documents of the University			
1	Statute of the National Defence University of Ukraine	in paper and/or electronic form	
2.	Regulations on the organisation of the educational process	in paper and/or electronic form	
3.	Regulations on the internal quality assurance system for educational activities and the quality of military education	in paper and/or electronic form	
4.	Licences to conduct educational activities at the relevant levels of higher, pre-higher professional education and specialities or to conduct educational activities under the relevant educational programme	in paper and/or electronic form	
5.	Certificates of accreditation of educational programmes (specialities)	in paper and/or electronic form	
6.	Higher education standards for each level of higher education within each speciality (copies)	in paper and/or electronic form	
7.	Professional standards for officers by level of military education and corresponding military registration specialities	in paper and/or electronic form	
8.	Professional standards for NCO personnel by corresponding military registration specialities	in paper and/or electronic form	

9.	Plan of main activities for the academic year by sections: educational activities, scientific- technical activities, methodological activities,	in paper and/or electronic form	
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1	2	3	4
	activities of the internal quality assurance system and the quality of higher education; moral and psychological support; material and technical support; other organisational measures and activities		
10	Schedule of measures for the month	in paper and/or in electronic	
11.	Schedule-calendar of the educational process for the academic year	in paper and/or electronic form	
12	A five-year plan for the development and improvement of the material and technical base	in paper and/or electronic form	
13	Professional development plan for academic staff for the academic year	in paper and/or electronic form	
14.	Information on the academic performance of students	in paper and/or electronic form	
15.	Summary data on the results of exams and tests for the semester (academic year)	in paper and/or electronic form	
16	Report on activities for the academic year	in paper and/or electronic format	
17.	Timetables of classes (exam sessions)	in paper and/or electronic form	
18.	Work plan of the Academic Council for the academic year and minutes of meetings	in paper and/or electronic form	
19.	Registration log book of diplomas (certificates)	in paper and/or electronic form	
20.	Registration log book of academic references	in paper and/or electronic form	
21.	Order of the Commandant of the University on the organisation of the educational	in paper and/or electronic form	

Continuation of the

	process in the academic year		
22	Order of the Commandant of the University on the distribution of the academic workload for the academic year	in paper and/or electronic form	

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23	Educational-professional, educational-scientific programmes for each level of higher education in each speciality (specialisation, if available)	in paper and/or electronic form	
24	Curricula for the training of students	in paper and/or electronic form	
25	Catalogue of elective subjects	in paper and/or electronic format	
26.	Collections of syllabi	in paper and/or electronic form	
27.	Programmes for the professional development of academic staff	in paper and/or electronic form	
28	Educational programmes for professional military education courses for the corresponding levels of military education	in paper and/or electronic form	
29.	Programmes of professional military training courses (for military specialists of NCO ranks) according to military training levels: advanced, higher	in paper and/or electronic form	
30	Curricula for advanced training courses for military personnel, civil servants and employees of the Armed Forces of Ukraine	in paper and/or electronic form	
31.	Military internship curriculum	in paper and/or electronic form	
32.	Initial military and professional training curriculum	in paper and/or electronic form	
33.	Plan of editorial and publishing activities for the year	in paper and/or electronic form	
II. List of primary documents of the institute (educational and scientific centre)			
1.	Regulations on the institute (educational and scientific centre)	in paper and/or electronic form	

2.	Standards of higher, professional and pre-higher education for each level of higher, professional and pre-higher education within each speciality (copies)	in paper and/or electronic	
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3.	Professional standards for officers by level of military education and corresponding military registration specialities (copies)	in paper and/or electronic form	
4.	Educational-professional, educational-scientific programmes for each level of education for each speciality (specialisation, if applicable) (copies)	in paper and/or electronic form	
5.	Curricula for training students (copies)	in paper and/or electronic format	
6.	Plan of main activities of the structural unit for the academic year by sections: educational activities, scientific-technical activities, methodological activities, measures of the internal quality assurance system of educational activities and quality of higher education; moral and psychological support; material and technical support	in paper and/or electronic form	
7	Plan for the professional development of leadership and academic staff for the academic year (excerpt from the university plan)	in paper and/or electronic form	
8.	Report on the activities of the structural unit for the academic year	in paper and/or electronic form	
9.	Work plan of the academic council of the structural unit for the academic year and minutes of meetings	in paper and/or electronic form	
10	Individual educational plans of students	in paper and/or in electronic form	
11.	Individual training plans for students (for individual study schedules)	in paper and/or electronic form	

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12	Schedules of classes (exam sessions)	in paper and/or electronic form	
13.	Information on the academic performance of students (second copy)	in paper and/or in electronic form	
14.	Student record books	in paper and/or	

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		in electronic form	
15.	Study cards of students	in paper and/or electronic form	
16	Summary data on the results of exams and tests for the semester (academic year)	in paper and/or electronic form	
17.	Ranking lists of applicants	in paper and/or electronic form	
18.	Academic records log books by study groups (departments)	in paper and/or electronic form	
III. List of primary documents of the department			
1.	Regulations of the department	in paper and/or electronic form	
2.	Plan of the department's main activities for the academic year, divided into sections: tasks of the department for the academic year, distribution of time by type of activity of academic staff, educational activities, methodological activities, scientific-technical activities, measures of the internal quality assurance system of educational activities and the quality of higher education, measures for moral and psychological measures, professional development of academic staff, measures for material, technical and informational support of educational activities	in paper and/or electronic form	
3.	Individual work plan of academic staff for the academic year	in paper and/or in electronic form	
4.	Minutes of the department meeting	in paper and/or electronic form	

5.	List of topics for Master's (Bachelor's) qualification papers for each educational programme	in paper and/or electronic form	
6	List of topics for military science theses according to the department's profile	in paper and/or in electronic	

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		form	
7	Report materials on the professional development of academic staff	in paper and/or electronic form	
8.	Logbook on supervision and mutual visits to training sessions	in paper and/or electronic form	
9.	Detailed academic subjects curricula	in paper and/or electronic form	
10.	Syllabi of elective educational subjects	in paper and/or electronic form	
11	Curricula programmes (military training) for students	in paper and/or electronic form	
12.	Teaching and methodological materials for educational components (educational and professional (educational and scientific) programmes, educational programmes of professional military education courses, programmes of professional military training courses, curricula of advanced training courses, plans and programmes of initial military and professional training)	in paper and/or electronic form	
13.	Materials for conducting the certification of students	in paper and/or electronic form	
14.	Journal for recording the completion of test assignments and individual tasks by students enrolled in distance learning programmes	in paper and/or electronic form	
15	Report on the activities of the department for the academic year	in paper and/or in electronic form	
16.	Professional standards and educational programmes specific to the department (copy and electronic version)	in paper and/or electronic form	

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Ruslan TORCHEVSKYI