

MINISTRY OF DEFENSE OF UKRAINE
HETMAN PETRO SAHAIDACHNYI NATIONAL ARMY ACADEMY

REGULATIONS
ON THE ORGANIZATION OF THE EDUCATIONAL PROCESS
AT HETMAN PETRO SAHAIDACHNYI NATIONAL ARMY ACADEMY

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REGULATIONS
on the organization of the educational process
at Hetman Petro Sahaidachnyi National Army Academy

1. General provisions

The Regulations on the Organization of the Educational Process at Hetman Petro Sahaidachnyi National Army Academy (hereinafter referred to as the Regulations) are the main regulatory document guiding the organization and implementation of the educational process at Hetman Petro Sahaidachnyi National Army Academy (hereinafter referred to as the Academy).

The Regulations have been developed in accordance with the Laws of Ukraine "On Education," "On Higher Education," "On Scientific and Scientific-Technical Activity," and other laws of Ukraine, acts of the Cabinet of Ministers of Ukraine, the order of the Ministry of Defense of Ukraine "On Approval of the Regulations on the Specifics of the Organization of the Educational Process in Higher Military Educational Institutions of the Ministry of Defense of Ukraine, military training units of higher education institutions, and institutions of pre-higher military education" dated February 15, 2024, No. 120, the joint directive of NATO strategic commands "Education and Individual Training (E&ITD) 075-007," and the Statute of the Academy.

The purposes of the Academy's educational activities are:

to restore the intellectual potential of the state;

to train highly qualified military specialists at higher education and military education levels to fill officer (sergeant, senior sergeant) positions in the Ministry of Defense of Ukraine, the Armed Forces of Ukraine, the State Special Transport Service and other components of the defense forces, ensuring that they acquire new and improve previously acquired competencies through postgraduate education programs and the professional military education system;

to educate individuals based on national and universal values and to foster loyalty to the cause of defending Ukraine.

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

the functioning of a system for training military specialists based on a unified legislative and regulatory framework for the Ukrainian education system;

bringing the organization and content of military specialist training into line with the principles of the Armed Forces of Ukraine, the experience of using troops in modern armed conflicts and peacekeeping and security operations;

the gradation of training for military specialists;

the quality of educational services, the content of education, educational outcomes, and teaching technologies;

satisfaction of the educational needs of cadets, learners, and adjuncts in accordance with the country's defense needs, their interests, and abilities;

the correspondence of the level and degree of higher education of graduates to the requirements of their appointed positions;

leading innovative development of education;

personal orientation of education;

integration into European and global educational spaces;

the formation of national and universal values;
monitoring the quality of education and ensuring its transparency.

In this Regulation, the terms are used in the following meanings:

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

customer – a military administration body for whose needs the training of relevant military and civilian specialists is carried out under a specific educational program;

military professional competencies (hereinafter referred to as MPC) and military special competencies (hereinafter referred to as MSC) are specific competencies that are determined by the professional standard of a military specialist in a military registration specialty (related military registration specialties) and necessary for the performance of official (combat) functions in the position to which they are assigned in peacetime and in special periods, and shall not repeat (duplicate) the competencies defined in the relevant standards of higher, pre-higher professional education in specialties.

The military professional competencies of a military specialist of the corresponding level of military education are formed in the process of mastering the educational program of a professional military education course, educational components of a military-professional orientation, and a professional military training course program.

The MSCs reflect the specifics of the specific subject area of professional activity (specialization) of a military specialist. The MSCs by specialization determine the customer's requirements for the competencies and learning outcomes of military specialists of a specific specialization;

level of military education is the completed stage of professional military education, characterized by a set of competencies defined by the professional standard for military specialists in a military specialty (related military specialties).

The educational process at the Academy is carried out with the aim of training highly qualified military specialists at the levels of higher and military education to fill officer (sergeant, senior sergeant) positions in the Ministry of Defense of Ukraine, the Armed Forces of Ukraine, the State Special Transport Service, and other components of the security and defense sector of Ukraine, ensuring that they acquire new and improve previously acquired competencies through postgraduate education programs and the professional military education system, as well as meeting other educational needs of those who study.

The acquisition of higher, pre-higher professional education degrees and levels of military education involves a combination of formal and informal education.

Within the framework of formal education, the Academy conducts the educational process on the basis of valid licenses for educational activities and issues to graduates who have mastered the relevant educational and professional (educational and scientific) program (hereinafter referred to as the educational program) and successfully passed the attestation, documents of higher education (academic degree) or pre-higher professional education under an accredited educational program.

Within the framework of non-formal education, the educational process at the Academy is carried out in accordance with educational programs of professional military education courses (training plans and programs of advanced training courses) and provides for the issuance of appropriate certificates to persons who have successfully completed their studies.

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

NATO standards are additionally taken into account when developing the content of professional military education.

The content of military education is determined by educational programs, educational programs of professional military education courses, curricula, work programs of academic disciplines, individual study plans of learners, regulatory and legal acts of central executive bodies in the field of defense, 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 programs for the training of higher education applicants

2.1. Standards for the training of higher education learners

A higher education standard is a set of requirements for higher education programs that are common to all educational programs within a given level of higher education and specialty.

Higher education standards are developed for each level of higher education within each specialty in accordance with the current National Qualifications Framework and are used to determine and evaluate the quality of higher education and the results of educational activities and learning outcomes in the relevant specialties.

Higher education standards for each specialty are developed and approved by the Ministry of Education and Science of Ukraine.

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

The professional standard of a military specialist of the Armed Forces of Ukraine in a military registration specialty (related military registration specialties) of the corresponding level of military education (military training) (hereinafter referred to as the professional standard) are the requirements for the competencies of a military specialist of the Armed Forces of Ukraine, approved in the established manner, which serve to form professional qualifications.

The professional standard includes:

competencies (military-professional (MPC) and military-special (MSC)) of graduates at the appropriate level, formed during the training of military specialists;

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

description of official (combat) functions.

The professional standard is developed by a working group of the military administration body that is the customer. The working group must include scientific and pedagogical (academic) staff of the Academy. The composition of the working group is approved by order of the head of the military administration body that is the customer. The professional standard is agreed upon by the director of the Department of Military Education and Science of the Ministry of Defense of Ukraine, the chief of the Central Administration of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and approved by the customer.

Based on the fulfillment of the requirements of the professional standard, the Academy graduate is awarded a professional qualification.

2.2. Educational programs for the training of higher education applicants

Educational activities at the Academy are carried out in accordance with educational, educational-professional, and educational-scientific programs (hereinafter referred to as Educational Programs). The Academy's educational programs are aimed at providing learners with higher education at the bachelor's, master's, and doctoral levels, as well as improving the qualifications of learners within the same level of the National Qualifications Framework.

An educational program is a single set of educational components (academic disciplines, individual assignments, training practices, military training, control measures, etc.) aimed at achieving the learning outcomes specified in the program, which entitles the learner to obtain a specific educational or educational and professional qualification.

The educational and professional program for obtaining a bachelor's or master's degree at the Academy takes into account the requirements of the higher education standard for the relevant specialty (the number of ECTS credits, the list of graduate competencies, learning outcomes, forms of assessment of learners, requirements for the existence of an internal quality assurance system), the requirements of professional standards, and provides for the right of higher education learners to choose at least 10 percent of ECTS credits for academic disciplines (blocks of academic disciplines) from the total number of ECTS credits required to obtain the corresponding degree.

The educational and scientific program is the basis for the formation of an individual study plan and an individual research plan by the adjunct, which are agreed upon with the scientific supervisor and approved by the Academic Council of the Academy within two months from the date of enrollment of the person in the institution for training in the adjuncture.

The standard duration of study under higher education programs is determined in academic years. The academic load for full-time higher education learners at the Academy is 60 ECTS credits per academic year. The duration of correspondence study may exceed the duration of full-time study, but not by more than 50 percent. The duration of the academic year in the final courses may be less than 12 months.

The Academy's educational programs are directed towards higher education learners and create conditions for the formation of individual learning trajectories. The educational program is developed by a working group consisting of scientific

and pedagogical (scientific) employees who work at the Academy as their primary place of employment and have qualifications corresponding to the specialty within which a particular educational program is being developed. The composition of the working group for the development of the educational program is approved by order of the commandant of the Academy.

The language of instruction and assessment for educational programs at the Academy is the state language. At the same time, departments should take into account the requirement that at least 20% of each academic discipline be taught in English.

As a rule, the head of the working group for the development of the educational program is appointed by order of the commandant of the Academy as the guarantor of the educational program. The guarantor of the educational program is allocated up to 300 hours per academic year within the working hours of a scientific and pedagogical (scientific) employee (in the year of development of the educational and professional program and its accreditation) to carry out the tasks, rights, and obligations assigned to him or her. The specified number of hours is indicated in the individual plan as methodological and organizational work in accordance with the time standards for planning and accounting for educational, methodological, scientific, and organizational work of scientific and pedagogical (scientific) employees.

The procedure for appointing, assigning tasks, rights, and responsibilities of the guarantor of the educational program is determined by a separate regulations.

The educational and professional (educational and scientific) program 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 Defense of Ukraine, the chief of the Central Administration of 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 Academy.

The procedure for developing, approving, monitoring, and revising educational programs is determined by separate regulations.

The main conditions for admission to an educational program for obtaining 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 in accordance with the requirements established by specific requirements for admission to educational programs are set out in the Academy's admission rules for the relevant year.

3. Forms of higher education

The Academy provides education in full-time (day), correspondence, distance, and individual forms. Forms of education may be combined.

3.1. Full-time (day) form of education

Full-time (day) form of education is the main form of education for learners at the Academy. In the full-time (day) form of education, learners participate directly in the educational process at the educational institution. The full-time (day) form of education is a method of organizing the training of higher education learners, which

involves conducting classes and practical training for at least 40 weeks during the academic year.

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

3.2. Correspondence education

The organization of the educational process in the form of distance learning is carried out during the training of enlisted personnel, sergeants (senior sergeants) (hereinafter referred to as cadets), officers (hereinafter referred to as learners) and is conducted in accordance with the curriculum developed at the Academy on the basis of the curriculum for full-time (day) education under a specific educational program and the working programs of academic disciplines.

The correspondence form of education is implemented through training sessions at the Academy and independent work between sessions. During training sessions, introductory classes are held, laboratory work is performed, and tests and exams are taken.

The duration of training sessions in the academic year and the dates on which they are held are determined by the curriculum and the Academy's educational process schedule. The educational activities of correspondence learners during training sessions are regulated by the schedule of classes.

For correspondence learners enrolled in the first year, the training session is held in the first semester (half-year) of the academic year of their enrollment. During the first training session, learners are familiarized with the educational program, curriculum, the system of assessment of academic achievements, training sessions are held, individual training assignments are given for the period between training sessions, and methodological guidelines are provided for organizing independent work with the training material, including the use of the Central Repository of Resources of the Distance Learning System of the Armed Forces of Ukraine (hereinafter referred to as the Central Repository). For the correspondence learners the Academy's academic department issues logins and passwords to give correspondence learners access to the Central Repository.

Until the next training session, learners independently master the theoretical material, complete individual training (control) tasks, and send them to the Academy for review.

Subsequent training sessions are held to systematize the knowledge gained during the independent work of correspondence learners, deepen and consolidate this knowledge in final training sessions, in tests and exams, as well as for introductory lectures and other types of training sessions in academic disciplines that will be studied in the following academic year. Control measures, laboratory work, and practical work on samples of weapons and military equipment, as well as using computer technology, as provided for in the curriculum, are conducted only at the Academy.

At the end of the last academic year, in addition to the training time established for the training session, time is allocated for the development of qualification works, as well as time for the preparation and passing of certification of learners .

The Academy provides correspondence learners with textbooks, academic and methodological manuals, developments, and other academic materials. The departments of the Academy, in accordance with the working programs of academic disciplines, develop and issue assignments for control and course work (projects), topics for essays and other educational tasks, as well as methodological guidelines for their implementation to correspondence learners. The formation of study groups for correspondence learners, the determination of the content of individual study assignments, and the topics of qualification papers are carried out taking into account the specific nature of the correspondence learners' professional activities.

The Academy provides correspondence learners with the opportunity to receive consultations, use training laboratories, computing centers, libraries, perform laboratory work and practical work on samples of weapons and military equipment, as well as using computing equipment, take tests and exams, including between training sessions.

Individual training tasks are planned evenly throughout the entire training period, with no more than three training tasks per month. All written work is submitted to the Academy for review and preliminary assessment. The review period at the departments should not exceed seven days from the date of receipt by the department. The final grade is given after the teacher interviews the correspondence learner on the completed individual training assignments. The defense of course papers (projects) is held at the department.

Individual assignments that are deemed unsatisfactory by the teacher are returned to the correspondence learner with comments for revision (reworking) and resubmitted to the Academy.

The next training session is held with correspondence learners who, by the day of the call for the training session, have completed all individual assignments provided for in the work programs of academic disciplines for the current academic year. Correspondence learners who have not completed individual academic assignments in academic disciplines subject to final assessment by the date of dispatch of the call may be called to the training session. In this case, they are required to complete the remaining academic assignments during the training session before the start of the scheduled reporting for the academic discipline.

Correspondence learners shall be notified of the time of arrival for the training session one month before its start. The call shall be sent to the commander (chief) of the military unit (institution, organization), and a copy shall be sent to the correspondence learner.

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

Correspondence learners who have successfully passed tests and exams in the academic disciplines of the current course of study shall be transferred to the next course of study by order of the commandant of the Academy. Correspondence learners who have academic debts must eliminate them within the period established by the commandant of the Academy, but no later than the beginning of the next training session.

Correspondence learners who, without valid reasons, have not completed the training plan, have not eliminated academic debt within the established time frame, systematically fail to complete individual training tasks, or have not submitted reports during the training session, as well as in other cases provided for by law, shall be expelled from the Academy.

If a correspondence learner fails to complete the training plan for valid reasons, in particular, the performance of combat missions, treatment, or rehabilitation after injury, the duration of their training may be extended by decision of the Academic Council of the Academy, but not by more than 50 percent.

The establishment of appropriate conditions for the successful independent work of correspondence learners between training sessions is the responsibility of the commanders of military units (heads of institutions, organizations) where correspondence learners are serving. The responsibilities of officials on this issue are defined in paragraph 10 of Section III of the Order of the Ministry of Defense of Ukraine dated February 15, 2024, No. 120.

Financial and other types of support for the training of correspondence learners are provided in accordance with the requirements of the Ministry of Defense.

3.3. Distance learning

Distance learning involves education that takes place mainly through indirect interaction between participants in the educational process who are located at a distance from each other in a specialized environment that functions on the basis of modern psychological, pedagogical, and information and communication technologies.

Distance learning is used at the Academy during the training of learners enrolled in distance learning programs, learners enrolled in advanced training courses based on curricula that do not involve the study of topics using restricted access educational literature.

During the training of full-time (day) and correspondence learners, distance learning technologies can be used in various combinations: when studying individual topics of academic disciplines or blocks of academic disciplines; during the assessment of knowledge levels.

Distance learning at the Academy is introduced in accordance with the decision of the Academic Council. The specified form of education or the use of distance learning technologies in the organization of training for full-time (day) learners is provided by the relevant structural units of the Academy, which carry out:

- supporting the process of using and improving the distance learning system;
- developing web resources, methodological recommendations for the organization or use of distance learning technologies and its software and hardware;
- providing technical support for the components of the distance learning system, including the software for distance learning web resources;
- ensuring information security during the use of distance learning technologies in the educational process and preventing the leakage of restricted information.

Ensuring that teaching materials for training sessions using distance learning technologies comply with the requirements of regulatory documents for the organization of the educational process and conducting expert reviews of web

resources for academic disciplines at the Academy is the responsibility of the methodological commission for the expert review of web resources for academic disciplines, which is appointed annually by order of the commandant of the Academy.

The duration of distance learning and/or distance learning technologies in the educational process is established in accordance with the curricula and shall not be less than the duration of full-time (day) education under a specific educational program.

Distance learning or training of learners using distance learning technologies in other forms of education is carried out in the following organizational forms of the educational process: independent work; training sessions; practical training; control measures.

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

- methodological (theoretical and practical) recommendations for the development and use of psychological, pedagogical, and 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 program.

Web resources for academic disciplines (programs) necessary to ensure 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 education seekers, etc.;

- documents for planning the educational process;

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

- multimedia lecture materials;

- terminology dictionaries;

- practical tasks with methodological recommendations for their implementation;

- 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 conducting control measures, testing with automated verification of results, testing with verification by the teacher;

- electronic libraries or links to them;

- bibliographies;

- a distance learning course that combines the above-mentioned web resources of the academic discipline (program) into a single pedagogical scenario;

- other educational resources.

The development of web resources for distance learning systems for the relevant academic disciplines is carried out by scientific and pedagogical or (pedagogical) staff, within the scope of their existing workload (scientific, scientific and technical, methodological activities, etc.).

3.4. Individual form of education is carried out by organizing the educational process in which the learner is given the opportunity to master theoretical knowledge and acquire practical skills in the disciplines of the curriculum according to an individual study schedule, in connection with certain temporary objective circumstances.

4. Forms of organization of the educational process, types of educational classes and control

The educational process at the Academy is carried out in the following forms: educational classes, independent work, practical training, and control measures (assessment) (assessment).

4.1. Main types of educational activities at the Academy

The main types of educational classes are: lectures, seminars, group, practical, laboratory classes, group exercises, tactical (tactical-special, tactical-formation) classes or training, command and staff training, training, including the use of combat simulation modeling, individual classes, and consultations.

The department may establish other types of training activities, which are specified in the working programs of academic disciplines (round tables, training, methodological activities, etc.).

Training sessions are conducted by persons holding the positions of scientific and pedagogical (pedagogical) employees, instructors of training departments of the advanced training center. Researchers may be involved in conducting training sessions. By order of the commandant of the Academy, specialists with experience in professional and practical training, as well as instructors from the academic and laboratory (training) complexes of the departments (chiefs of training sites) may be involved in conducting training sessions.

For the preparation and conduct of training sessions at the department, academic materials are developed for each academic discipline assigned to the department:

- lecture fund (if there is a textbook or manual that provides for the teaching of the academic discipline, the lecture fund may not be created);

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

- plans for seminars, training sessions, exercises, etc.;

- methodological guidelines for independent work of learners in the academic discipline;

- methodological guidelines and recommendations for developing individual learning tasks for learners ;

- methodological recommendations for conducting final attestation of learners ;

- other teaching and methodological materials for educational activities in full-time, correspondence , and distance learning (topics of qualification papers, topics of course papers (projects), assignments for correspondence learners (cadets) for the inter-service period, etc.).

Teaching and methodological materials for each academic discipline, as decided by the department, may be developed in the form of an electronic training course using modern information, information and communication technologies, and distance learning technologies. The electronic training course should provide learners with all the information and training materials necessary for the successful study of the academic discipline, contain means for self-monitoring of their mastery of individual training issues, as well as means for diagnosing and monitoring their learning success, criteria for assessing knowledge and the procedure for conducting all types of control (initial, current, final) in accordance with the work program of the academic discipline. If there is an electronic training course for an academic discipline, methodological guidelines for conducting training sessions may not be developed. The electronic training course should be placed in the repository of web resources of the distance learning system.

Teaching materials for each academic discipline and changes thereto shall be discussed and approved at a department meeting and approved by the head (chief) of the department before the start of the new academic year. If there is no need to make changes to the teaching materials for conducting classes, previously approved materials may be used.

A lecture is a type of educational activity that involves the oral presentation of new theoretical material combined with demonstrations (showing).

The expected outcome of a lecture is to provide a systematic foundation of scientific knowledge and practical experience in an academic discipline (individual topic), focus attention on the most complex and relevant issues of the course material, stimulate active learning among learners, and promote the development of creative thinking.

Lectures are given by the Academy's administration, chiefs of institutes (faculties), chiefs of departments, their deputies, professors, associate professors, and senior lecturers, as well as leading scientists or professionals invited to give lectures. With special permission, lectures may be given by teachers who have academic degrees and/or experience in scientific, pedagogical, and practical work. Officials from the Ministry of Defense of Ukraine, the General Staff of the Armed Forces of Ukraine, military command bodies, as well as practicing specialists in the relevant field of knowledge may also be invited to give lectures.

Lectures are usually held for several study groups of learners. The content of the lecture is discussed at a department meeting and approved by the head (chair) of the department. Information support for lectures is provided through educational publications (textbooks, teaching aids, lecture notes, etc.) and information resources on the Internet.

The didactic purpose of traditional information-based lectures is to define the basis of the academic discipline, introduce learners to its scientific content, familiarize them with the main categories and patterns of the relevant field of science, its methodology, current state, and prospects for development. The lecture should be problem-oriented, stimulate active cognitive activity of learners, and contribute to the formation of creative thinking.

The lecturer assigned to deliver a course of lectures must be thoroughly familiar with their content, have the full text of each lecture (or a textbook or study guide) and plans for their delivery. A lecturer who is giving a lecture course for the

first time must give a trial lecture with the participation of scientific and academic staff of the department (institute (faculty)).

The lecturer is obliged to adhere to the work program of the academic discipline in terms of topics and educational issues of lectures, but is not obliged to limit themselves in the choice of forms, methods, and methodological techniques for presenting the material to learners .

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 teacher.

Seminar classes are held on the main and most complex issues (topics, sections) of the working program of the academic discipline.

Expected results of a seminar – deepening and consolidating the knowledge acquired by learners during lectures and in the process of independent work on educational and scientific literature, instilling in them the ability to search, generalize, critically analyze educational material, and form, defend, and argue their views on the issues under consideration.

The methods of conducting seminars can be varied. They depend on the type of seminar, its content, the specifics of the discipline, the composition of the learners , and the experience and qualifications of the teachers.

In order to ensure high-quality preparation of learners for seminars, the department develops a seminar plan, which is distributed to learners after the lecture preceding the seminar. When distributing the plan, the teacher helps learners to clarify the topic and purpose of the seminar, gives recommendations on studying literature and preparation methods, and draws attention to the main issues of the seminar. If necessary, a list of topics for reports (essays) to be presented during the seminar is included in the work program of the academic discipline. These topics are assigned to learners at their request or at the discretion of the teacher.

The teacher should assist and guide (without imposing their own opinion) the learners presenting reports (essays) in their work on selecting literature, drawing up a plan and content for the report, and identifying key issues. The prepared report (abstract) should be the result of the independent work of learners . The role of the teacher in working with the presenter is limited to developing their independence, fostering a sense of personal responsibility for the quality and timeliness of the assigned task, and supervising their work. Before submitting a report (abstract) to the seminar, the teacher must familiarize themselves with its content and not allow the discussion of material that has no theoretical or practical significance for the study group.

At each seminar session, the teacher evaluates the essays prepared by the learners, their presentations, their participation in the discussion, and their ability to formulate and defend their position.

A group class is a type of educational class 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 learners' assimilation of the educational material provided.

Group classes are usually held in specialized classrooms, laboratories, on equipment (weapons), simulators, using simulation tools, static and dynamic projection. During this class, the scientific and pedagogical worker presents new

material on theoretical issues in stages, accompanying it with demonstrations and displays of weapons and military equipment, their components, blocks, working models, and mock-ups. During group classes in subjects that do not involve the use of weapons and military equipment, the teacher explains to learners the methodology (procedure, algorithm) for performing certain actions (calculations, measurements, drawing diagrams, algorithms, etc.). Subsequently, under the guidance of the teacher, learners perform pre-prepared typical tasks on the topic of the class. In group classes, a discussion of this material is organized and the level of its assimilation is monitored. This method of conducting classes activates the cognitive activity of learners and gives it a practical orientation.

A practical class is a type of educational class during which the teacher organizes the assimilation of theoretical provisions of the educational discipline by learners through the performance of specially formulated tasks and contributes to the formation of their skills and abilities in the practical application of these theoretical provisions.

Practical classes are held in training laboratories, language labs, classrooms equipped with the necessary technical teaching aids and computer equipment, in training centers, at training grounds, and on samples of weapons and military equipment.

The expected results of practical classes are:

- the ability to use theoretical knowledge to solve practical problems of combat use, operation, and repair of weapons and military equipment, analyze technical solutions adopted in combat equipment, as well as in its constituent systems, devices, and components, and assess the quality of their functioning and technical capabilities;

- the ability to perform calculations, draw diagrams, draw maps, develop and prepare combat and service documents using computers and other modern technical means, etc.;

- the ability to perform skills required by statutes, regulations, and other guiding documents;

- practical mastery of foreign languages, etc.

During practical classes, the training group may be divided into subgroups. In this case, training sessions are conducted in one of the subgroups by trained engineering and technical, academic and support staff, commanders of cadet (learner) units, or 3rd and 4th year cadets in accordance with the methodological training program.

The military-professional focus of practical classes in natural sciences (mathematics, physics, etc.) should be manifested mainly in the fact that the content of each class is focused on the acquisition of knowledge and skills necessary for the study of military-professional and military-specialized disciplines.

The structure of practical classes may vary depending on the nature of the disciplines and the course of study. In the main part of the class, collective discussion of problems, tasks, and questions is combined with individual practical work by learners. No general standards should be established to determine the ratio of these components. Only extremes should be avoided, turning classes into either individual practical work for learners or collective discussion of theoretical issues.

When organizing and conducting practical classes on weapons and military equipment, the teacher should pay attention to safety instructions with the

compilation of an appropriate list, the availability of specially formulated tasks for work at training sites, operational charts, and criteria for evaluating the results of the tasks.

A laboratory class is a type of educational class during which learners , under the guidance of a scientific and pedagogical worker, personally conduct simulation experiments or research with the aim of practical confirmation of individual theoretical provisions of a specific academic discipline, acquire practical skills in working with laboratory equipment, electronic computing equipment, measuring devices, and master the methods of experimental research in a specific field of knowledge.

Laboratory classes are conducted through the independent performance of relevant tasks by learners in training laboratories using equipment adapted to the conditions of the educational process (laboratory models, installations, stands). Laboratory classes are conducted on military equipment and military technology, in specialized classrooms, training laboratories, workshops, and scientific laboratories.

Each laboratory work must be accompanied by methodological instructions for performing laboratory work. Before the start of laboratory classes, the teacher must conduct safety training and obtain the signatures of learners in the appropriate journal confirming their familiarization with the safety rules for conducting laboratory classes.

For the purpose of conducting a laboratory class, the study group may be divided into subgroups. In this case, one of the subgroups is taught by a trained engineering and technical or academic assistant from the department.

The laboratory class involves ongoing monitoring of the learners ' preparedness 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 defense before the instructor.

Group exercises are a type of training session conducted by training learners to perform the functional duties of specific officials in various departments.

The expected outcome of this type of training session is the acquisition of skills in organizing and planning combat operations (battle), managing units, and providing them with comprehensive support. During group exercises, learners train in performing the duties of a specific position.

For group exercises at the Academy, a system of training tasks is developed for the entire period of training, covering combat operations (battle) at several levels, in various terrain and under different conditions.

Group exercises are conducted after studying the theoretical provisions of the subjects in classrooms, at training command posts, at the simulation center, and in the field using topographic maps (including digital maps), simulation equipment, and against the backdrop of a specifically created tactical situation.

During group exercises, the instructor creates a situation that requires trainees to make decisions or take certain actions and apply the knowledge and skills they have acquired.

In group exercises, tactical training issues are practiced in conjunction with other subjects (reconnaissance, engineering e training, protection against weapons of mass destruction, etc.). During the exercise, trainees practice combat organization, comprehensive combat support, and interaction under the guidance of a general

commander. While learners in the role of general military commanders work on issues related to the current situation, the rest of the learners, in the role of officers of the armed forces and special forces, may work on their specific issues under the guidance of the class leader and his assistants, as decided by the class leader. Classes related to overall combat support are conducted by instructors from the relevant departments.

The most favorable conditions for practicing combat organization and unit command are created during field exercises, where the skills necessary for combat are fully acquired.

Group exercises conducted in the classroom usually cover issues that do not require learners to work directly in the field. In this case, classes are conducted using maps (diagrams, aerial photographs, terrain models).

The main method of training during group exercises is practice. When working on new or insufficiently mastered issues, the instructor uses methods of explanation and demonstration.

Simulation modeling systems, including FOLLOW ME, JCATS, VBS-3(4), etc., are used during group exercises.

During group exercises in the field, tactical kits are used to designate the enemy and friendly troops, allowing for the creation of a controlled target environment. In addition, various models and, if necessary, real equipment and weapons may be used. Fire is simulated using sound and light simulation devices. Training toxic substances, smoke grenades, and appropriate indicators are used to designate areas of contamination, destruction, and fires. To achieve maximum combat effectiveness, it is advisable to use an enemy action designation unit (OPFOR).

Preparation for a group exercise includes: clarifying and determining the initial data; developing a plan for the group exercise, tactical tasks for trainees, and other documents; preparing the instructor (his assistants) and trainees for the session; preparing the material resources for the session.

When preparing a group exercise at a simulation center, a scenario for the group exercise is developed, the personnel friendly forces and the enemy are assigned, the simulation program database is populated, and trainees are prepared to work with the simulation program, etc.

When preparing a group exercise in the field, reconnaissance of the area is also carried out if necessary, a target situation is created, and a simulation is prepared.

When determining the content of each group exercise, it is necessary to identify not only issues related to combat decision-making, combat task setting, reconnaissance, coordination, etc., but also issues related to comprehensive combat support.

The training leader's map shows: the composition of units and their positions according to the initial situation; the combat tasks of the higher unit (military unit) in which the trainees are operating, as conceived by their commanders; the combat tasks of the unit (military unit) commanded by the trainees, neighboring units, and interacting units (military units); the situation created during the exercise to practice the following training issues.

The situation map shows: the composition of the units of each side, their positions before the start of the lesson.

The plan for simulating enemy actions (using simulation and enemy action simulation tools) is usually drawn up on a map (diagram) and shows:

- the location of enemy targets and units (objects) of your troops that are to be marked, and the nature of their actions;

- the numbering of targets and objects, the number of targets, other means of marking them, and the nature of the simulation;

- the order of displaying targets, the use of other means of designation and simulation when working on the planned training issues.

A tactical task is developed to familiarize trainees with the situation and prepare them for the lesson in advance.

The tactical task is developed in writing and usually includes: the general situation; the partial situation; reference data; instructions to trainees on how to prepare for the lesson.

The general situation includes information about the enemy, the position and nature of the actions of their troops, usually one level higher than those of the trainees, the air, radiation, chemical, and biological situation, etc.

The partial situation, for a specific time, includes information about the enemy, detailed data on the position and actions of the unit (military unit) commanded by the trainees, combat missions, the position and tasks of neighbors, and other necessary information. Partial situation data may be presented in the form of a combat order (combat directive) from a senior commander, reports (statements) from subordinates, information from neighbors, or intelligence agencies.

The reference data shall contain information on the manning and condition of the troops, the doses of radioactive exposure of personnel, the availability of material resources, etc. If the training is conducted in a classroom, the season, time of day, and weather conditions shall be indicated. Only reference information necessary for the training shall be provided.

The instructions for preparing for classes should clearly state what the learners are required to learn, in what capacity they are acting, and what needs to be done before the class begins.

Tactical tasks for preparing learners for group exercises are issued 3-5 days before the start of the class.

During the group exercise, the situation data is communicated to the trainees in the form of inputs. Input is data about the tactical situation at a specific time. Input is prepared for working out issues in the dynamics of combat. It should not fully reveal the enemy's groupings, let alone their plans. Some of the information about the enemy may be deliberately contradictory or contain elements of disinformation. Under the pretext of a lack of communication with the senior commander and neighbors, their combat tasks and the nature of the decisions they have made may not be communicated.

During group exercises, input is conveyed in various ways: in writing, on a map, by means of communication, by marking or simulation, as well as orally or in various combinations of these methods.

Before the start of the group exercise, trainees study the relevant provisions of combat regulations, instructions, and other literature, and perform specific tasks in accordance with the tactical mission.

Before the lesson involving the use of communication means, trainees study the call signs of officials, radio data, and covert troop control documents. Depending on the complexity of the lesson topic and the level of training of the trainees, the lesson leader assigns roles the day before the lesson or at the beginning of the lesson.

Conducting a group exercise includes: determining the readiness of trainees for the class, working through planned training issues, and a general review.

To determine the readiness of the trainees for the lesson, the instructor checks the completeness and correctness of the work card (diagram), the content of the necessary records, calculations, knowledge of the situation, organization, armament, and capabilities of their own troops and enemy troops, and during field classes and with communication means, in addition, the equipment of the trainees, their knowledge of the call signs of officers, radio data, and the readiness of material support for the classes. Checking the readiness of the trainees for the class is carried out within 5-10 minutes and is not necessarily carried out for all of the above questions.

Field training begins with topographical and tactical orientation. When starting to work on the first training objective, the instructor first announces the operational time and assigns the roles to be played by the trainees. If the first objective is a report on a decision made the day before, the instructor may, in order to increase the activity of the trainees, begin working on the question by making changes to the initial situation and requesting clarification of the previously made decision. After that, the leader assigns one of the trainees to the role of an official and asks them to start working. Two to three people are briefed on each training issue (its elements).

During the session, the manager observes the work of the trainees; if their actions are mostly correct, he refrains from making comments and does not interrupt their work. When the actions of the trainees do not satisfy the manager, he himself demonstrates in the role of a trainee and then asks for a repeat.

At the end of the training on each topic, an analysis of the actions taken is conducted (informal) outside of class time.

In group exercises using marking and simulation equipment, the situation during the lesson is created (built up) directly on the ground using targets, models, real combat equipment, weapons, sound and light simulation, and signaling devices.

After working through the training objectives, the class leader conducts a formal analysis of the actions taken. Preparation for this begins during the preparation for the class, where the main theoretical points to be covered in the analysis are determined, characteristic examples from combat experience in wars and local conflicts and combat training experience are selected, and the necessary diagrams are prepared. During the training sessions, the instructor records all the positive and negative aspects of the trainees' work, and the most characteristic ones are included in the analysis.

At the beginning of the AAR, the topic, expected results, and training objectives for the class, as well as the content of the tactical plan, are announced. Then, the actions of the trainees are briefly analyzed with a visual representation of the results of their performance of the assigned tasks (screenshots, video fragments of tactical episodes recorded (filmed) in the simulation program). To avoid mistakes in the future when making decisions, real examples from the experience of units during

the russian-Ukrainian war can be given. This analysis can also be confirmed by the provisions of combat regulations, guidelines, personal experience, etc.

At the end of the analysis, the following must be indicated: the degree of mastery of the topic by the trainees and the achievement of the training objectives; an assessment of the trainees' work; issues that need to be worked on independently.

Training is a specific type of educational activity conducted by means of repetition of actions, exercises, techniques, and standards by learners . They are divided into individual and group training.

Training is conducted after studying theoretical principles with the aim of helping learners acquire practical skills (abilities).

The types of training, their frequency, and content are determined by the working programs of academic disciplines.

Training is conducted under the guidance of department teachers (instructors of the training center's departments), heads (instructors) of training laboratories (training complexes), heads of training courses, and course officers.

Training is conducted on simulators and combat equipment, in the field or on specially equipped training grounds and in classrooms.

When preparing for training, depending on the topic and purpose, the head is required to:

- determine the training objectives, issues, location, time, order of training, and material support;

- organize the preparation of support personnel and the training facilities;

- study the necessary standards and procedures for evaluating each element of the training;

- allocate time for the training issues;

- develop methodological support for conducting the training and assign tasks for preparation;

- anticipate and establish the necessary safety measures.

Training sessions are recorded in the relevant sections of the training log.

Tactical (tactical-special, tactical-drill) classes are a form of tactical training for learners , conducted through exercises in the performance of individual (collective) actions, training and combat standards. The expected result of tactical (tactical-special, tactical-drill) classes is the acquisition of skills by the unit commander in organizing combat (combat operations), commanding units in combat, and providing comprehensive support.

The preparation of tactical (tactical-special, tactical-drill) training includes: determining the initial data, developing a training plan, preparing the training site (area) and material and technical (logistical) support, preparing the training leader, monitoring the progress of training, and preparing the trainees.

The following are developed for conducting tactical training: tactical task; training leader's map (tactical action plan); initial situation map (standardized document forms).

The following may be developed additionally: a plan for simulating and designating enemy actions (using simulation and enemy action simulation tools); a scheme for assigning trainees to positions (if necessary); other appendices in accordance with the specialization of training.

Tactical tasks for preparing learners for tactical training are issued to them 3-5 days before the training.

The tactical training session consists of trainees solving tactical situations as part of combined units, according to their assigned positions, against the backdrop of a unified tactical situation. Trainees are replaced during the session according to the session leader's plan after the tactical task has been correctly completed. At the initial stage of working out tactical episodes, it is advisable to work them out by elements at training sites. Training elements may include the fulfillment of standards, learning tactical actions from individual training of military personnel, and training of units.

Upon completion of each tactical episode and at the end of the lesson, the lesson leader analyzes the actions taken according to the content described for the group exercise.

Tactical classes are conducted using equipment for identifying the enemy and simulating their actions.

Tactical training can be conducted in the form of exercises (company tactical exercises) and live-fire exercises (combat vehicle crews, sections, platoons). The preparation and conduct of exercises and live-fire exercises shall be carried out in accordance with the requirements of the guiding documents that regulate them.

Command post exercises and military (military-special) games are conducted with learners on the most important complex topics of academic disciplines.

The procedure for organizing and conducting command post exercise (hereinafter referred to as CPX) shall be determined in accordance with the requirements of the guiding documents.

CPX shall be conducted after learners have mastered the theoretical foundations of the relevant academic disciplines, learned the duties of officials, and acquired the practical skills to perform them.

The essence of CPX is that learners perform the entire range of their functional duties in the positions they hold, command units within military units (subunits) against the backdrop of a complex tactical situation characteristic of modern combat (combat and special operations).

The main method of conducting CPX is practical work. In addition, explanations, demonstrations, training, etc. may be used.

For the purpose of 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 Academy's commander is issued.

Consultation is a type of educational activity during which a learner receives answers to specific questions or explanations of certain theoretical provisions or aspects of their practical application from a scientific and pedagogical employee.

Consultations may be individual or conducted for a study group during the independent work of learners .

During the semester, consultations on academic disciplines are held according to a schedule established by the department, based on the time allocated for consultations on a particular academic discipline. During independent work hours, a teacher on duty is assigned to provide consultations at the department.

Consultations are mandatory before exams (tests). There may be several consultations, usually two group consultations and individual consultations. The content of the first consultation is as follows:

- advice on planning independent work for learners and sources of preparation for the control measure;

- clarification of the requirements for the organization of the control event, the assessment criteria, and the procedure for determining the assessment;

- information on the time and place of individual consultations;

- determination of the tasks of the group leader for organizing preparation for the control event;

- psychological and pedagogical advice to learners for effective assimilation of educational information.

The second (final) group consultation is held on issues that need to be explained to the group as a whole.

At the discretion of the teacher, consultations with study groups may be held before seminars, practical and group classes, or on specific topics whose material requires additional explanation.

An individual lesson is a lesson conducted with individual learners in order to improve their level of training. Individual lessons are organized according to a separate schedule drawn up by the department in accordance with the individual study plans of learners. Individual training sessions may also be held with participants in academic competitions in a particular field or individual academic disciplines, with members of the Academy's teams, as well as with other learners in order to improve their level of training and develop their individual creative abilities.

4.1.1. Recommendations for the general organization of educational classes

Classes at the Academy are held according to the schedule. During all types of classes, academic staff must have the following:

- a methodological plan for conducting the class;

- a lesson plan;

- a class register;

- material and technical support (if necessary);

- technical teaching aids (if necessary);

- other documents (materials) necessary to ensure the high quality of the class (instruction logs, lists, assignments for ongoing assessment, independent work assignments, drawings, diagrams, questionnaires, etc.).

For each class (except for consultations), the teacher makes a plan, which is approved by the chief of the department. The approved plan is the scientific and pedagogical employee's admission to conduct the session and the main document for recording the completed academic load.

During the preparation for the class, the teacher must take into account the availability of material and technical resources, the level of training of learners, and other factors that affect the quality of the class. Based on the analysis, if necessary, the teacher may provide for changes in the order of the class (the sequence of topics, time allocated for their consideration, methodological approaches, material and technical support, etc.). Approval of the class plan by the chief of the department

allows the teacher to deviate from the methodology for conducting the class, which is determined by the methodological development.

In the event of systematic changes to the teaching methodology by teachers, the chief of the department shall decide on adjustments to the methodological guidelines.

Class plans are kept by the teacher and serve as reporting materials on their implementation. The procedure for developing and the form of the class plan (lecture, group, practical, seminar, laboratory, group exercise, educational and methodological, consultation, training) are determined by the collection of forms of basic documents on the organization of the educational process of the Academy.

In order to inform learners about the content of the academic discipline and to monitor their progress, during the first class of the academic discipline, the teacher must distribute a printed list of topics and classes, and learners must paste it into their workbooks.

The duration of an academic hour is 45 minutes. The time of classes is determined by the Academy's daily schedule.

Classes containing restricted information are held in classrooms that have been certified as restricted access facilities.

Before the start of the class, the commander of the cadet (learner) unit must check: the presence of personnel; their uniform, appearance, equipment, and weapons, if they are required for the class; the presence of workbooks, necessary teaching aids, and stationary.

If less than 50% of the training group arrives for the class, the instructor may request the chief of the department to decide on postponing the class.

Arrival at classes (departure from classes) is carried out in groups under the leadership of the group commander. Upon arrival at the location of classes, the group commander assigns the duty cadet to take the classroom and personally reports the arrival of the group to the teacher.

No later than 5 minutes before the start of the class, learners must take their seats in the classroom (or line up in front of the specialized classroom). The personnel in the auditorium are seated according to their units (departments, study groups, courses), with learners with insufficient academic performance at the first tables and the study group commander and department commanders at the last tables.

When classes are held in a specialized classroom, the group lines up at the entrance and takes their places in the classroom with the permission of the teacher after greeting and a short briefing.

Study groups leave for classes in the training complex for weapons and military equipment through checkpoint No. 2 under the supervision of group commanders (course officers) with flags (lanterns) and signal vests for escort. Control over the departure and return of training groups to the main campus of the Academy is entrusted to the operational duty service.

After the end of the class, the group leader hands over the classroom to the head of the training room (laboratory assistant), while the group lines up and, under the command of the group commander, proceeds in full force to the new place of training.

Classified literature, topographical maps, diagrams, and posters are issued only to authorized personnel of the security service or their deputies, who are designated

by the relevant order. In their absence, secret documents may be issued to the course officer or instructor. Secret documents are issued by authorized personnel of the security service to learners against signature in the issuance card.

If there is classified literature in the classroom during the break, an authorized representative of the security authority shall remain with the person on duty. These persons shall collect the classified literature from the learners 5 minutes before the end of the class and report its presence to the teacher. Immediately after the class, classified documents shall be handed over to the classified library, and authorized representatives of the security service shall independently arrive at the new place of study or at the location of the unit.

If weapons or property are used in classes outside the Academy, their entry (removal), through the checkpoint shall be carried out with the personal permission of the duty officer and in the presence of an officer accompanying the training group to the location of the class. In this case, weapons (ammunition) shall be transported in closed, sealed boxes without accompanying documents.

The basis for the duty officer to grant permission to move weapons and ammunition to classes through the checkpoint is the training schedule approved by the commandant of the Academy. On the day before the class, the chief of the department coordinates with the chief of the training course to ensure that weapons (ammunition) are available for the class.

Unit commanders are required to check daily that learners are present at classes. To this end, the chief of the training course issues a daily roll call sheet signed by him and listing the names of all learners to the commander of the training group. Before the start of the class, the training group officer on duty receives the classroom from the chief of the training room (laboratory assistant) or the department officer on duty and checks its condition.

Upon entering the classroom, the training group commander (training group officer on duty) gives the command "Group, stand up. Attention!" and reports: "Colonel (instructor), training group 121 MP, consisting of 20 people, has arrived for the tactical training class. The commander (duty officer) of the group is Senior Sergeant Bilopol."

If a lecture stream arrives for the class, the course officer (if available) reports to the instructor.

The group commander addresses scientific and pedagogical staff from among the officers by their military rank, and civilians by their position (professor, associate professor, senior lecturer, etc.).

The procedure for greeting the instructor and responding to learners is determined by the Law of Ukraine "On the Drill Regulations of the Armed Forces of Ukraine."

The teacher personally checks the attendance of personnel (checks against the roll call of the chief of the training course) and makes the appropriate entries in the training log, with the remaining entries made at the end of the class.

The dress code for scientific and pedagogical staff who are officers is military. Teachers who are reserve officers and are entitled to wear military uniforms may do so. The clothing of civilian teachers and other participants in the educational process should be aesthetically pleasing, without bright colors or flashy details that distract the attention of learners .

During classes, the teacher monitors learners' compliance with statutory requirements, their attendance, dress code, order in the classroom, etc.

After the end of the class, the person on duty tidies up, ventilates the room, and hands over the classroom in accordance with the established procedure.

4.2. Independent work

Independent work of learners is a form of organizing the educational process in which learners master the educational component in their free time outside of classes.

Independent work of learners is carried out with the aim of:

- to practice and master the educational material, consolidate and deepen knowledge, skills, and abilities;

- to complete individual assignments from the educational component (coursework (projects), computational and graphic work, essays, etc.), military-scientific and qualification work;

- preparing for future classes and tests;

- developing independence and initiative in learners in the search for and acquisition of knowledge.

Independent work by learners is supported by informational and methodological resources (programs, guidelines, assignments, textbooks, teaching aids, etc.) and material and technical resources (models, simulators, elements of weapons and military equipment, etc.) provided for in the educational component program. Appropriate scientific and professional educational literature is recommended for independent work by learners.

Teaching and methodological materials for organizing and conducting independent work of learners should provide for the possibility of self-control.

Independent work by learners on the study of educational material from a specific educational component is carried out in classrooms (specialized, computer, laboratory), facilities of the training facilities for physical training and sports, the library, classrooms of the Academy, etc.

Independent work by learners is supported by informational and methodological resources (textbooks, manuals) and material and technical resources (models, simulators, elements of weapons and military equipment) provided for in the work program of the academic discipline. In addition, relevant scientific and professional educational literature is recommended for independent work by learners.

Teaching and methodological materials for independent work should provide for the possibility of self-control.

The results of independent work of learners are monitored by the teacher during classroom sessions and through the assessment of individual assignments.

To ensure proper conditions for independent work by learners on weapons and military equipment samples, in computer complexes, and at other high-risk training facilities, this work is carried out according to a schedule previously drawn up by the relevant department under the supervision of department staff, with the provision of necessary advice or assistance and in compliance with safety measures.

The chiefs of institutes (faculties) are responsible for creating conditions for independent work by learners. It is organized directly by the commanders of cadet

(learner) units. The commanders of training units keep records of learners' independent work in the training session log (section on independent work).

Individual assignments are an integral part of independent work for learners. Individual assignments contribute to a more in-depth study of theoretical material by learners, consolidation and generalization of the knowledge gained, and the formation of skills to use knowledge for the comprehensive solution of relevant professional tasks.

Individual assignments include reports, essays, calculations, graphic, analytical, and computational-graphical tasks, tests, coursework, and qualification papers. In the curriculum and schedule. The schedule of classes should include time for independent work in an amount sufficient for the actual completion of individual assignments.

Individual assignments are completed separately by each learner. In cases where assignments are complex in nature, several learners may be involved in their completion.

For the successful completion of individual assignments, the determination of criteria for assessing knowledge, the procedure for conducting control measures (assessment), etc., methodological recommendations for the organization and implementation of individual assignments are developed at the departments.

Positive grades received by learners for the completion of individual assignments (if their completion is planned) are a prerequisite for admission to semester exams in a given academic discipline.

4.2.1. Recommendations for the general organization of independent work

In order to optimize the learning time for each academic discipline, a set of tasks for independent work is developed in accordance with the thematic plan for studying the academic discipline before the start of its study. At the end of the class, after which the thematic plan of the academic discipline provides for independent work, the teacher is obliged to give a printed copy of this assignment to the commander of the study group.

Before the start of independent work, the commander of the cadet (learner) unit is obliged to check the presence of the group members, workbooks, textbooks, and writing materials for independent work, as well as the form of clothing and appearance. It is prohibited to involve learners in activities and work not provided for in the plan during the hours designated for independent work.

Study groups of learners arrive at the designated classrooms 5 minutes before the start of the class and begin independent work. Before the start of independent work, authorized personnel of the security service receive the necessary literature and secret notebooks. The group leader receives the classroom from the department duty officer (laboratory assistant) and, if necessary, obtains the textbooks located in the department.

The group duty cadet writes in the upper right corner of the board: the name of the unit, the number of personnel on the list, the number of absentees for various reasons, and the schedule for the next day, for example:

01.10.24. 122 MP.

According to the list – 29.

Present – 20.

Hospital – 1 (surname)
 Duty trip – 3 (surname)
 On duty – 3 (surname).
 Consultation – 2 (surname).
 Classes on October 2, 2024:
 1-2 hours – foreign language;
 3-6 hours – MUCC.

If necessary, learners may consult with a teacher with the permission of the group leader. If several learners are referred to one teacher, the unit leader appoints a senior learner. After the consultation, learners return to their independent work and report their arrival to the group leader.

Commands during independent work are given in the same order as in class.

4.3. Practical training of learners

Practical training of learners is a mandatory component of the educational program aimed at helping learners acquire professional competencies and includes:

the acquisition by learners of modern methods and forms of organization of military units, operation and combat use of weapons and military equipment in the field of their future service;

the formation of professional skills and abilities in learners 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 learners with the work experience necessary for obtaining professional qualifications.

The main types of practical training for learners at the Academy are: basic combined arms training, educational, maintenance, pedagogical, scientific, and other types of practice, and military internships.

The types of practical training for learners are determined by the educational program and the relevant curriculum.

Basic combined arms training is part of their military and professional training and is conducted at the Academy's training facilities, which provide the opportunity to implement the Basic Combined Arms Training Program for cadets. The program is developed by the General Staff of the Armed Forces of Ukraine.

The internship is conducted with the aim of enabling learners to acquire skills and practical experience in performing technical maintenance and repair operations on weapons and military equipment, as well as in carrying out military and professional duties.

Military internship is conducted with the aim of acquiring and improving knowledge, skills, and abilities in performing duties in the corresponding position in military units (institutions, organizations, establishments) of the Armed Forces of Ukraine or in military formations subordinate to other central executive bodies of Ukraine.

The content and sequence of military training (internship) are determined by the training program (hereinafter referred to as the program) developed by the

department responsible for the implementation of the educational program. The internship (practical training) program must meet the requirements of the relevant educational program, professional standard, provide for the acquisition of certain professional competencies by learners , and contain a description of the procedure and specific criteria for evaluating the results of the internship (practical training).

To organize internships, the Academy's academic department, after receiving the relevant orders (instructions) from customers, in conjunction with institutes (faculties), assigns learners to military units for the relevant internship positions. The distribution is carried out in accordance with the ranking lists of learners , taking into account their choice of position, place of internship (practice), business, leadership, and personal qualities of the graduate.

The commandant of the Academy, by his order, appoints the institutes, faculties, and departments responsible for conducting internships (practical training) in the relevant specialties (specializations), internship (practical training) supervisors, and determines the tasks, procedure for conducting internships (practical training), and reporting.

The educational and methodological guidance of internships (practical training) for learners is carried out by institutes, faculties, and departments that develop internship (practical training) programs.

The following measures are taken to ensure the high quality of the organization and conduct of internships:

- the command and administrative and scientific and pedagogical staff of structural units and learners study regulatory and legal acts on the organization of combat training, the requirements of combat training programs and plans of military units (subunits) and other necessary documents;

- study of internship (practical training) programs by learners , sending of programs to military units (enterprises) taking into account their receipt on site no later than one month before the start of the internship (practical training);

- preparing and publishing methodological manuals, memos, recommendations on the organization and conduct of internships (practical training), developing formalized documents, etc.;

- organization of talks with officers who have significant experience of service in military units (enterprises), as well as with senior learners who have previously completed internships (practical training);

- conducting demonstration, instructional, and methodological classes and briefings with higher education learners ;

- development by learners of abstracts of reports, lectures, and talks for presentations to personnel during internships (practical training);

- preparing, in accordance with established procedure, the necessary documents for internship (practical training) supervisors and learners to provide access to information constituting state secrets (if necessary).

4.4. Control measures (assessment) in the educational process

Control measures (assessment) are a necessary element of feedback in the educational process. The Academy uses the following types of control: initial (preliminary), ongoing, self-control, mid-term, semester, and final.

Entrance control is a check of the knowledge of the learner , which is used as a prerequisite for the successful organization of the study of an academic discipline. Entrance control is carried out before the study of a new academic discipline in order to determine the level of preparation of learners in the academic discipline or related academic disciplines that precede the study of this academic discipline. Based on the results of the entrance control, measures are developed to provide individual assistance to learners and adjust the educational process.

Ongoing assessment is conducted by teachers in all types of classroom activities during the semester (half-year) according to the schedule.

The main task of ongoing assessment is to check the level of preparation of learners on a specific topic (educational element). The main purpose of ongoing assessment is to ensure feedback between teachers and learners and to manage learners ' motivation to learn. The information obtained during ongoing monitoring is used by the teacher to adjust teaching methods and tools and by the learner to plan independent work. A special type of ongoing monitoring is a colloquium, final monitoring (test (assignment) on topics.

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

The forms of ongoing assessment and its quantitative evaluation for a specific type of educational activity are determined by the criteria regulated by the working program of the educational discipline.

Self-control is intended for independent verification of the degree of mastery of educational material in a specific academic discipline (topic, lesson) by the learner . The effectiveness of self-control is ensured by special self-control and self-assessment programs, which are integral parts of electronic textbooks and automated training courses.

Final control is a form of control over the mastery of theoretical and practical material in a particular academic discipline (educational component) by a learner , which is carried out as a control measure. The purpose of final control is to comprehensively assess the level of achievement of learning outcomes in an academic discipline for a semester (half-year), academic year.

The forms of final assessment in academic disciplines (educational components) of educational and professional (educational and scientific) programs are either a test or an exam.

If an academic discipline is taught over several semesters, interim semester assessment is usually carried out in the form of a test. The final grade for an academic discipline studied over several semesters is determined based on the results of previous semesters.

Final assessment may be carried out orally, in writing, or by means of computer testing using distance learning technologies, with the aim of establishing the achievement of learning outcomes by learners .

Based on the results of the final assessment, ECTS credits are awarded to the learner for the components of the curriculum (academic disciplines, practical training, military training, coursework, and qualification papers).

Semester control is a type of final control that reveals the level of mastery of an educational discipline or its separate logical completed part by a learner during a semester, taking into account the results of current control.

Semester control in an academic discipline is carried out in accordance with the curriculum in the form of an exam or test within the time limits established by the schedule of the educational process and in the scope of the educational material determined by the working program of the academic discipline. The form of semester control is chosen in accordance with the level of competencies being formed. The content and structure of exam papers (test assignments), admission criteria, and assessment criteria are determined by the relevant department and specified in the work program for the academic discipline and communicated to learners at the first class.

All learners take the exam. Learners who have scored 45 or more points in the current assessment may be exempted from the exam. In this case, the same number of points received as a result of current control is entered in the record of the control measure.

Positive grades for control measures (assessment) are entered into the record of academic performance of learners, the record book (individual study plan), and the learner's academic card.

The results of semester control are used as a criterion for the fulfillment of the educational plan by the learner.

Learners enrolled in distance learning programs complete the individual assignments specified in the curriculum (tests, coursework (projects), etc.) and submit them to the department at the beginning of the next teaching session, before the control measures (assessment) for the academic discipline are held.

For learners enrolled in distance learning programs, the schedule of classes, tests, and exams is drawn up in accordance with the educational process calendar.

The certification of graduates may take the form of a certification exam and defense of a qualification paper, a final exam in physical training, and other exams as decided by the Academic Council of the Academy. The organization, procedure, and specifics of the certification of Academy graduates are determined by the regulations on the examination commission, which are approved by the Academic Council of the Academy.

4.5. Assessment of learning outcomes

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

The assessment of the learning outcomes of learners includes the entire range of control measures (assessment) provided for in the work program of the academic discipline and 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 test on the course material, which is determined by the educational program of the professional military education course, the training plan for advanced training courses, and the basic general military training program for cadets, is assessed in accordance with the requirements set forth in these documents.

4.5.1. Recommendations for the formation of assessment criteria and calculation of points

During training sessions, current assessment is given on a four-point scale according to the following criteria:

"excellent" – if the learner demonstrates complete and in-depth knowledge of the course material in the required scope, the necessary level of skills and abilities, and correctly and reasonably makes the necessary decisions in various non-standard situations;

"good" – the learner makes minor mistakes when applying knowledge and skills;

"satisfactory" – the learner has mastered the basic theoretical material but makes isolated mistakes that do not prevent further learning. Able to use knowledge to solve standard tasks;

"unsatisfactory" – failure to master individual sections, inability to apply knowledge in practice, which makes further study impossible.

The grade for the exam or test is the total amount of the points received by the learner for the current assessment and during the assessment event. The ratio of points between them is: 50/50 for the test, 30/70 for the exam.

For further calculation of current assessment points, it is recommended to use the following algorithm (for example, for a test (number of points for current assessment – 50)):

determination of the ratio between the theoretical and practical components of the current control assessment – 1/1.5 (as an option);

determining the reduction coefficients: $B_t=4$, $B_p=6$;

calculating the arithmetic mean of the learner's grade: $\Sigma O_t= 3.8$, $\Sigma O_p=4.1$ (as an option);

calculation of the number of points awarded to the learner for the theoretical and practical components as the product of the arithmetic mean and the reduction coefficient: $B_{ti}= 3.8 \times 4 = 15.2$, $B_{pi}= 4.1 \times 6 = 24.6$, $B_{(pk)(i)} = 15.2 + 24.6 = 39.8$.

If the result is not an integer, the score is rounded to the nearest integer (to 0.5 in the direction of the smaller number, from 0.5 in the direction of the larger number).

Depending on the content and scope of academic disciplines, departments may use other approaches to calculating current control scores. The procedure for doing so is reflected in the relevant section of the academic discipline's work program.

In order to make an objective decision on the admission of learners to the control measure, the developers of the working program of the academic discipline

determine a mandatory list of elements that the learner must master (complete) during its study (practical classes, group exercises, laboratory work, control works, standards, exercises (shooting, driving), essays, etc.).

The criteria for assessing the knowledge of learners during the final assessment should take into account their ability to: summarize the knowledge gained; apply rules, methods, principles, and laws in specific situations; analyze and evaluate facts, events, interpret diagrams, graphs, charts, situations on topographic maps; present material clearly, logically, and consistently.

The main assessment criteria may be:

For oral answers:

completeness of the answer;

logical presentation, culture of speech;

confidence, emotionality, and reasoned arguments;

use of primary and secondary literature (textbooks, teaching aids, journals, other periodicals, Internet resources, etc.);

analytical reasoning, ability to make comparisons and draw conclusions.

When completing written assignments:

completeness of the question;

integrity, systematicity, logical consistency, skills;

accuracy of written work;

preparation of material using computer technology and various technical means (films, slides, devices, diagrams, etc.).

When performing work on weapons and military equipment:

knowledge of the structure and principle of operation of the unit (mechanism), etc.;

quality of workplace preparation for work;

compliance with the sequence of work;

ability to use equipment and tools;

compliance with safety measures.

When performing shooting, driving, standards, etc.:

knowledge of the conditions for performing exercises, standards, etc.;

compliance with time limits for performing standards;

ability to handle weapons;

compliance with safety measures.

For an objective assessment of the number of points earned by learners during tests, it is recommended to use tickets (tests) that include tasks of varying levels of difficulty. The first level consists of test tasks, which are graded on a scale of 1 point; the second level consists of answers (oral or written) to theoretical questions, which are graded on a four-point (ten-point) scale; the third level involves solving practical tasks (completing standards, performing work on weapons and military equipment, developing documents (combat, graphic, text, etc.), solving problems, solving situational tasks, case studies, etc.), which are graded on a four-point (ten-point) scale.

Criteria for evaluating answers to test tasks by level of difficulty:

For questions of the first level of complexity:

1 point if the applicant gave the correct answer to the question;

0 points if the applicant gave an incorrect answer to the question or did not provide an answer.

For questions of the second level of complexity:

5 points are awarded if the applicant demonstrates complete and solid knowledge of the educational material in the specified scope, the required level of skills and abilities, and correctly and reasonably makes the necessary decisions in various non-standard situations;

4 points are awarded if the applicant makes minor inaccuracies in the application of knowledge and skills;

3 points are awarded if the applicant has mastered the basic theoretical material but makes isolated mistakes that do not prevent further learning. Able to use knowledge to solve standard tasks;

2 points are awarded if the applicant fragmentarily reproduces an insignificant part of the training material, has a vague idea of the object of study, but demonstrates the ability to express their thoughts in a basic way;

1 point is awarded if the applicant can distinguish the object of study and reproduce some of its elements.

For questions of the third level of complexity, the criteria for evaluating answers to test tasks are similar to those for questions of the second level of complexity, with a coefficient of 2 applied. If the content of the applicant's answer is difficult to evaluate with a pair of points, the teacher gives them 1, 3, 5, 7, or 9 points. For example, if the content of the learner's answer is between 3 and 4 points on a 4-point scale, the teacher gives them 7 points.

If necessary, the results of the learner's answers, which are assessed on a five-point scale, are converted (using the coefficients specified in the course syllabus) to the maximum number of points that can be obtained for answers to questions (tasks) of the second and third levels of complexity.

Departments may use other approaches to determine the number of points awarded to learners during control measures (assessment). The assessment criteria and the procedure for calculating points are specified in the relevant section of the work program for the academic discipline.

4.5.2. Recommendations for conducting control measures (assessment)

Exams are held during exam sessions. The duration of the exam session is determined based on the following calculation: at least 2/3 of a week for one exam. One ECTS credit is allocated for the preparation and completion of each exam. Consultations are planned during the exam preparation period.

The scope of final assessment measures (duration of exam sessions) should not exceed 15 percent of the total teaching time for the academic year.

No days are allocated for preparation for exams on the Statutes of the Armed Forces of Ukraine, physical training, or driving.

As a rule, the exam is administered by the academic staff member who taught the course. By decision of the chief of the department, other academic staff members who taught classes in the exam group may be appointed to assist the main examiner. If lectures on the academic discipline were given by several lecturers, a commission shall be set up by decision of the chief of the department to conduct the exam.

The form of the exam is determined by the department and reflected in the curriculum. The content of the exam paper, the list of materials that the learner is

allowed to use during the exam (programs, reference books, maps, tables, models, and other aids) are discussed at a department meeting and approved by the chief (dean) of the department no later than 14 calendar days before the start of the exams.

The content of the exam paper (test) must fully cover the work program of the academic discipline or the part of it that is subject to semester assessment, and ensure the verification of the achievement of the learning outcomes specified in the educational and professional training program. The number of papers (tests) must exceed the number of learners in the study group by at least 10% of their total number in the study group.

In addition, control tasks must meet the following requirements:

- the complexity of the papers (tests) for the oral exam should be approximately the same and allow the learner to fully reveal the content of all questions within the time allotted for the answer (up to 30 minutes);

- the complexity and labor intensity of the test for written control must correspond to the time allotted for control (90 minutes);

- tasks should not require detailed explanations, complex calculations, or drawings, and should ensure a minimum of unproductive time spent on auxiliary operations, intermediate calculations, etc.;

- when formulating tasks (questions), standardized (recommended) terms, names, and designations must be used.

When conducting semester assessments, the examiner must have the following documentation:

- a plan for the control measure (exam, test, control work);

- a set of exam papers (tests) approved by the head (chief) of the department (indicating the protocol number and date of the department meeting);

- individual exam papers (tests) to be given to learners ;

- a list of materials that the learner is allowed to use during the assessment (programs, reference books, maps, tables, models, and other aids), approved by the head (chief) of the department;

- criteria for assessing the level of preparation of the learner , approved by the head (chief) of the department;

- examination (test) records.

The examiner conducting the assessment shall personally obtain the exam (test) record from the academic department of the institute (faculty) on the day before the assessment. Before the start of the assessment, the examiner shall enter the results of the current assessment into the exam (test) record, which shall be communicated to the learners at the beginning of the class.

No one else is allowed to be at the exams or tests (except for people mentioned in the plans for checking the learning process by the Academy and institute (faculty) management).

The control measure begins at the time specified in the class schedule. The duration of the exam in the study group should not exceed 6 academic hours. Learners must be given at least 30 minutes to prepare their answers. Learners must have their learner record books with them during exams (tests).

The written component of the exam (test) is conducted in the following order:

- learners are seated in the classroom in such a way as to prevent the use of unauthorized materials;

learners are given tasks and teaching materials that are permitted for use during the exam;

the required number of sheets of blank paper (signed by the teacher in the upper right corner) are distributed for the preparation of the work;

all sheets of paper used must be handed over to the examiner at the end of the exam.

learners may leave the examination room only with the examiner's permission in case of urgent need, and they must hand in their work to the examiner;

work must be done neatly, clearly, and precisely;

on the work, the learner writes: their military rank, surname and initials, study group number, date and time of completion, and signs at the end;

learners who have completed their work shall hand it in to the examiner and leave the room with his permission.

The oral component of the exam (test) is conducted in the form of a conversation on the main questions of the academic discipline program in the following order:

four learners enter the classroom in turn and report to the teacher: "Colonel, cadet (senior lieutenant) Sydorenko is here to take the tactics exam";

after the report, the learner presents his or her record book to the examiner, takes an exam paper, names its number, reads the questions aloud, reports whether they are clear, clarifies them if necessary, receives blank sheets of paper for writing down the answers and solutions to the problems, and begins to prepare for the answer;

the time for preparation for the answer is up to 30 minutes;

learners preparing for their answers may, if necessary and with the permission of the teacher, make drawings, diagrams, calculations on the board or work with equipment, models, etc.;

when ready to answer or when the time allotted for preparation has expired, the learner, with the permission of the teacher or at his/her request, answers the questions on the paper.

before the first learner begins their presentation, the fifth learner in line enters the auditorium;

when exams are taken by a commission (sub-commission), the answers of the learners are briefed by the entire commission (sub-commission). For individual questions that require practical work on weapons and combat equipment, answers may be heard by one member of the commission (sub-commission) at the direction of the head of the commission (sub-commission).

after completing the report on each question, the applicant informs the teacher;

additional questions are asked to clarify the depth of knowledge (skills and abilities) only within the scope of the questions on the ticket.

The practical part of the exams is intended to provide an opportunity to test the ability of learners to apply theoretical knowledge to practical issues, their leadership qualities, and their skills in working with weapons and military equipment. It is conducted at training grounds, shooting ranges, tank ranges, driving ranges, parks, laboratories, workshops, and is provided with the appropriate material resources.

The scientific and pedagogical staff member conducting the exam (test) must adhere to the schedule of classes (date, time of the exam, classroom) conduct the exam (test) only using the approved set of exam papers or tests (for a more objective

assessment of the level of preparation of the learner, the teacher has the right to ask additional questions within the scope of the material studied in the academic discipline). Answers to exam questions (tests) are kept at the department for the duration of the academic year and then destroyed.

Grades for oral exams (tests) are announced to learners during the final part of the exam. Grades for written tests are communicated to learners no later than one day after the test.

The results of the semester control are entered by the teacher in the examination (test) record, the test book, and the register of academic activities (), and by the educational department of the institute (faculty) in the learner's academic record. Examination (test) records are made in two copies. The list of learners entered in the record is signed by the chief of the institute (faculty). The procedure for filling out the examination (test) record is determined by the Collection of Forms of Basic Documents on the Organization of the Educational Process of the Academy.

The teacher records all academic hours (classroom hours and hours for independent work) for the subject subject to semester assessment in the record book, as well as a positive grade.

The academic staff member personally submits both copies of the completed examination (test) report to the academic department of the institute (faculty) by the end of the next working day after the test, and the chief of the academic department of the institute (faculty) submits the first copies of the examination (test) records to the academic department by the end of the third working day after the last control measure at the institute (faculty).

Learners who have not passed the semester control measure, including for valid reasons, must eliminate their academic debt within the period established by the commandant of the Academy, but no later than the beginning of the new academic year, except for graduates (for whom the time is set before the start of the attestation). In this case, the chief of the institute (faculty) draws up a schedule for clearing academic debt, which is agreed upon by the deputy commandant of the Academy for education.

Retaking an exam or test is allowed no more than twice. Retaking a test or exam is accepted by a commission created by the head (chief) of the department.

Learners who receive unsatisfactory grades in three or more academic disciplines during semester exams, including after retakes, shall be expelled from the Academy in accordance with the established procedure.

If a learner disagrees with the results of the control measures (assessment), they have the right to submit an appeal to challenge the results of the control measures (assessment) and retake them in accordance with separate regulations.

One semester before the start of the work of the examination commission for the certification of graduates, the learner, with the permission of the commandant of the Academy, has the right to retake the exam (test) for a higher grade, but no more than two academic disciplines. The exam (test) is conducted by a commission in accordance with the decision of the head (chief) of the department.

The results of semester control shall be regularly discussed at meetings of departments, academic councils of institutes (faculties), and the Academic Council of the Academy. They are one of the important factors in the quality management of the educational process.

5. Organization and provision of the educational process

The organization and provision of the educational process at the Academy are carried out through the comprehensive implementation of educational, methodological, scientific, and scientific-technical activities, organizational, educational, and other types of work by scientific and pedagogical (pedagogical) staff with the aim of implementing higher education standards and professional standards for the training of military specialists.

The educational process is provided by the main structural units of the Academy on the basis of educational programs, educational programs of professional military education courses, curricula, and training plans for advanced training courses.

5.1. List of the Academy's key documents regulating the organization and provision of the educational process

List of the Academy's key documents regulating the organization and provision of the educational process:

- the Academy's statute;
- regulations on the organization of the educational process;
- regulations on the system of internal quality assurance of educational activities and the quality of military education;
- licenses to conduct educational activities at the appropriate levels of higher education and specialties or to conduct educational activities under the appropriate educational program;
- certificates of accreditation of educational programs (specialties);
- higher education standards for each level of higher education within each specialty (copies);
- professional standards for officers by level of military education and relevant military specialties;
- professional standards for sergeant and senior personnel according to the relevant military specialties;
- a plan of main activities for the academic year, divided into sections: educational activities, scientific and scientific-technical activities, methodological activities, measures of the internal quality assurance system for educational activities and higher education quality; moral and psychological support; material and technical support; other organizational measures and activities;
- a monthly schedule of main activities;
- a schedule for the educational process for the academic year;
- a long-term plan for the development and improvement of the training facilities for a period of five years;
- annual plan for the development and improvement of material and technical resources (for two calendar years);
- a plan for the professional development of scientific and pedagogical (pedagogical) staff for the academic year;
- examination (test) records;
- summary data on the results of examinations and tests for the semester (half-year, academic year);
- report on activities for the academic year;

schedules of classes (exam sessions);
 work plan of the academic council for the academic year and minutes of its meetings;
 register of diplomas (certificates) issued;
 register of academic references issued;
 order of the commandant of the Academy on the organization of the educational process in the academic year;
 order of the commandant of the Academy on the distribution of the academic load for the academic year;
 educational and professional, educational and scientific programs for each level of higher education for each specialty (specialization);
 curricula for the training of learners ;
 working curricula;
 programs for the advanced training of scientific and pedagogical (pedagogical) employees ;
 educational programs for professional military education courses (military specialists of the officer corps) for the corresponding levels of military education;
 curricula for advanced training courses for military personnel, civil servants, and employees of the Armed Forces of Ukraine;
 training programs for practical training (military internships) for learners ;
 basic general military training program (copy).
 In addition to the above, the organization and provision of the educational process at the Academy are regulated by:
 a plan for methodological work for the academic year;
 a plan for monitoring the educational process by the Academy's management;
 compilations of working programs for academic disciplines (syllabi) (electronic version);
 regulations on the examination commission;
 regulations on distance learning;
 methodological recommendations for the organization and implementation of individual tasks;
 regulations on the procedure and specifics of professional development for scientific and pedagogical (pedagogical) employees;
 regulations on the procedure for forming a catalog of elective disciplines, developing syllabi for academic disciplines, and implementing the right of learners to choose academic disciplines;
 regulations on the guarantor of educational programs;
 provisions on the development, approval, monitoring, and revision of educational programs;
 regulations on appealing the results of control measures (assessment) and their retaking;
 regulations on awarding graduates with a diploma "With Distinction" and awarding a gold medal "For High Achievements in Education";
 regulations on the annual rating assessment of the activities of scientific and pedagogical employees .
 a plan of editorial and publishing activities for the year.

5.2. List of the key documents of the institute (faculty) of the Academy that regulate the organization and educational and methodological support of the educational process

The key documents of the institute (faculty) of the Academy that regulate the organization and educational and methodological support of the educational process are:

- regulations on the structural unit;
 - plan of the 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 for educational activities and the quality of higher education; moral and psychological support; material and technical support; professional development of scientific and pedagogical (pedagogical) staff, other activities and organizational measures of the structural unit;
 - 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 its meetings;
 - individual study plans of learners ;
 - schedules of classes (examination sessions);
 - examination (test) records (second copy);
 - credit books of learners ;
 - educational cards of learners ;
 - summary data on the results of exams and tests for the semester (half-year, academic year);
 - rating lists of learners ;
 - journals of academic classes by study groups.
- In addition to the above, to ensure the efficiency and proper organization of the educational process at the institute (faculty), copies (in electronic form, if necessary) are kept of:
- higher education standards for each level of higher education within each specialty;
 - professional standards for officers by level of military education and relevant military specialties;
 - educational programs of professional military education courses (military specialists of the officer corps) for the corresponding levels of military education;
 - training plans and programs for advanced training courses for military personnel, civil servants, and employees of the Armed Forces of Ukraine;
 - training programs for practical training (military internships) for learners ;
 - training plans for learners ;
 - working curricula (for the first year of study);
 - compilations of working programs for academic disciplines (syllabi).

5.3. List of key documents of the department on the organization and educational and methodological support of the educational process

The documents of the department on the organization and educational and methodological support of the educational process are:

- regulations on the department;
 - 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 scientific and pedagogical staff, educational activities, methodological activities, scientific and 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 scientific and pedagogical staff, organizational and other activities, measures of material, technical, and informational support for educational activities, and other measures;
 - individual work plan of scientific and pedagogical staff for the academic year;
 - protocols of department meetings in paper form;
 - list of topics for qualification works under educational programs in which they are provided for;
 - list of topics for military-scientific works in accordance with the department's profile;
 - report materials on the professional development of scientific and pedagogical staff of the department;
 - journal of control and mutual visits to educational classes;
 - working programs of academic disciplines;
 - syllabi of selected academic disciplines
 - training programs for practical training (military internship) for learners ;
 - teaching and methodological materials for educational components (educational and professional (educational and scientific) programs, educational programs for professional military education courses, training plans and programs for advanced training courses) of the department;
 - materials for the certification of learners ;
 - journal of control works and individual assignments of correspondence learners;
 - report on the department's activities for the academic year;
 - professional standards and educational programs specific to the department (copy and electronic version).
- In addition, the department keeps:
- methodological recommendations for the organization and completion of individual assignments;
 - programs for certification exams, exams, and comprehensive exams that are given to higher education applicants for certification;
 - methodological recommendations for the preparation and defense of qualification works;
 - a journal for recording the completion of tests and individual assignments by correspondence learners ;
 - electronic copies of higher education standards, professional standards, educational programs of professional military education courses, training plans for advanced training courses, training and work plans (for departments responsible for their preparation (implementation)).

The main documents of the Academy, institutes (faculties) that regulate the organization and provision of the educational process, as well as documents of departments on the organization and educational and methodological support of the educational process are recorded in the relevant documents of the Academy and structural units.

They are stored in accordance with the requirements of the instructions on record keeping in the Armed Forces of Ukraine and archival storage.

Teaching and methodological documentation is developed by the relevant departments. Responsibility for the quality and content of teaching and methodological documentation rests with the chief of the department.

Educational and methodological documentation on academic disciplines is stored in the departments that provide instruction in those disciplines. All departments submit the following in electronic form to the training units of structural subdivisions with the appropriate set of teaching and methodological documentation, including working programs for academic disciplines, for placement in the repository.

The relevant structural unit shall ensure that the documents are placed in the repository through the educational department, taking into account the requirements of the legislation on the protection of state secrets and official information.

Working programs for academic disciplines, as well as the corresponding teaching and methodological support, shall be available to learners during the term of the relevant curriculum (taking into account the requirements of legislation on the protection of state secrets).

The list of basic documents or extracts from them that regulate the organization and provision of the educational process at the Academy, institute (faculty), department, their type (paper copies and/or electronic form) is determined by the Academy in accordance with the appendix to the Regulations.

In order to unify the organization of the educational process of structural units at the Academy, a "Collection of forms of basic documents on the organization of the educational process of the Hetman Petro Sahaidachnyi National Army Academy " is being developed.

5.4. Staffing for the educational activities of the Academy is carried out in accordance with the law.

5.5. Information support for the educational activities of the Academy

Information support for the educational activities of the Academy includes:

- the availability of libraries containing educational and other literature, domestic and foreign professional periodicals in the fields of training or related fields, and periodical scientific publications;

- information and reference materials that support educational, scientific, and scientific-technical activities;

- electronic training courses, computer programs and electronic textbooks, video and audio materials, electronic libraries and databases;

interactive tools and platforms for cooperation, including the Central Repository of Resources of the Distance Learning System of the Armed Forces of Ukraine.

The Academy's library fund provides comprehensive, high-quality, and prompt library, bibliographic, and information support for the training of military specialists, scientific and pedagogical (pedagogical, scientific) employees, and other categories of readers in accordance with their information needs based on broad access to book collections.

The Academy's library and its structural units provide access to educational content using modern information, information and communication technologies, and distance learning technologies.

6. Planning of the educational process

The educational process at the Academy is planned on the basis of curricula and a schedule-calendar of the educational process for the academic year.

6.1. The curriculum is a document that regulates the organization and provision of the educational process. The curriculum specifies: the name of the Academy, the structural unit, and contains information about: the field of knowledge, specialty, specialization (if necessary), educational program, level and degree of education, form and duration of education, and qualification.

The curriculum includes the following sections: schedule of the educational process, summary data on the distribution of study time, data on internships, military training and certification, and a plan of the educational process, which determines the list and scope of educational components in ECTS credits by half-year (semester), the logical sequence of their study, forms of organization of the educational process, types and scope of educational activities, forms of current and final control, which ensure the achievement by the learner of the corresponding degree of education and program learning outcomes.

The curriculum is developed by a working group of the institute (faculty) responsible for the training of learners in the relevant specialty and educational program, under the methodological guidance and in cooperation with the educational department of the Academy.

The curriculum is signed by the chief of the institute (faculty), agreed upon by the deputy commandant of the Academy for educational work, the guarantor of the educational program, and approved by the Academic Council of the Academy.

The curriculum for the training of learners at the Academy is developed on the basis of the relevant educational program for each level of higher education, form of education, and for each specialty (specialization).

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

the curriculum is developed for the entire period of study (by academic years and semesters) and remains in effect until a new educational program is approved;

the duration of theoretical training, compulsory practical training, semester control, and the completion of individual tasks is not less than 40 weeks per academic year. The reserve of academic time is not more than 4 weeks per academic year,

which shall be allocated for certification (in the final year of study), improvement of professional (military-professional, military-special) competencies and practical skills within the framework of professional military education;

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

the academic load for a full academic year is 60 ECTS credits. One ECTS credit is equal to 30 academic hours, which is the unit of measurement of the academic load of learners at the Academy;

the workload of a learner in an academic discipline during the period of study (academic year and semester) consists of classroom (contact) hours (lectures, practical, seminar, laboratory classes, consultations, etc.), independent work, preparation and completion of control measures (assessment), to which ECTS credits established for academic disciplines are allocated.

If the final assessment for an academic discipline 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 discipline, at least one ECTS credit is allocated for it. The remaining ECTS credits established for the academic discipline are converted into hours, which are divided into classroom (contact) hours and independent work by the learner.

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 duration of the examination session is determined based on the following calculation: no less than $\frac{2}{3}$ of a week per exam. The volume of final control measures (assessment) (the duration of examination sessions) shall not exceed 15 percent of the total academic 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 Academy.

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

Compulsory educational components of the curriculum include academic disciplines of general and professional training cycles, qualification work, military training, internships, and other types of educational workload for learners aimed at achieving the learning outcomes defined by the educational program.

Elective educational components (academic disciplines) of the initial plan are designed to enable learners to deepen their professional knowledge within the chosen educational program and/or acquire additional special professional competencies. Elective academic disciplines may be chosen by learners independently, either separately or in blocks, formed on the basis of the possibility of awarding the relevant qualification or the similarity of the competences acquired.

The list of academic disciplines or individual blocks of academic disciplines chosen by learners is taken into account by learners when forming their individual study plans.

Military educational components are determined by the relevant educational programs of professional military education courses (military specialists of the officer corps) and educational components of a military-professional orientation.

The curriculum for correspondence education corresponds to the curriculum for full-time (day) education of the same educational program and has a shorter duration of classroom training due to an increase in the amount of independent work of learners. The total duration of classes in the correspondence form of education is determined by the availability of time and the number of training sessions, the scope of the educational program, and the ability of learners to acquire the competencies specified by the higher education standard.

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

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

6.2. Schedule-calendar of the educational process

The schedule-calendar of the educational process is a document that determines the calendar dates for theoretical training and practical training, examination sessions, preparation of qualification works, attestation, vacation breaks for learners, independent work (for distance learning), and research work of adjuncts. The schedule-calendar of the educational process is drawn up for the academic year, signed by the deputycommandant of the Academy for educational work, agreed upon by the first deputy commandant of the Academy, and approved by the commandant of the Academy.

The schedule-calendar of the educational process for full-time (day) education is drawn up taking into account the following features:

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

- 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 control;

- 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 correspondence education provides for training sessions and semester control measures (assessment) (examination sessions).

The duration of training sessions and semester exams (exam sessions) for first- and second-year learners enrolled in correspondence higher education programs is 30 calendar days, and for third-year and subsequent learners enrolled in correspondence higher education programs is 40 calendar days.

Four months are provided for the preparation and defense of qualification work for learners who are obtaining higher education in a correspondence form.

When organizing training sessions and semester exams (exam sessions) for correspondence learners, the following is taken into account: classes may be scheduled for no more than 6 days per week and no more than 8 hours per day. Separate time shall be allocated for tests (no less than 2 hours per test per study group) and exams (no less than 4 hours per exam per study group).

6.3. Individual study plan of the learners

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

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

The individual study plan is developed on the basis of the study plan for the training of learners of a particular educational program, with the aim of individualizing the educational process—taking into account, as much as possible, the individual needs of learners in terms of their professional training and the implementation of their individual educational trajectory.

The individual study plan specifies the list of compulsory educational components and the elective part. The elective part of the individual curriculum ensures in-depth training under the educational program and determines the nature of the graduate's future activities and is formed from a list or blocks of elective disciplines of 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 learner is taken into account.

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

The individual study plan is signed by the higher education learner, agreed with the deputy chief of the institute (faculty) for academic and scientific work, the chief of the department, and approved by the chief of the institute (faculty) within two weeks from the start of the new academic year.

The implementation of the individual study plan by the higher education learner 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 specialty.

The individual study plan is implemented in accordance with the schedule of classes, examination sessions, or an individual schedule.

The mechanism for implementing the right of learners to freely choose academic disciplines at the Academy is determined by separate Regulations.

6.4. Schedule of classes

The schedule of classes is drawn up by the academic department (division) of the institute (faculty) in conjunction with the academic department for one month, signed by the chief of the institute (faculty), the chief of the academic department, agreed with the deputy commandant of the Academy for educational work, and approved by the commandant of the Academy.

The schedule of classes shall include:

- the numbers and names of the educational units of the learners ;
- the name of the academic discipline or its code;
- the date, place, topic number, and type of class;
- the surname of the person conducting the class.

The schedule of classes shall be brought to the attention of scientific and pedagogical (scientific) staff and educational units in accordance with the established procedure 10 days before the start of the new month in which it is to be held.

The procedure for defending military training and educational practices, course papers (projects) shall be communicated to learners no later than one week before the start of the defenses.

After the schedule of classes has been drawn up and approved, the chief of the department, if necessary, has the right to replace a scientific and pedagogical (scientific) employee to conduct the class, with subsequent notification of the Academy's academic department (through the academic section (department) of the institute (faculty)). The Academy's academic department must be informed of the replacement of a teacher no later than one day before the start of the class.

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

6.5. Work program of the academic discipline

The work program of an academic discipline is a document that defines the place and significance of the academic discipline in the implementation of the relevant educational program, the purpose, sequence, and organizational forms of studying the academic discipline, the learning outcomes that learners should achieve in the learning process, the system for their assessment, and the information and methodological support.

The main purpose of the work program of an academic discipline is:

to familiarize learners and other participants in the educational process with the content of the academic discipline, the criteria and means of assessing learning outcomes, etc.;

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

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

The content of the work program for an academic discipline must:

ensure that learners achieve the learning outcomes specified in the educational program;

establish an algorithm for learners to study the educational material of the academic discipline, taking into account interdisciplinary links, which excludes duplication of educational material in various organizational forms and types of study;

determine the necessary scientific, methodological, and methodological support for the study of the educational discipline's educational material, the criteria and procedure for assessing the knowledge, skills, and other competencies of learners acquired as a result of studying the educational discipline.

Based on the working program of the academic discipline, manuals for independent study of the academic discipline and other methodological materials are developed to ensure the successful mastery of the program material by the learner .

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

The working program of the academic discipline should include the following components:

general information: name of the Academy, department responsible for teaching the academic discipline, names of the academic discipline and educational program (for compulsory academic disciplines), as well as information on the approval, adoption, and re-approval of the program, language of instruction;

developers of the working program of the academic discipline: information about the academic degree, academic and honorary titles (if any), name and surname of the scientific and pedagogical (scientific) employee or group of scientific and pedagogical (scientific) employees of the department;

purpose of studying the academic discipline, program learning outcomes, competencies for which this academic discipline is used;

status of the academic discipline: compulsory, elective, or military. Academic disciplines that are compulsory for at least one educational program have compulsory status;

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

expected learning outcomes of the academic discipline (learning outcomes formed on the basis of the transformation of the learning outcomes of a specific educational program);

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

the program of the academic discipline (thematic plan by types of educational activities);

forms of current and final control, means of diagnosing learning outcomes;

criteria and procedure for assessing the knowledge, skills, and other competencies acquired by learners as a result of studying the academic discipline;

methods and forms of teaching the subject matter of the academic discipline, 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 discipline;

recommended sources of information for organizing independent work of learners .

The form of the working program for the academic discipline is determined by the Academy.

The work program for an academic discipline is developed by a scientific and pedagogical (scientific) employee, as a rule, a lecturer or a group of scientific and pedagogical (scientific) staff of the department, appointed by the chief of the department, which provides teaching of this discipline on the basis of the educational program, the curriculum for the training of learners in full-time (day) and correspondence forms of education, a certain level of higher education, and relevant regulatory documents.

The working program of an academic discipline that is assigned to several departments or requires the involvement of scientific and pedagogical (scientific) staff from other departments is developed by a working group of scientific and pedagogical (scientific) staff, which includes representatives of these departments.

Responsibility for the timeliness and quality of the preparation of working programs for academic disciplines and for compliance with academic integrity rests with the scientific and pedagogical (scientific) staff who develop these programs and with the chiefs of the departments where the developers of the working programs for academic disciplines work or perform military service.

Developers of a working program for an academic discipline must take into account and coordinate the content of previous, parallel, and subsequent disciplines in accordance with the structural and logical scheme of the educational program.

For different forms of education (full-time and correspondence), a single working program for an academic discipline is developed for the entire period of academic the academic discipline, taking into account the requirements of the training plan for full-time and correspondence learners regarding the distribution of classroom hours and independent work. To take into account the specific features of the academic discipline, separate working programs of the academic discipline may be developed for full-time (day) and correspondence forms of education.

If the academic discipline is taught to learners enrolled in different educational programs but with the same content, number of ECTS credits, distribution of classroom hours and independent work, and form of final assessment, a single working program for the academic discipline shall be developed.

If an academic discipline is taught to learners enrolled in different educational programs and has different content, ECTS credits, distribution of classroom hours and independent work, and form of final assessment, separate work programs for the academic discipline shall be developed for each educational program.

The working program for an academic discipline is developed before the start of the academic year in which the study of the academic discipline begins. It is reviewed and approved at a meeting of the department that provides instruction in the academic discipline, signed by the chief of the department that provides instruction in the academic discipline, agreed upon by the guarantor of the relevant educational program, and approved by the chief of the structural unit that includes the

department. In cases where scientific and pedagogical (scientific) employees of other departments are involved in the development of the work program for an academic discipline, it shall be reviewed and approved at a meeting of all departments that participated in the development of the program. The work program for academic disciplines of the Academy's general departments is approved by the deputy commandant of the Academy for educational work.

The working program of an academic discipline for candidates for the educational and scientific degree of Doctor of Philosophy is approved by the deputy commandant of the Academy for scientific work.

The working program of an academic discipline is developed for the period of training and is completely updated (a new working program of the academic discipline is developed and approved) in the following cases:

- changes in the higher education standard for the relevant specialty;
- approval of a new edition of the relevant educational program or significant changes to its content relating to the academic discipline;
- significant changes to regulatory documents (curriculum, educational program, etc.) in accordance with an order of the commandant of the Academy issued on the basis of reasoned proposals from the guarantor of the educational program, the results of surveys and proposals from interested parties (stakeholders) of educational programs, and the introduction of new teaching technologies.

The work program for an academic discipline is approved annually, taking into account:

- changes to certain regulatory documents and on the basis of relevant orders of the commandant of the Academy;
- proposals of the guarantor of the educational program;
- the results of monitoring and periodic review of educational programs and, in particular, the wishes and comments received from learners and other stakeholders regarding its content, types of training sessions, and their scope;
- reasonable requirements of customers, including those related to strengthening the practical component of training for learners, introducing combat experience into the educational process, etc., the results of scientific research, improving the content of training and teaching methods for the academic discipline, and new elements of the educational material base.

Changes to the working program of the academic discipline concerning clarification of the content of the academic discipline program, the list of topics for practical, laboratory, seminar, or individual training tasks, including topics for term papers (projects), independent work assignments for learners, and the system for monitoring and evaluating learners' knowledge, recommended sources of information that are usually made before the start of the new academic year. If necessary, these changes may be made during the academic year.

Changes to the working program of an academic discipline taught to all learners are reviewed and approved at a department meeting, agreed upon by the guarantors of educational programs, and approved by the chief of the institute (faculty) where the relevant department is located, and added to the main program of the academic discipline as a separate appendix. The appendix to the working program of the academic discipline shall be drawn up in accordance with the requirements for the section to which the relevant changes are made. The content of changes to the

working program of the academic discipline, which is submitted for re-approval, shall be reflected in the minutes of the department.

In the event of changes to the working program of an academic discipline in the military-specialized training cycle, they shall be approved by the chief of the institute (faculty) responsible for the training of learners under the relevant educational programs.

Working programs of academic disciplines (with amendments), teaching and methodological support, in paper and electronic form, shall be stored at the departments that provide academic of these academic disciplines during the period of validity of the relevant curriculum.

Working programs for academic disciplines (with amendments), as well as their corresponding academic and methodological support in paper and electronic form, shall be available to learners during the term of the relevant curriculum, taking into account the requirements of legislation on state secrets.

Literature and other sources of information recommended for use by learners during their studies in an academic discipline shall be available to learners free of charge in the Academy's 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.

Working programs of academic disciplines (with amendments) in electronic form are submitted by the department to the main structural unit to which the training of learners under the relevant educational program is assigned, and to the academic department for placement in the Academy's repository, taking into account the requirements of legislation on the protection of state secrets and official information, within 10 working days after its approval and control over its content by the relevant security authorities.

6.6. Elective courses

Elective academic disciplines or elective courses are academic disciplines that are included in the list of disciplines specified by the educational program in order to more fully meet the educational and qualification needs of the learner .

Elective academic disciplines recommended for study in the next academic year are compiled in a catalog of elective academic disciplines for each level of higher education of the educational program. The catalog is posted on the Academy's official website before the start of the academic year.

Based on the working program of the elective academic discipline, a syllabus for the academic discipline is developed, which defines the responsibilities of the scientific and pedagogical (scientific) employee who participates in academic the academic discipline and the learner who studies this academic discipline, and the following must be specified:

- the learning objectives that the scientific and pedagogical (scientific) employee sets for their academic discipline;

- the specific knowledge and skills that the learner must acquire as a result of studying the academic discipline;

- an abstract, the structure of the academic discipline;

the assessment system, course policy, which is determined by the system of requirements of the scientific and pedagogical (scientific) employee for learners regarding academic integrity and communication;

retakes of current and final assessments and appeals against assessment results, attendance of classes, etc.

The procedure for forming a catalog of elective disciplines, developing syllabi for academic disciplines, and implementing the right of learners to choose academic disciplines (blocks of academic disciplines) is determined by a separate Regulation.

6.7. Curriculum for the advanced training course

The curriculum for advanced training courses for military personnel, civil servants, and employees of the Armed Forces of Ukraine takes into account the qualification requirements for participants in advanced training courses, which are determined by the relevant customer.

Based on the results of training at the Academy, a person who has successfully completed a specific training plan-program of a professional development course is issued a certificate of completion of the professional development course.

The training plan for the advanced training course shall be developed by a working group consisting of representatives of the customer and scientific and pedagogical (pedagogical) staff of the Academy, agreed upon by the Director of the Department of Military Education and Science of the Ministry of Defense, the Chief of the Central Administration of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and approved by the customer.

6.8. Basic combined arms training program for cadets

A mandatory component of the practical training of military specialists of the Armed Forces of Ukraine is the basic combined arms training of cadets, which is carried out in the structural units of the Academy that provide practical training for learners, or in the training centers of the Armed Forces of Ukraine.

The program of basic combined training for cadets is developed by the General Staff of the Armed Forces of Ukraine.

7. Ensuring the quality of military education

Ensuring the quality of military education is the process of creating reliable conditions (personnel, regulatory, legal, educational, methodological, informational, material and technical, financial and economic, moral and ethical, psychological and pedagogical, domestic, aesthetic, etc.) for the implementation of educational activities and their constant maintenance by participants in the educational process in proper condition in order to ensure that military education learners achieve the planned learning outcomes (competence development) in accordance with educational standards and professional standards for military specialists of the Armed Forces of Ukraine within the specified time limits.

The Academy implements a system of internal quality assurance of military education, which includes:

educational entities – administration, scientific and pedagogical (pedagogical) staff, scientific employees, instructors, engineering and technical staff, Academy learners , and representatives of customers;

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

instruments (methods) of influence (measurement) – observation, surveys, questionnaires, testing, focus group interviews, interviews with learners, scientific and pedagogical (pedagogical) staff and representatives of customers, traditional and modern methods of initial (entrance), ongoing (interim) and final (graduation) quality control of learners ' knowledge, etc.

The internal quality assurance system for military education provides for the implementation of the following procedures and measures:

determination of principles and procedures for ensuring the quality of higher education;

monitoring and periodic review of educational programs;

annual assessment of higher education learners, scientific and pedagogical staff of the Academy, and regular publication of the results of such evaluations on information boards or in any other way;

ensuring the professional development of academic, research, and research and academic staff;

ensuring the availability of necessary resources for the organization of the educational process, including independent work by learners, for each educational program;

ensuring the availability of information systems for effective management of the educational process;

ensuring the publicity of information about educational programs, degrees of higher education, and qualifications;

ensuring academic integrity among Academy staff and learners , including the creation and maintenance of an effective system for preventing and detecting academic plagiarism, etc.

The organization of the implementation of the procedures of the internal quality assurance system of military education at the Academy is entrusted to the scientific and methodological department for quality assurance of educational activities and higher education.

Quality assurance of educational activities and military education is implemented through the licensing of the Academy's educational activities, accreditation of educational programs, and certification of learners .

The Academy's internal quality assurance system for military education has five levels:

the first – learners: mastering educational programs, academic disciplines, and forming a system of competencies in specific specialties in the relevant field of knowledge;

second – departments, guarantors of educational programs, persons responsible for educational components, chief (head) of the department, scientific and pedagogical (scientific) staff, and initiative groups of learners enrolled in the

educational program, customers: direct implementation of educational programs and ongoing monitoring;

third – structural units that carry out educational activities, self-government bodies of learners , customers: implementation and administration of educational programs, annual monitoring of programs;

fourth – deputy commandants of the Academy by area of activity, scientific and methodological department for quality assurance of educational activities and higher education, advisory and consultative councils, self-government bodies of learners , customers: development, expertise, testing, monitoring of academic policy, documents, procedures, projects, organization of feedback between the Academy and the armed forces;

fifth – the Academic Council, the commandant of the Academy – making system decisions: determining policy in the field of internal quality assurance of educational activities and the quality of education; setting goals; determining the regulatory, organizational, methodological, material, and socio-psychological conditions for the organization of educational activities at the Academy; determining indicators of the effective functioning and organization of the system of internal quality assurance of educational activities, the quality of higher education and professional military education; distribution of decision-making powers among officials, guarantors of educational programs and departments with the involvement of learners, their self-government bodies and customers

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

8. Methodological activities

Methodological activities at the Academy are an integral part of the educational process and one of the activities of the management, scientific and pedagogical (pedagogical) staff, commanders of educational units and instructors. It covers activities aimed at the scientifically sound organization of the educational process and its implementation, taking into account scientific achievements in the field of education and training of learners .

8.1. Main tasks and content of methodological activities

The main tasks of methodological activities are:

scientific and methodological support for the organization, implementation, and quality management of the educational process;

improving the methodological skills of management, scientific and pedagogical (academic) staff, instructors, and commanders of educational units;

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

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

Educational and methodological activities include:

the development of planning and organizational and methodological documents;

- analysis of the success of learners and development of measures to improve the quality of their training;

- analysis of feedback on graduates from the military and development of proposals for improving the training of learners ;

- summarizing and disseminating best practices in methodological activities;

- development of measures for the training of novice teachers and improvement of the methodological skills of scientific and pedagogical (pedagogical) employees .

Scientific and methodological activities are aimed at:

- developing new academic disciplines and defining their content; improving the working programs of academic disciplines;

- creating new or revising existing textbooks and teaching aids;

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

- introducing scientific organization of work for scientific and pedagogical (pedagogical) employees and learners .

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

The management of methodological activities is entrusted to the deputy commandant of the Academy for educational work, deputy chiefs of institutes (faculties) for educational and scientific work, and the Academic Council of the Academy.

The organization of methodological activities is entrusted to the educational department. Methodological activities are included in the monthly plan-calendar of the main events of the Academy and its educational structural units.

8.2. Main forms of methodological activities

The main forms of methodological activities at the Academy are:

- holding educational and methodological (methodological) meetings (lasting up to 5 days), conferences, scientific and methodological conferences, and seminars;

- meetings of the Academic Council of the Academy and its relevant structural units;

- departmental meetings (including interdepartmental meetings) to discuss issues related to teaching methods and education of learners ;

- instructional, methodological, demonstration, open, and trial classes;

- lectures, reports, presentations on teaching methods, general and military pedagogy and psychology;

- development and improvement of teaching materials, including materials for assessing the academic performance of learners ;

- conducting pedagogical (methodological) experiments and implementing their results in the educational process;

- study and implementation in the educational process of the requirements of guiding documents, materials of advanced pedagogical experience and experience of combat training of troops (forces), combat operations by the Armed Forces of Ukraine and other components of the defense 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 programs for training military specialists, requirements for the higher education quality assurance system, curricula, and work programs for academic disciplines;

developing scientifically based recommendations for planning the work of scientific and pedagogical (pedagogical) employees and learners ;

mutual and control visits to training sessions by scientific and pedagogical (pedagogical) employees . At the meeting:

the results of the work for the period of study (previous academic year, semester) are summarized;

rational approaches to educational, methodological activities and educational work are determined and discussed;

lectures and reports on military-pedagogical, scientific-methodological, and special topics are organized;

recommendations are made on the implementation of new requirements of regulatory documents of military authorities and the experience of the armed forces (forces) in the educational process.

Educational and methodological meetings are held to resolve specific issues of educational and methodological work at the institute (faculty) and department.

Scientific and methodological conferences and seminars are held at the Academy and its structural subdivisions. They address the most important issues of improving the training of learners , introducing new technologies and teaching methods into the educational process, research on problems of military education, and the scientific organization of the work of scientific and pedagogical (pedagogical) employees .

Scientific and methodological conferences develop recommendations that are approved by the chief of the institute (faculty) or department.

Instructional and methodological classes are held on the most important and complex topics of academic disciplines, especially those taught by two or more scientific and pedagogical (pedagogical) staff members or with the involvement of commanders of cadet (learner) units. The purpose of instructional and methodological classes is to work out issues of rational organization and conduct of training classes, master the most effective methodological techniques, establish a common understanding and methodology for working out and teaching training issues.

Instructional and methodological classes are organized by the commandant and deputy commandants of the Academy and conducted by the chiefs of institutes (faculties), departments, the most prepared and highly qualified scientific and pedagogical (pedagogical) staff, and commanders of cadet (learner) units.

Demonstration training sessions are organized by the deputy commandant of the Academy for educational work and conducted by department commandants and the most highly trained and qualified scientific and pedagogical (pedagogical) staff with the aim of demonstrating the most effective organization and methodology for conducting training sessions and effective methods for using elements of the educational and material base in training sessions. Demonstration classes are organized in accordance with the methodological activity plan for the academic year

and the schedule of training classes. Scientific and pedagogical (pedagogical) staff and commanders of cadet (learner) units must be present.

Demonstration classes within the Academy and the institute (faculty) are conducted exclusively in English.

Open classes are held to share experiences, help academic staff organize classes, and improve teaching methods.

Trial classes are held by decision of the chief of the department in order to determine the readiness of scientific and pedagogical (pedagogical) staff to independently conduct classes with learners, as well as to develop methods for conducting classes on new topics and issues. Trial classes are held without learners .

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

Pedagogical and methodological experiments at the Academy are organized and conducted with the aim of testing in practice the results of scientific research in the field of military education and pedagogical science. Recommendations based on the results of scientific research are implemented in the educational process after they have been experimentally tested, discussed at a department meeting, and reviewed at meetings of the Academy's Academic Council and its structural subdivisions.

The priority areas for pedagogical and methodological experiments are:

- the development of modern educational technologies and information support for the educational process;

- development and improvement of the education quality assessment system;

- improvement of the system of training learners in specific educational programs, specialties, and organization of the educational process;

- introduction into the educational process of advanced pedagogical experience, experience of the Armed Forces of Ukraine in combat operations, experience in organizing the educational process in educational institutions of the armed forces of NATO member countries.

The main criteria for the effectiveness of pedagogical and methodological experiments are the achievement of new scientific results, the enrichment of theoretical knowledge and practical skills that contribute to the improvement of the training of cadets, learners , and adjuncts, and enable the effective and high-quality solution of specific tasks of the educational process.

The results of pedagogical and methodological experiments must meet the following requirements: relevance; theoretical and practical significance; accessibility of results, conclusions, and recommendations for implementation in the educational process.

8.3. Methodological activities of the department

The center of methodological activity is the department. At department meetings, issues are discussed regarding:

- development and improvement of teaching methods for academic disciplines;

- development of proposals for improving educational programs, curricula, and work programs for academic disciplines;

- preparation of lecture texts, methodological developments, as well as other educational and methodological materials for all types of educational activities;

- development of the content of individual tasks for independent work of learners in academic disciplines;
- development of teaching and methodological materials for independent work of learners;
- preparing texts of reports, recommendations for scientific and methodological (methodological) seminars and ways of their implementation in the methodology of teaching academic disciplines;
- providing assistance to scientific and pedagogical (pedagogical) employees appointed to positions in mastering the content of the academic discipline and in preparing them to conduct educational classes;
- results of open, demonstration, instructional, methodological, and trial classes, followed by discussion;
- coordinating the content and teaching methods of academic disciplines;
- organizing communication and cooperation with educational institutions on issues related to the educational process;
- draft textbooks, teaching aids, lecture courses, and other scientific and methodological literature;
- development of proposals for improving the training facilities and direct participation in their implementation;
- developing test and exam materials and options for control works;
- analyzing the monitoring of current teaching performance, tests, and exams in the relevant academic discipline;
- introducing the best methods for training military specialists, NATO standards, and procedures into the educational process;
- improving the methodological and professional training of scientific and pedagogical staff and instructors of the department;
- introducing into the educational process the experience of combat operations of the Armed Forces and other components of the defense forces of Ukraine, combat and operational training of troops (forces), experience in organizing the educational process in other military higher educational institutions, higher educational institutions of the Armed Forces of Ukraine;
- results of internal quality assurance measures in education and educational activities at the departmental level;
- results of control measures (assessment), training practices (military internships), pedagogical (methodological) experiments;
- the status of scientific and scientific-technical activities, rationalization and inventive work;
- the implementation of individual work plans of scientific and pedagogical staff of the department and the accounting of their work;
- results of control and mutual visits of scientific and pedagogical staff to educational classes.

8.4. Control of educational classes

Control of educational classes is one of the elements of the Academy's internal quality assurance system, which is organized and carried out in structural units (institutes, faculties, departments).

Control of educational classes is carried out by the Academy's administration, the chief of the academic department and his/her deputy, the chief of the scientific and methodological department for quality assurance in educational activities and higher education, the chiefs of institutes (faculties) and their deputies, the chiefs of departments, and the most experienced scientific and pedagogical (pedagogical) staff members according to their subordination.

Control visits to classes are carried out by officials of the Academy's academic department, representatives of the scientific and methodological department for quality assurance in educational activities and higher education.

During control visits to classes, their compliance with the class schedule, the quality of teaching of the academic discipline, the use of modern (innovative) pedagogical technologies by the teacher, and compliance with the established methods of conducting classes in accordance with the types of classes, the degree of achievement of the lesson objectives, the provision of classes in accordance with the work program of the academic discipline, the state of use of material and technical resources.

The results of the control of educational classes are discussed at educational and methodological meetings, scientific and methodological conferences (seminars), and department meetings. Based on their results, ways to improve the methodological skills of scientific and pedagogical (pedagogical) employees and the methods of conducting educational classes are determined.

8.4.1. Procedure and features of the organization of control of educational classes

Control of educational activities can be planned and unplanned. A plan for the control of educational classes, carried out by the administration of the Academy, institute (faculty), is developed for each month. Control is carried out without prior notification to scientific and pedagogical employees .

Officials who control educational activities (except for exams, tests, defense of course papers (projects), military training) must be present from the beginning to the end. They must not interfere with the work of the teacher during the lesson, make comments to him or her, or ask questions to learners .

Officials who supervise educational activities are required to:

a) on the day before the control:

clarify the topic and type of class according to the schedule, its role and place in the implementation of the target objectives of the work program of the academic discipline, the number of hours allocated for it, the questions for the class, the material resources, and the tasks for cadets for independent preparation;

familiarize themselves with the teaching materials for the class, determine their relevance to the thematic plan, educational and training objectives;

b) during the class:

check with the teacher that the teaching materials for the class are available and complete (during the break, if this has not been done earlier);

assess the compliance of the content of the educational information with the requirements of the working program of the academic discipline, its scientific nature, reflection of the state and prospects of development of this branch of science (military affairs);

determine the theoretical, methodological, and organizational level of the class, the achievement of its educational and training objectives;

- assess the activity of cadets during the class;
- assess the logic of the presentation of educational information;
- assess the readiness of weapons and military equipment, technical training aids, the quality of demonstration materials and the methods of their use during the class;
- to evaluate the instructor's ability to maintain close contact with cadets, to guide and manage their work, and to stimulate their activity;
- assess the degree of achievement of the expected learning outcomes;

c) after the class:

- check the correctness of the training group's training log;
- analyze it with the instructor (the analysis is usually conducted in the presence of the chief of the department);
- record the results of the control in the class control journal.

The record of the control results should include an assessment of:

- the quality of the educational information provided during the class and its compliance with the work program of the academic discipline;
- the theoretical, methodological, and organizational level of the class;
- the state of material and technical support for the class;
- suggestions for summarizing and disseminating positive experience;
- proposals for eliminating shortcomings identified during the class;

an overall assessment of the class is given according to the following criteria: the class achieved the expected results "fully," "in general," "mostly," or "did not achieve." The class is not graded on a point scale.

During the analysis of the class, the teacher being evaluated should have the work program for the academic discipline, teaching materials for conducting the class. The analysis of the class is conducted in the form of a tactful interview, during which the positive aspects of the content, methodology, and organization of the class are first identified, and then the identified shortcomings and their causes are discussed.

Conclusions, comments, and recommendations for improving the content and methodology of the class are brought to the attention of each scientific and pedagogical employee of the department who was evaluated and the head (chief) of the department. The control of teaching classes should cover all scientific and pedagogical staff of the department. At the same time, the work of each scientific and pedagogical employee in conducting academic classes is checked at least once per academic year.

The main issues checked during the control of teaching classes:

a) during the control of lectures:

- the teacher has an approved lecture plan;
- the content of the lecture corresponds to the working program of the academic discipline, the main issues of the topic are covered;
- content of the lecture, its scientific level, military-practical (methodological) focus;
- structure and logic of the lecture (presence of an introduction, determination of relevance, logical sequence of teaching issues, presence of conclusions, content of the concluding part);

ability to apply a problem-based approach when teaching the material, explain the most complex issues in an accessible manner, and use special terminology;
 connection with combat training of troops, combat experience;
 availability of sources for independent study of the topic by learners and their detailed description;
 the teacher's speech and language culture;
 class organization and effective use of class time;
 degree of achievement of the expected results of the lesson;
 b) during the monitoring of group classes and group exercises:
 availability and quality of the approved lesson plan;
 compliance of the lesson content with the work program of the academic discipline;
 the teacher's ability to combine the theoretical and practical components of the lesson, to teach learners the skills of working with weapons and military equipment, and the actions involved in organizing and conducting combat operations;
 the preparedness of learners, their activity and intensity of work during the class;
 the organization of the class and the effective use of academic time;
 material and technical support for the class;
 compliance with confidentiality requirements;
 the instructor's ability to analyze the lesson as a whole and evaluate each learner;
 the degree of achievement of the expected results of the class;
 c) during the monitoring of practical classes:
 availability and quality of the approved lesson plan;
 compliance of the lesson content with the work program of the academic discipline;
 theoretical, methodological, and organizational level of the lessons;
 effectiveness of practical training methods for learners, military-professional orientation of classes;
 connection of practical issues with the lecture (theoretical) course;
 the teacher's ability to create a creative atmosphere in the class;
 material and technical support for classes;
 level of training and effectiveness of support staff (personnel of training laboratories);
 availability and compliance with safety instructions;
 class organization and effective use of class time;
 the teacher's ability to analyze and evaluate the practical actions of each learner and the class as a whole;
 the degree to which the expected results of the class are achieved;
 d) during the monitoring of seminars:
 availability and quality of the seminar plan, correctness of the learning objectives and relevance of the questions asked;
 theoretical, methodological, and organizational level of the seminar, its methodological focus;
 the teacher's ability to manage the intellectual work of learners in the seminar, to guide them towards deepening and consolidating their knowledge;
 the teacher's ability to summarize the seminar, analyze each presentation, and assess the learners' knowledge and analytical skills;

the preparedness of learners, their active participation in the discussion of seminar topics;

- the organization of the class and the effective use of academic time;
- the degree to which the expected results of the session were achieved;
- e) during the assessment of independent work:
 - the provision of educational and methodological materials for independent work and their quality;
 - the teacher's methods of assisting learners in acquiring knowledge independently;
 - level of independence of learners (amount of time spent on independent work);
 - the organization of the lesson and its effectiveness;
 - the degree of achievement of the expected results of the lesson;
- e) during the control of tactical (tactical-special), tactical-drill classes:
 - the presence and quality of the concept, plan, and all documents for the class, the relevance of their content to modern combat experience;
 - methodological, organizational, and military-professional level of the class;
 - the preparedness of cadets for the lesson, the quality of the documents they have prepared in accordance with the task;
 - the order of building up the operational-tactical situation, the quality and timeliness of introductory exercises, and the possibility of their implementation in a new situation;
 - actions of learners based on instructions, timeliness and correctness of decision-making, clarity of reports and commands, use of established military terminology, level of staff culture;
 - the workload of learners during the lesson;
 - compliance with confidentiality requirements;
 - efficiency of use of training time;
 - quality of training and work of support staff and support units;
 - compliance with safety requirements;
 - the ability of the instructor to analyze and evaluate the practical actions of each learner and the class as a whole;
 - degree of achievement of the expected results of the lesson.

8.5. Activities of the academic (training) office

In order to summarize and disseminate best practices in teaching learners, organize pedagogical experiments and implement their results in the educational process, and create conditions for improving the pedagogical (methodological) skills of scientific and pedagogical (pedagogical) staff, the Academy has established academic and methodological offices, and departmental offices have been established at the departments.

The academic and methodological office is responsible for:

- creating favorable conditions for the self-improvement of academic and pedagogical staff and developing their creative initiative;
- providing methodological support for the implementation of pedagogical initiatives;
- creating an information and methodological base for scientific and pedagogical employees ;

organizing a system of measures aimed at developing the creative potential of scientific and pedagogical staff by organizing demonstration classes at the Academy level;

introducing the best pedagogical practices and educational technologies;

organization of advanced training and internships for scientific and pedagogical employees .

The academic and methodological office ensures the accumulation of scientific and methodological materials, the holding of academic and methodological (methodological) meetings, methodological consultations, prepares project planning and reporting documentation for methodological activities for the academic year, as well as maintains a bibliography and organizes exhibitions of pedagogical and scientific and methodological literature at the Academy level.

8.5.1. Features of the activities of the department's academic office

The departmental academic office ensures the accumulation of scientific and methodological materials, the conduct of educational and methodological (methodological) meetings, methodological consultations, maintains a bibliography, organizes exhibitions of pedagogical and scientific and methodological literature, etc.

The department's academic office is intended for:

providing assistance to scientific and pedagogical employees in the formation of their professional skills, activating the creative potential of teachers, directing and coordinating the methodological activities of the department.

creating conditions and supporting continuous professional development of scientific and pedagogical employees ;

summarizing and disseminating the pedagogical experience of teachers;

summarizing and introducing into the educational process the experience of military application;

popularization of educational and methodological literature and organization of exhibitions for information provision;

introducing electronic textbooks and manuals;

familiarizing scientific and pedagogical employees with current models of educational and methodological support, basic documents for planning and reporting;

providing consultations for scientific and pedagogical employees on methodological issues;

providing assistance in finding educational and methodological literature and preparing scientific and pedagogical employees for classes;

keeping records of teaching and methodological support, planning and reporting documents on educational activities and their storage;

keeping records of the department's information resources;

supporting the development of methodological activity documents;

updating the department's section in the distance learning repository;

preparing the classroom facilities for classes;

preparing reports on the methodological work of the department.

8.6. Planning and accounting for the activities of scientific and pedagogical staff

Planning and accounting for the activities of scientific and pedagogical staff of the Academy are determined by the regulatory and legal documents of the Ministry of Defense of Ukraine and the Ministry of Education and Science of Ukraine.

To organize the planning of the academic load, methodological, scientific, scientific and technical, and other types of activities of scientific and pedagogical staff, the academic department calculates and distributes the academic load of scientific and pedagogical staff among departments no later than two months before the start of the new academic year.

The distribution is carried out taking into account the academic load of the Academy's command and the commanders of cadet (learner) units.

Based on the distribution of the academic load among the departments, the chiefs of departments distribute the academic load among the scientific and pedagogical staff of the department. This is the basis for the development of an individual work plan for the academic year, which is the main document for planning and accounting for the activities of the Academy's scientific and pedagogical staff.

The individual work plan of a teacher for the academic year must be developed and approved before the start of the new academic year.

The individual plan shall specify all types of activities that are planned and actually carried out. Individual plans shall cover educational, scientific and scientific-technical, methodological and other types of activities (professional training, business trips, etc.).

The working hours of scientific and academic staff of the Academy for educational, methodological, scientific, and other types of official activities are distributed by the chief of the department, taking into account the specifics and tasks assigned by the commandant of the Academy to the staff of the department for the current year.

The working hours per year in days for each specific scientific and pedagogical employee are determined as the difference between the number of calendar days in the year and the number of weekends, holidays, and vacation days.

Working hours per year (in hours) are determined as the product of working hours per year (in days) and the duration of working hours per day in hours.

Working hours per day are determined based on a 40-hour working week for teachers who are military personnel and a 36-hour working week for teachers who are employees of the Armed Forces of Ukraine.

Under martial law, taking into account the legislation, the working hours of scientific and academic staff may be adjusted by decision of the Academic Council of the Academy.

The indicative distribution of the working time budget of the Academy's scientific and academic staff for educational, scientific and scientific-technical, methodological and other types of activities (professional training, business trips, etc.) and the maximum academic load of scientific and academic staff per full-time position per year is determined by order of the commandant of the Academy.

The distribution of the academic workload for the academic year between the command, scientific and academic staff is approved by the commandant of the

Academy in an order on the distribution of the academic workload for the new academic year.

When determining individual work plans for scientific and academic staff, the chief of the department must take into account the specific features of each type of work and ensure the optimal use of the creative potential of each scientific and academic staff member.

For lecturers, it is advisable to plan practical, seminar, and laboratory classes with at least one academic group.

Individual plans are drawn up by all scientific and pedagogical staff (full-time and correspondence), reviewed at a department meeting, and signed by the chief of the department.

To keep track of the academic load and the methodological, scientific, and scientific-technical activities carried out, each scientific and pedagogical employee, no later than five days after the end of the academic semester (period of study), based on the amount of work actually performed, summarizes the results and fills in the appropriate columns of the individual plan.

During periods of duty trips, illness, referral for advanced training, training, or military service, the teacher is exempt from academic duties. The academic load assigned to him/her for this period shall be performed by other teachers of the department by reducing the volume of other activities for this period.

The academic load is determined by the amount of time required to carry out all types of academic activities. It is calculated on the basis of:

curricula and work programs;

number of learners;

number of lecture streams and study groups (subgroups).

The academic load of the Academy's scientific and academic staff is calculated based on the list of main types of educational activities and the established norms for their implementation, which are determined by the Instructions for planning and accounting for the activities of scientific and academic (pedagogical) staff of higher educational institutions.

In order to streamline the planning and accounting of methodological work of scientific and pedagogical staff at the Academy, indicative indicators of time standards for methodological activities are established in accordance with the appendix

9. Advanced training of permanent staff

Advanced training of scientific and pedagogical staff is the improvement of their education and professional training through the deepening, broadening, and updating of professional knowledge, skills, abilities, and competencies based on previously acquired higher education, scientific activity, and practical experience.

The professional development of scientific and academic staff is carried out with the aim of improving their professional development in accordance with the requirements of the law.

9.1. Procedure for professional development of permanent staff

The professional development of scientific and pedagogical employees is part of the internal quality assurance system for education and educational activities and is

carried out through professional development courses for scientific and pedagogical employees at military higher educational institutions, higher educational institutions, scientific institutions, and other institutions that carry out educational activities in the field of professional development of scientific and pedagogical employees in accordance with the requirements of the law.

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

Certain types of activities of scientific and pedagogical employees (participation in academic mobility programs, scientific internships, self-education, obtaining a scientific degree) may be recognized as advanced training.

The recognition of certain types of activities, their results, scope, as well as professional development at a professional development institution that is not a resident of Ukraine, is carried out by the methodological board of the Academy's Academic Council.

The management of professional development of scientific and pedagogical employees is entrusted to the deputy commandant of the academy for educational work.

The organization and control of professional development for scientific and pedagogical (pedagogical) employees is entrusted to the educational department.

The plan for the professional development of scientific and pedagogical (pedagogical) employees for the academic year is developed on the basis of proposals from the main structural units.

The plan for the professional development of scientific and academic staff for the academic year is agreed upon by the deputy commandant of the academy for educational work, the chiefs of the relevant main structural units (institutes, faculties) and approved by the commandant of the Academy.

Academic and scientific and academic staff of the Academy shall improve their qualifications at least once every five years.

The scope (duration) of professional development for academic and research staff is determined in hours and/or credits of the European Credit Transfer and Accumulation System (hereinafter referred to as ECTS), (one ECTS credit is equal to 30 hours) according to the cumulative system and shall not be less than six ECTS credits (180 hours) according to the cumulative system within five years.

Chiefs of structural units and their deputies who are appointed to the relevant position for the first time undergo professional development in accordance with their position during the first two years of work. The scope of such professional development shall be no less than 2 ECTS credits.

9.2. Main types of professional development

Professional development of employees is carried out in accordance with the Academy's annual professional development plan or outside the plan on their own

initiative. The main types of professional development for scientific and academic staff are:

- training under a professional development program, including participation in seminars, workshops, training sessions, webinars, master classes, etc.;
- internships.

Certain types of activities of scientific and pedagogical (pedagogical) employees (participation in academic mobility programs, scientific internships, self-education, obtaining a scientific degree, higher education) may also be recognized as professional development.

Curricula for professional development courses (Professional development course on methodological skills, Advanced training course on educational activities) for which scientific and pedagogical employees undergo training are developed by a working group consisting of representatives of the customer and scientific and pedagogical (pedagogical) employees of the Academy, approved by the director of the Department of Military Education and Science of the Ministry of Defense of Ukraine, the chief of the Central Administration of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and approved by the customer.

Internships for scientific and pedagogical employees are carried out according to an individual program developed by the scientific and pedagogical worker is agreed upon by the head (chief) of the department, the chief of the institute (faculty), the deputy commandant of the Academy for educational work, and approved by the commandant of the Academy. One day of internship is evaluated at 6 hours or 0.2 ECTS credits. The duration of the internship is determined by the individual internship program

Internships for scientific and pedagogical (pedagogical) employees from among military personnel in the armed forces (forces) are conducted with the aim of:

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

- to study for use in the educational process the advanced experience of operational, combat, and mobilization training of troops (forces) and the service of Academy graduates in the armed forces (forces);

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

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

By decision of the commandant of the Academy, scientific and academic staff may be sent on duty trip for a period of not less than one month to perform official duties related to practical activities in their field of specialization, to carry out tasks and measures related to the national security and defense of Ukraine, and to repel and deter armed aggression by the Russian Federation.

A professional development plan is drawn up for each scientific and academic staff member assigned to the department who begins to carry out educational activities.

For direct supervision and assistance, a supervisor is appointed from among the scientific and pedagogical staff who has relevant experience in educational activities.

The procedure and specifics of professional development for scientific and pedagogical staff, organizational, educational, methodological, and informational support, forms of professional development, a list of documents for recognizing the results of professional development, and other measures are determined by the Regulations on Professional Development and Internships for Pedagogical and Scientific and Pedagogical Staff of the Academy.

10. Professional military education

10.1. System of professional military education

Professional military education is specialized military education obtained through educational programs at the appropriate levels of military education with the aim of improving the professional level of military personnel and specialists and acquiring professional competencies that ensure the performance of official (combat) functions.

The training of military officers is carried out on the basis of complete general secondary, vocational (vocational-technical), pre-higher or higher education to obtain the corresponding degrees of higher education and levels of military education (tactical, operational, strategic).

Training of tactical-level military officers is based on complete general secondary, vocational (vocational-technical), pre-higher professional education by cadets under educational and professional programs of relevant higher education specialties of the bachelor's degree with simultaneous mastering of educational programs of basic (L-1A) and professional (L-1B) tactical level courses of professional military education.

Training of tactical-level military officers is obtained on the basis of a bachelor's degree by cadets (learners) in educational and professional (educational and scientific) programs of relevant specialties of higher education at the master's degree level, with simultaneous mastery of educational programs of professional military education of the tactical level command course (L-1C).

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

10.2. Educational programs of the professional military education course

The educational program of the professional military education course 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 this program, with the aim of improving the professional level of military specialists and acquiring special (professional) and other competencies that ensure the performance of official (combat) functions.

The educational program of a professional military education course may be part of an educational and professional (educational and scientific) program. Educational programs for professional military education courses are developed by working groups, which include representatives of customers, scientific and

pedagogical (pedagogical) and scientific employees, are approved by the director of the Department of Military Education and Science of the Ministry of Defense of Ukraine, the chief of the Central Administration of Military Education and Science of the General Staff of the Armed Forces of Ukraine, the customer for training, and approved by the commandant of the Academy.

The composition of working groups for the development of relevant educational programs for professional military education courses is approved by order of the customer. Educational programs are developed for professional military education courses at all levels. Educational programs shall take into account the competencies defined by professional standards, comply with the requirements of the NATO Strategic Command Joint Directive "Education and Individual Training (E&ITD) 075-007" and NATO planning and decision-making processes.

Based on the results of professional military education courses, changes are made to the educational program as necessary, the content is refined, and course programs are synchronized.

10.3. Rights, duties, and authorities of the main subjects in professional military education

Academic directors of courses and module directors are appointed to supervise the training of officers in professional military education courses. They are responsible for implementing feedback from learners, informing the academic group about the progress made, and coordinating the involvement of external lecturers and other participants in the course.

The academic director of the course is a non-staff official and is responsible for:

- head the working group for the development and refinement of the educational and professional program of the course;
- agree on the composition of the course support team;
- together with the module directors, determine the list of classes that can be taught by guest lecturers and participate in organizing them;
- participate in planning the class schedule;
- determine the procedure for conducting initial assessment of learners' knowledge;
- determine the organization of reporting, control, and methods of assessing learner learning;
- support learners throughout the course;
- provide support to learners in the distance learning network;
- participate in practical classes and ongoing assessment of learners' learning;
- together with module directors, organize work and provide methodological support to learners during the development of their written assignments, individual, group, and collective projects;
- respond to learners' needs for additional classes and, based on the results of the training, initiate changes in the topics of classes and the course program;
- conduct a survey of learners at the end of the course to identify areas for improvement in the course.

The module director is responsible for:

lead the working group on the development and refinement of the course module program;

together with the academic director of the course, determine the list of module classes that can be taught by guest lecturers and participate in organizing them;

determine the organization of reporting, control, and methods of assessing learners' work for the module;

support learners throughout the module;

be responsible for filling the distance learning platform with teaching materials within the scope of their module;

participate in practical classes and ongoing assessment of learners' work;

organize work and provide methodological support to learners during the development of their written assignments, individual, group, and collective projects within the module;

develop questions for a learner survey at the end of the module regarding its content and the quality of the classes;

respond to learners' needs for additional classes and, based on the results of the training, initiate changes to the schedule, topics of classes, module and course program;

participate in the final (control) assessment of learners.

For the duration of the courses, by order of the Academy's director, learners are divided into study groups, and a group leader is appointed from among them.

Course participants have the right (in addition to the rights provided for in Article 62 of the Law of Ukraine "On Higher Education"):

attend, with the consent of the academic director, any additional classes held at the educational institution that contribute to the successful completion of the course;

organize their work independently during the time specified for this purpose by the daily schedule and class schedule.

The commander of the training group is obliged to:

constantly improve their professional and methodological skills, set an example of exemplary performance of military duty to their subordinates;

treat subordinates with respect, take care of their education and the cohesion of the military collective;

know the military rank, surname, first name, and patronymic of each subordinate, their date of birth, religion, professional qualities and moral and psychological state, hobbies, occupation prior to military service, marital status, parents' (relatives') address, successes and shortcomings in service, constantly conduct individual educational work, compile a list of the group's personnel;

educate the personnel of the group in a spirit of respect for scientific and pedagogical employees, military service, the acquired profession, and careful attitude towards the equipment and property of the courses;

strictly monitor the observance of military discipline by military personnel in the group, their appearance, compliance with the rules for wearing military uniforms, the correct fitting of uniforms and footwear, and compliance with personal hygiene rules;

take care of subordinates, know their needs, raise issues regarding the satisfaction of their requests with senior commanders, take care of their health, and take measures to improve it;

report in a timely manner to the commander (course leader) on the needs of subordinates, as well as on incentives applied and penalties imposed on the personnel of the group;

monitor the availability and proper operation, maintenance, and preservation of technical training equipment, training literature, and other property in the group, and personally inspect and check their availability at least once a week;

monitor compliance with safety measures during classes and when working with technical equipment; check that all technical training equipment is switched off after classes;

assign a person on duty in the classroom every day.

Course participants are required to:

strictly comply with the requirements of the laws of Ukraine, the Statutes of the Armed Forces of Ukraine, orders of commanders and superiors;

fulfill the requirements of the course educational programs, know the purpose and objectives of their training on the courses, and not miss classes without a valid reason;

strictly observe safety measures during training sessions, when working with weapons and military equipment, and in the places where course personnel live;

adhere to the Academy's daily routine and class schedule, inform the commander (superior) of their whereabouts and arrive on time when summoned;

not to leave the location (place of residence) of the course personnel without the permission of the commander (superior);

maintain a high level of military discipline, treat other course participants, commanders (superiors), and instructors with respect;

immediately report to the commander (superior) any violations of military discipline or any legal requirements;

at the order of the commander (superior), perform duty in the daily guard at the locations of the personnel, perform the assigned duties and requirements of the instructions of the duty service in a high-quality manner;

treat and take care of the property, weapons, and military equipment of the Academy, and be responsible for any damage to property;

comply with the requirements of the law regarding the protection of state secrets and information with restricted access;

maintain a high level of personal culture and moral principles in relations with all those around them, perform their official duties impeccably, and set an example for junior military personnel;

comply with the requirements of the law regarding the protection of restricted information.

In addition to the rights provided by the Law of Ukraine "On Higher Education," course participants have the right to:

attend, with the consent of their immediate commander, any additional training sessions held at the Academy that contribute to the successful mastery of their specialty;

organize their work independently during the hours specified for this purpose by the daily schedule and class schedule, in agreement with their commander (superior).

11. Moral and psychological support, organization of clinical activities and social support for participants in the educational process

Moral and psychological support for participants in the educational process at the Academy is an integral part of the educational process and includes: organizational, psychological, pedagogical, informational, cultural, educational, and military-social measures carried out with the aim of forming in learners the moral and psychological qualities necessary for their further military service.

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

- to instill in learners 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 develop the qualities of a patriotic citizen and personal responsibility for the defense and security of Ukraine;

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

- educating learners to have a conscious attitude towards learning;

- educating learners to have high moral and combat qualities, psychological stability based on the historical traditions of the Ukrainian people, a conscious attitude toward the performance of official duties, loyalty to traditions and the combat flag, and the effective use of military rituals for this purpose;

- organizing leisure activities for Academy personnel;

- studying the Academy's personnel;

- ensuring the psychological adaptation of all categories of Academy personnel in accordance with their specialization and individual psychological characteristics, and conducting appropriate preventive work;

- studying the social and psychological status in the structural units of the Academy, reviewing proposals from commanders of all ranks on improving educational work with cadets, learners, and adjuncts;

- studying and adjusting the social and psychological state in the structural units of the Academy, conducting social and psychological measures to strengthen military discipline;

- organizing and conducting measures to comply with Ukrainian legislation on the social and legal protection of military personnel and their families, as well as employees of the Armed Forces of Ukraine;

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

- educating cadets, learners, and adjuncts in the qualities necessary for an officer who is capable of effectively training and educating subordinates,

strengthening military discipline and organization, maintaining constant combat readiness, skillfully uniting military collectives, and working in conditions of democratization of life in the armed forces (forces).

12. Training facilities

The training facilities of the Academy 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 learners in accordance with the curricula and work programs of academic disciplines, modern technologies and teaching methods, as well as for conducting scientific research.

The training facilities should ensure the following tasks are accomplished:

- the acquisition by learners of general, professional (military-professional, military-special) competencies defined by the standards of higher, pre-higher professional education in the field of training, professional standards for the relevant military-registration specialties, and educational programs;

- the high-quality implementation of educational programs, curricula, study plans, and work programs for academic disciplines by learners ;

- ensuring high-quality general military training and development of professional skills of learners in all specialties (specializations) and educational programs in accordance with curricula and work programs of academic disciplines;

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

- training learners in military unit management and coordination, command post operations, and combat posts;

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

- ensuring the conduct of fire training for learners in the use of personal small arms;

- achieving a high level of field training for learners and physical training for personnel;

- developing the moral resilience and psychological readiness of learners to perform combat tasks;

- preventing injuries to learners and environmental pollution.

12.1. Main elements of the training facilities

The main elements of the Academy's training facilities are:

- classrooms: lecture halls (halls), classrooms (laboratories, computer rooms, specialized classrooms), a simulation modeling center, offices (language labs, classrooms, academic and methodological rooms, etc.);

- educational and auxiliary premises for scientific and pedagogical (pedagogical) staff, office premises for engineering and technical staff, etc.;

- auxiliary premises: sanitary and technical and storage rooms, storerooms, 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);

clinical facilities;

field training facilities ;

facilities for conducting scientific research: scientific center, research laboratories, etc.;

sports halls; open sports center (stadium, soccer field, running tracks, courts for handball and basketball, sports training complex, grenade throwing area); basketball and volleyball court with rubber modular flooring; mini-football field with synthetic surface and original metal fencing; water station on a natural reservoir; distance for training and competitions in accelerated movement; two gymnastics areas with universal gymnastic equipment; hand-to-hand combat area; obstacle courses.

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

other material and technical resources, buildings, structures, property complexes, land plots, communications, equipment, vehicles, and other property used to ensure the educational process and training of military specialists.

12.2. Planning the development of the training facilities

For the purposes of medium-term planning, the Academy develops a long-term plan for the development and improvement of the training facilities for a period of five years.

The development of the long-term plan is organized by the first deputy commandant of the Academy together with the deputy chiefs of armament, logistics, and training. The chiefs of the main structural units of the Academy, the relevant departments and services, and the chiefs (heads) of departments participate in the development of the long-term plan.

The long-term plan is developed at the Academy, agreed upon by the relevant military administration services, structural units of the Ministry of Defense of Ukraine, and the General Staff of the Armed Forces of Ukraine, which are the customers, and approved by the commanders of the Land Forces of the Armed Forces of Ukraine.

If necessary, changes and additions may be made to the long-term plan in accordance with changes in the state order for the training of military specialists.

For short-term planning of the development of the training facilities, an annual plan for the construction, repair, and improvement of training facilities and the training facilities is developed.

13. International military cooperation

The Academy has the right to be engaged in international military cooperation in accordance with the procedure established by the legislation of Ukraine.

The main areas of international military cooperation are:

participation in bilateral and multilateral exchange programs for cadets (learners, adjuncts, doctoral learners), academic, scientific, and pedagogical staff;

participation in international educational and scientific programs, including the DEEP-Ukraine Program;

- establishing joint educational and scientific programs with foreign higher education institutions, scientific institutions, and organizations;
- conducting joint scientific research;
- organizing international conferences, symposiums, congresses, and other events;
- sending scientific and pedagogical (pedagogical) and scientific employees abroad for scientific and pedagogical (pedagogical) and scientific work in accordance with international agreements of Ukraine, as well as agreements between such higher education institutions and foreign partners;
- inviting scientific and pedagogical (pedagogical) and scientific employees from foreign higher education institutions to participate in scientific and pedagogical (pedagogical) and scientific work in higher education institutions of Ukraine;
- other areas and forms not prohibited by law.

The Academy trains specialists for foreign countries in accordance with the requirements of Ukrainian legislation.

14. Rights and obligations of participants in the educational process

14.1. Participants in the educational process

Participants in the educational process at the Academy are:

- scientific staff;
- scientific and academic staff;
- academic staff;
- learners enrolled at the Academy;
- other employees of the Academy.

Persons studying at the Academy are:

- cadets;
- learners;
- adjuncts;
- doctoral learners ;
- students.

14.2. Rights and obligations of participants in the educational process

14.2.1. Scientific, pedagogical, and academic staff

Scientific, pedagogical, and academic staff have the right to:

- academic freedom, which is exercised in the interests of the individual, society, and humanity as a whole;
- academic mobility for the pursuit of professional activities;
- to participate in the discussion of issues related to the educational, methodological, scientific, scientific and technical, innovative, and production activities of the Academy;
- to protect their professional honor and dignity;
- to participate in the management of the Academy, in particular to elect and be elected to the Conference of the Academy staff, the Academic Council of the Academy or its structural unit;
- participate in competitions for vacant positions at the Academy;

choose academic methods and means that ensure high quality of the educational process;

be provided with appropriate working conditions, opportunities for professional development, and organization of leisure and recreation, as established by law, the Academy's regulations, the terms of individual employment contracts, and collective agreements;

free use of library and information resources, educational, scientific, sports, cultural, and educational departments of the Academy;

remuneration in accordance with their professional level and personal contribution to the activities of the Academy;

protection of intellectual property rights;

professional development and internships at least once every five years;

to receive and use housing, including official housing, in accordance with the procedure established by law;

to social and pension benefits in accordance with the procedure established by law.

Scientific, pedagogical, scientific, and pedagogical employees of the Academy are obliged to:

ensure teaching at a high scientific, theoretical, and methodological level of academic disciplines of the relevant educational (educational and scientific) program in their specialty, conduct scientific, scientific, technical, and methodological activities;

improve their professional level, pedagogical skills, and scientific qualifications;

adhere to the norms of pedagogical ethics and morality, respect the dignity of persons studying at the Academy, instill in them a love for Ukraine, and educate them in the spirit of Ukrainian patriotism and respect for the Constitution of Ukraine and the state symbols of Ukraine;

develop leadership qualities, independence, initiative, creative abilities, and the ability to think outside the box in individuals studying at the Academy;

be aware that they are the embodiment of the state's military organization in the eyes of society and only participate in public events with the permission of a senior commander (superior);

comply with the requirements of the law, the Academy's Statute, and the Academy's Internal Regulations.

During classes with learners, scientific and academic staff are their direct superiors.

14.2.2. Commanders of cadet (learner) units

Commanders of units of learners (cadets) – course commanders, course officers, commanders of training companies and platoons are the direct superiors of cadets (learners). They are responsible for the successful completion by cadets (learners) of the relevant educational or scientific program, for the upbringing of cadets (learners), their knowledge and strict compliance with the requirements of the statutes of the Armed Forces, the daily routine, maintaining exemplary internal order in the units, and the preservation and condition of weapons, military equipment, and military property belonging to the educational institution.

Commanders of cadet (learner) units, in addition to the rights provided for by the Statutes of the Armed Forces of Ukraine, have the right to:

- elect and be elected to the academic council of the educational institution (institute, faculty);

- to participate in the development and discussion of key issues of educational, methodological, and educational work, scientific, scientific-technical, and innovative activities;

- be present at all types of classes conducted with cadets (learners) of subordinate units;

- participate in scientific discussions, conferences, and seminars, conduct scientific research, and publish their results in accordance with established procedures.

Commanders of cadet (learner) units are required to:

- be familiar with the basic requirements of regulatory and legal acts regarding the training of military specialists and the organization of the educational process at the educational institution, the requirements of educational and professional (educational and scientific) programs, and the basic content of the programs of professional training disciplines for subordinate cadets (learners);

- be familiar with the personal qualities of cadets (learners), their level of academic achievement, and, taking this into account, conduct individual educational work, develop and improve their military and professional qualities, and foster leadership qualities, determination and perseverance, courage and loyalty, and devotion to Ukraine;

- to instill in cadets (learners) purposefulness, willpower, discipline, and physical endurance;

- to participate in training and classes in tactical, tactical-special training, etc., in the organization and management of military (naval) internships and practical training for cadets (learners);

- be an example for cadets (learners) of exemplary performance of official duties, professional preparedness, diligence, creative approach to work, high culture, and morality;

- ensure that cadets (learners) are provided with all necessary support in a timely and comprehensive manner, and create conditions for them to master their chosen military profession in a creative manner;

- maintain military discipline and internal order, motivate cadets (learners) to lead a healthy lifestyle, and work to prevent harmful habits;

- participate in career guidance for applicants to the educational institution, their selection for admission to the educational institution, the conclusion of contracts, and the distribution of graduates;

- ensure compliance with the requirements of the law on the protection of information with limited access and require this from subordinates.

14.2.3. Persons studying at the Academy

Persons studying at the Academy have the right to:

- safe and harmless conditions for study, work, and living;

- educational, scientific, and scientific-technical activities outside of class hours;

- free use of libraries, information resources, educational, scientific, and sports facilities of the Academy;

free provision of information for study in accessible formats using technologies that take into account the possibility of accessing information without interruption of official duties, as well as limitations on life activities due to health conditions;

use of the Academy's production, cultural, educational, domestic, and health facilities;

provision of accommodation in a dormitory or barracks-type premises for the duration of the training in accordance with the procedure established by law;

participation in research work, conferences, symposiums, exhibitions, competitions, presentation of their work for publication;

participation in educational, scientific, research, sports, artistic, and social activities held in Ukraine and abroad, in accordance with the procedure established by law;

participation in the discussion and resolution of issues related to the improvement of the educational process, scientific, scientific-technical, and innovative activities, the awarding of scholarships, the organization of leisure, living conditions, and health improvement;

participation in the activities of the Academy's public self-government bodies;

receipt of social assistance in cases established by law;

leave or interruption of studies with the preservation of certain rights of higher education seekers, as well as resumption of studies in accordance with the procedure established by the Ministry of Education and Science of Ukraine and the Ministry of Defense of Ukraine;

participation in the formation of an individual study plan;

moral and/or material incentives for success in studies, scientific and scientific-technical activities, public work, artistic and sports achievements, etc.;

protection from any form of exploitation, physical and psychological violence; vacation leave;

appeal against the actions of the Academy's management bodies and their officials, academic and research staff;

special educational and rehabilitation support and free access to the Academy's infrastructure in accordance with medical and social indications in the event of limitations in daily life due to health conditions.

Persons studying at the Academy are obliged to:

comply with the laws, statutes of the Armed Forces of Ukraine, this Statute, and the Rules of Internal Order of the Academy;

comply with the requirements of occupational health and safety, industrial hygiene, and fire safety provided for by the relevant rules and instructions;

be aware that they are the embodiment of the state's military organization in the eyes of society and participate in public events only with the permission of their senior commander (superior);

conscientiously fulfill the requirements of the educational (educational and scientific) program;

adhere to the Code of Conduct for Cadets of the Hetman Petro Sahaidachnyi National Army Academy in their daily activities.

In case of failure to fulfill (improper fulfillment) of their duties, violation of military discipline or public order, persons studying at the Academy shall be held liable in accordance with the procedure established by law.

Persons studying at the Academy may be expelled from the Academy for indiscipline in accordance with the procedure established by law.

During the period of martial law, in the event of the possible use of long-range weapons by the enemy, all participants in the educational process of the Academy must comply with measures aimed at ensuring the preservation of their life and health.

15. Final provisions

The Regulations shall come into force upon approval by order of the Commandant of the Academy. Amendments and additions to the Regulations shall be considered by the Scientific and Methodological Commission of the Academic Council of the Academy, approved by the Academic Council, and confirmed by order of the Commandant of the Academy.

Cases not covered by these Regulations, special situations and circumstances shall be considered and resolved by the Commandant of the Academy or his designated deputy. The decision of the Commandant of the Academy is final.

Additional Regulations may be developed to detail specific areas of educational activities at the Academy.

The specifics of the organization of educational activities at the NCO College and the Military Lyceum of the National Army Academy (town Shcheptytskyi) are determined by separate regulations in accordance with the law.

Deputy Commandant of the National Army Academy for education
colonel

Oleksii KRASIUK

Annex 1
to the Regulations on the Organization of
the Educational Process at the National
Army Academy

List of key documents
of the National Army Academy
regulating the organization and provision of the educational process

№	Document title	Storage (presentation) format	Remark
1	2	3	4
I. List of the key Academy documents			
1.	Statute of the National Army Academy	Paper and/or electronic	
2.	Regulations on the organization of the educational process	Paper and/or electronic	
3.	Regulations on the internal quality assurance system for educational activities and the quality of military education	Paper and/or electronic	
4.	Regulations on the procedure for appointing, tasks, rights, and responsibilities of the guarantor of the educational program	Paper and/or electronic	
5.	Methodological recommendations for organizing and completing individual assignments	Paper and/or electronic	
6.	Regulations on the Examination Board	Paper and/or electronic	
7.	Regulations on the procedure for professional development of scientific and academic staff	Paper and/or electronic	
8.	Licenses for educational activities	Electronic	
9.	Certificates of accreditation of educational programs (specialties)	Electronic	
10.	Higher education standards for each level of higher education within each specialty	Paper and/or electronic	
11.	Professional standards for tactical officers according to their military specialties	Paper and/or electronic	
12.	Professional standards for sergeants and senior sergeants according to	Paper and/or electronic	

1	2	3	4
	their military specialties		
13.	Order of the Commandant of the National Army Academy "On the organization of the educational process in the academic year"	Paper	
14.	Order of the Commandant of the National Army Academy "On the establishment of a methodological commission for the evaluation of web resources for academic disciplines"	Paper	
15.	Order of the Commandant of the National Army Academy "On the distribution of the academic workload for the academic year"	Paper	
16.	Order of the Commandant of the National Army Academy "On the approval of the composition of the working group for the development of educational (educational, professional, educational, scientific) programs"	Paper	
17.	Order of the Commandant of the National Army Academy "On the appointment of the guarantor of the educational program"	Paper	
18.	Orders of the Commandant of the National Army Academy "On the transfer of learners to the next course of study"	Paper	
19.	Educational and professional, educational and scientific programs for each level of higher education for each specialty (specialization)	Paper	
20.	Order of the Commandant of the National Army Academy "On the approval of the composition of the working group for the development of educational (educational, professional, educational, scientific) programs"	Paper	
21.	Training programs for the advanced training of scientific and pedagogical (pedagogical) employees	Paper	

1	2	3	4
22.	Educational programs for professional military education courses (military specialists of the officer corps) for the tactical level of military education	Paper	
23.	Plan of main activities of the National Army Academy for the academic year	Paper	
24.	Schedule of main activities of the National Army Academy for the month	Paper	
25.	Schedule of the educational process of the National Army Academy for the academic year	Paper and/or electronic	
26.	Five-year plan for the development and improvement of the training facilities	Paper	
27.	Plan for the professional development of scientific and academic (pedagogical) staff for the academic year	Paper	
28.	Timetables for classes (examination sessions)	Paper and/or electronic	
29.	Work plan of the Academic Council of the National Army Academy for the academic year	Paper and/or electronic	
30.	Curricula for the training of learners	Paper and/or electronic	
31.	Working curricula for the training of learners	Paper and/or electronic	
32.	Curricula for advanced training courses for military personnel, civil servants, and employees of the Armed Forces of Ukraine	Paper	
33.	Training programs for educational practices (military training) for learners	Paper	
34.	Basic general military training program for cadets	Paper and/or electronic	
35.	Register of diplomas (certificates) issued	Paper and/or electronic	
36.	Register of academic transcripts issued	Paper and/or electronic	
37.	Protocols of meetings of the Academic Council of the National	Paper	

1	2	3	4
	Army Academy for the academic year		
38.	Records of educational attainment of learners	Paper	
39.	Summary data on the results of exams and tests for the semester (half-year, academic year)	Paper and/or electronic	
40.	Calculation of the training load	Paper and/or electronic	
41.	Annual report on the work of the National Army Academy for the academic year	Paper	
42.	Report on the professional military education courses (form 5.5 OS)	Paper and/or electronic	
43.	Report on admission to the first year and graduation of military personnel of the military service under contract for enlisted personnel and sergeants with a bachelor's degree in higher education in the form of part-time study (form 5.7 OS)	Paper and/or electronic	
44.	List of locations for training sessions with learners undergoing military training under the reserve officer training program (form 2.6 OS)	Paper and/or electronic	
45.	Report on the number of Ukrainian citizens undergoing military training under the reserve officer training program (form 2.7 OS)	Paper and/or electronic	
46.	Information on the military training of cadets (form 5.12 OS)	Paper and/or electronic	
47.	Proposals for the appointment of subcommittee chairpersons and commission secretaries for the certification of graduates of the National Army Academy (form 5.13 OS)	Electronic	
48.	Report of the examination board for the certification of graduates of the National Army Academy (form 5.14 OS)	Paper	
49.	Information report on the activities of the National Army Academy (form 5.16 OS)	Paper and/or electronic	
II. List of the Institute/Faculty key documents			

1	2	3	4
50.	Regulations on the institute (faculty)	Paper	
51.	Plan of main activities of the institute (faculty) for the academic year	Paper	
52.	Timetables of classes (examination sessions)	Paper and/or electronic	
53.	Work plan of the academic council of the institute (faculty) for the academic year	Paper	
54.	Individual training plans of learners	Paper and/or electronic	
55.	Registers of classes by study groups	Paper	
56.	Study cards of learners	Paper and/or electronic	
57.	Protocols of meetings of the academic council of the institute (faculty) for the academic year	Paper	
58.	Grade books of learners	Paper	
59.	Rating lists of learners	Paper and/or electronic	
60.	Information on the academic performance of learners (second copy)	Paper	
61.	Summary data on the results of exams and tests for the semester (half-year, academic year)	Paper and/or electronic	
62.	Individual work plans of teachers for the previous academic year	Paper	
63.	Study cards of learners	Paper	
III. List of the department key documents			
64.	Regulations on the department	Paper	
65.	Work programs for academic disciplines	Paper	
66.	Catalog of elective academic disciplines for each level of education in the educational program	Paper and/or electronic	
67.	Catalog of syllabi for academic disciplines (for elective disciplines)	Paper and/or electronic	
68.	Plan of main activities of the department for the academic year	Paper	
69.	Plan for professional development of scientific and pedagogical staff	Paper	
70.	Training programs for practical training (military internship) for learners	Paper	

1	2	3	4
71.	List of qualification work topics	Paper	
72.	List of military science work topics according to the department's profile	Paper	
73.	Register of control and peer visits to classes	Paper	
74.	Register of test results and individual assignments completed by correspondence learners	Paper and/or electronic	
75.	Protocol of department meetings	Paper	
76.	Individual work plan of scientific and pedagogical (pedagogical) staff for the academic year	Paper	
77.	Report on the activities of the department (cycle commission) for the academic year	Paper and/or electronic	
78.	Reporting materials on the professional development of scientific and pedagogical (pedagogical) staff of the department	Paper and/or electronic	
79.	Teaching and methodological materials of educational components (educational and professional (educational and scientific) programs, educational programs of professional military education courses, training plans and programs of advanced training courses of the department	Paper and/or electronic	
80.	Materials for the certification of learners	Paper	

Deputy Commandant of the National Army Academy for education
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Annex 2
to the Regulations on the Organization
of the Educational Process at the
National Army Academy

Approximate indicators of time standards for methodological activities
of scientific and pedagogical (pedagogical) employees

№	Methodological activity	Time standard (hours)	Remarks
1	2	3	4
1.	Writing and preparing educational and teaching materials for publication: textbooks, teaching aids; dictionaries, reference books.	80 110	per author's sheet
2.	Reprinting of educational and academic literature	30	per author's sheet
3.	Development of a draft professional standard (educational and professional program)	150	per one MOS (specialization)
4.	Development of a curriculum (working curriculum) for specialization	40	for a set of documents
5.	Development of teaching and methodological support for conducting: command post (tactical and special) exercise	100	per exercise
	lectures on tactical and tactical-special disciplines	80	per 2-hour lecture
	lectures on other academic disciplines	50	
	group exercises	50	per 2-hour class
	group classes	30	
	seminars (laboratory work)	20	
	making changes to teaching and methodological materials	depending on the amount of changes made as a percentage of the original document	
	methodological guidelines for the development and defense of qualification (course) papers (projects)	40	per one document
	tasks for entrance exams, academic competitions, contests, etc.	30	per set
6.	Development of a working program for an academic discipline	30	for every 3 ECTS credits
7.	Preparation for class, including the development of a plan: lectures	2	

1	2	3	4
	laboratory class	0,5	
	seminar, practical, group classes, group exercises, etc.	1	
8.	Preparation for demonstration classes	20	
9.	Development and implementation of new forms, methods, and technologies of training	actual time spent	
10.	Translation of educational and methodological publications into foreign languages	40	per author's sheet
11.	Development of: a script for an educational film	10	for a 10 min. demonstration
	film production	50	
	other teaching materials	actual time spent	
	posters, diagrams, stands, models, etc.		
12.	Participation in the of scientific and methodological boards, professional and expert councils of the Ministry of Education and Science of Ukraine	40	per year
13.	Participation in scientific and methodological conferences, meetings, seminars, interdepartmental meetings and departmental meetings, demonstration, open and trial classes	actual time spent	
14.	Improvement of the qualifications of scientific and pedagogical employees (courses, internships, etc.)	in accordance with the scope of the professional development program (duration of the internship)	
15.	Preparation of reports (presentations) at departmental meetings, academic council meetings of the institute (faculty)	1	for a 10 min. presentation
16.	Preparation of reports at meetings of the Academic Council of the Academy, summarizing the activities of the Academy for the semester (academic year), educational and methodological meetings of scientific and pedagogical (scientific) staff	5	for a 10 min. presentation
17.	Development of information bulletins summarizing experience in the employment of troops (forces)	20	per author's sheet
18.	Implementation of tasks assigned to the guarantor of the educational program	30	per academic year in the year of accreditation of the educational program
		100	
19.	Checking works (articles, qualification works, etc.) for plagiarism using specialized software	actual time spent	

1	2	3	4
20.	Other types of methodological activities	actual time spent	

Deputy Commandant of the National Army Academy for education

colonel

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