

Ministry of Defense of Ukraine
Yaroslav Mudryi National Law University
Military Law Institute

REGULATIONS
**ON THE ORGANISATION OF THE EDUCATIONAL
PROCESS AT THE MILITARY LAW INSTITUTE
YAROSLAV MUDRYI NATIONAL LAW UNIVERSITY**



MINISTRY OF DEFENSE OF UKRAINE
YAROSLAV MUDRYI NATIONAL LAW UNIVERSITY
MILITARY LAW INSTITUTE

**THE REGULATIONS ON THE ORGANIZATION OF THE EDUCATIONAL
PROCESS AT THE MILITARY LAW INSTITUTE OF THE YAROSLAV
MUDRYI NATIONAL LAW UNIVERSITY**

1. General provisions

1.1. The Regulations on the Organization of the Educational Process at the Military Law Institute of the Yaroslav Mudryi National Law University (hereinafter referred to as the Regulations) is a guiding document that regulates the organization of the educational process at the Military Law Institute of the Yaroslav Mudryi National Law University (hereinafter referred to as the Institute), taking into account the peculiarities of its activities and specific requirements for the training of students. The Regulations apply to all participants in the educational process of the Institute.

1.2. The normative basis for the organization of the educational process at the Institute is constituted by the Constitution of Ukraine, ratified international treaties of Ukraine, the Laws of Ukraine "On Education," "On Higher Education," "On Scientific and Scientific-Technical Activity," decrees of the President of Ukraine, resolutions of the Cabinet of Ministers of Ukraine, administrative documents of the Ministry of Defense of Ukraine, the Ministry of Education and Science of Ukraine, the Commander-in-Chief of the Armed Forces of Ukraine, the General Staff of the Armed Forces of Ukraine, other subordinate regulatory and legal acts, the Regulations on the Institute, orders and instructions of the Director of the Legal Support Department of the Ministry of Defense of Ukraine, the Rector of the Yaroslav Mudryi National Law University (hereinafter referred to as the University), the Head of the Institute, decisions of the Academic Council of the University and the Institute, and these Regulations.

1.3. In these Regulations, terms are used in the meanings given in the Laws of Ukraine "On Education," "On Higher Education," "On Scientific and Scientific-Technical Activity," and other regulatory legal acts in the field of education and science.

1.4. The educational process at the Institute is conducted with the aim of training highly qualified military specialists at the first (bachelor's) and second (master's) levels of higher education and at the tactical level of military education to fill officer positions in the Ministry of Defense of Ukraine, the Armed Forces of Ukraine, the State Special Transport Service, and other military formations established in accordance with the laws of Ukraine, ensuring that they acquire new and improve previously acquired competencies through postgraduate education programs and the system of professional military education, military training of Ukrainian citizens under the reserve officer training program, as well as meeting other educational needs of students.

1.5. The acquisition of the first (bachelor's) and second (master's) levels of higher education and tactical level of military education involves a combination of formal, non- formal, and informal education.

Within the framework of formal education, the Institute conducts the educational process on the basis of valid licenses to conduct educational activities, and graduates who have mastered the educational and professional program and successfully passed the certification are issued documents on higher education.

Within the framework of non-formal education, the educational process at the Institute is carried out in accordance with educational programs of tactical-level professional military education courses and provides for the issuance of a corresponding certificate to persons who have successfully completed their studies.

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

Informal education (self-education) involves the self-organized acquisition of certain competencies, in particular during everyday activities related to professional, social, or other activities, family, or leisure.

The results of learning achieved through non-formal and/or informal education are recognized in the formal education system in accordance with the procedure established by law.

2. Standards and educational programs for the training of students

2.1. At the Institute, the training of students is carried out in accordance with:
the standard of higher education from specialty 081 "Law" for first (bachelor's) level of higher education;

higher education standard in specialty 081 "Law" for the second (master's) level of higher education;

higher education standard in specialty 262 "Law Enforcement" for the first (bachelor's) level of higher education;

the standard of higher education in the specialty 262 "Law Enforcement" for the second (master's) level of higher education;

professional standard for tactical-level officers of the Armed Forces of Ukraine in the group of military-registered specialties in the legal field;

professional standard for tactical level officers (military formations with law enforcement functions);

2.2. At the Institute, the training of students is carried out according to:

the educational and professional program of specialty 081 "Law" for the first (bachelor's) level of higher education;

the educational and professional program of specialty 081 "Law" at the second (master's) level of higher education;

the educational and professional program of specialty 262 "Law Enforcement" at the first (bachelor's) level of higher education;

educational and professional program of specialty 262 "Law Enforcement" at the second (master's) level of higher education;

the educational program of the professional military education course "Basic Tactical Level Course L-1A";

the educational program of the professional military education course "Professional Tactical Level Course of Legal Service L-1B";

the educational program of the professional military education course "Command Course of Tactical Level of Legal Service L-1C";

the educational program of the professional military education course "Specialized Tactical Level Law Enforcement Course L-1B";

the educational program of the professional military education course "Command Course of Tactical Level Law Enforcement L-1C."

2.3. The development of educational and professional programs at the Institute is carried out by a working group, which includes scientific, pedagogical, and research staff who work at the University and the Institute as their primary place of employment and who are qualified in the specialty within which a particular educational and professional program is being developed. The composition of the working group for the development of the educational and professional program is approved by order of the rector of the University and/or the head of the Institute. The chair of the working group for the development of the educational and professional program is subsequently appointed by order of the rector of the University and/or the head of the Institute as the guarantor of the educational and professional program, who is responsible for its implementation.

External stakeholders, including employers (customers) and higher education applicants, are involved in the process of developing and reviewing the educational and professional program.

The accreditation and approval of educational and professional programs for obtaining higher education degrees is carried out in accordance with the legislation of Ukraine.

2.4. The educational program of professional military education courses may be part of the educational and professional program.

Educational programs for professional military education courses for officers must have the following scope:

basic tactical level course L-1A – up to 40 ECTS credits; professional tactical level course L-1B – up to 30 ECTS credits;

for persons with a higher education degree not lower than a bachelor's degree – up to 70 ECTS credits and consisting of courses L-1A and L-1B;

L-1C tactical level command course – up to 20 ECTS credits.

Based on the results of training at the Institute, a person who has successfully completed a specific educational program is issued a certificate of completion of professional military education courses under the relevant educational program and an appendix to the certificate (certificate) containing information about the names of academic disciplines, the number of ECTS credits earned, and the grades received.

2.5. The terms for obtaining higher education degrees at the Institute are determined by the educational and professional programs under which higher education applicants are trained.

3. Forms of higher education

3.1. The training of students at the Institute is carried out in the form of full-time (day) education.

3.2. In the full-time (day) form, the student participates directly in the educational process at the Institute.

During the training of students at the Institute, distance learning technologies may be used in various combinations:

undertime the study of individual educational subjects, topics academic disciplines or modules of academic disciplines;

during the assessment of knowledge levels.

3.3. At the Institute, during the training of students in advanced training courses according to curricula that do not provide for the study of topics using educational literature with limited access, distance learning technologies can be used in various combinations.

3.4. The purpose of using distance learning technologies is to:

to create conditions and opportunities for the advanced training of military specialists regardless of their location, the nature of their activities or conditions of military service, state of health, etc.;

to enable the continuous improvement of the content of academic programs, a focus on the latest technologies and teaching methods, and the maximum use of modern information and analytical systems in the educational process;

to integrate the state's military education into the European and global information space.

3.5. In order to ensure that teaching materials for conducting training sessions using distance learning technologies comply with the requirements of regulatory documents for the organization of the educational process, a methodological commission for the examination of web resources for academic disciplines is being created at the Institute.

The composition of the methodological commission for expertise of web resources for academic disciplines includes:

the chair of the commission – the deputy head of the institute for educational and scientific work;

commission members – heads of the Institute's educational structural units, leading scientific and scientific-pedagogical workers.

The main tasks of the methodological commission for the examination of web resources for academic disciplines are:

ensuring that the web resources for academic disciplines comply with the requirements of regulatory documents governing the organization of the educational process at the Institute and providing recommendations on their use;

determining the availability of web resources for each educational and professional program and providing recommendations to the Academic Council of the Institute on the possibility of introducing distance learning technologies for certain educational and professional programs;

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

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

3.6. The organization and implementation of educational activities using distance learning technologies at the Institute is carried out through the comprehensive implementation of educational, methodological, scientific (scientific and technical), organizational, and other types of activities by scientific, pedagogical, and research staff.

The training of students using distance learning technologies is carried out in the following organizational forms of the educational process: training sessions; independent work; practical training; control measures.

3.7. Scientific and methodological support for the training of students using distance learning technologies 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 learning courses) of the curriculum/educational program.

3.8. To ensure the training of students using distance learning technologies, the Institute may create its own web resources or use other web resources that have been verified in accordance with the law.

The Institute may create its own local repositories of web resources for the distance learning system. Local repositories are intended for hosting web resources for the distance learning system that meet the requirements for web resources for academic disciplines taught at the Institute, have been tested, reviewed, and recommended for use in the educational process.

The development of web resources for the distance learning system for the relevant academic disciplines is carried out by scientific and pedagogical staff within the scope of their existing workload (scientific, scientific and technical, methodological activities, etc.). Students and other stakeholders may also be involved in the development of distance learning web resources (with their consent).

4. Forms of organisation of the educational process, types of educational activities and assessment, appealing against the results of assessment measures

4.1. The educational process at the Institute is carried out in the following forms: classes, independent work by students, practical training, and assessment measures.

4.2. The main types of educational activities are: lectures, seminars, group classes, practical classes, training, tactical (tactical-special, tactical-drill) classes or training, laboratory classes, group exercises, and consultations.

4.3. To prepare and conduct training sessions, the department develops teaching materials for each academic discipline assigned to the department, including:
lecture fund (if there is a teaching aid or textbook that provides for the teaching of the academic discipline, the lecture fund may not be created);

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

plans for practical, seminar classes, training sessions, optional classes, games, etc.; methodological guidelines for independent work of students on the educational component;

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

methodological recommendations for conducting final certification of students; other teaching and methodological materials for educational activities.

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 students with as much information and training materials as possible that are necessary for the successful study of the academic discipline, as well as contain tools for self-monitoring of their mastery of individual training issues, as well as tools for diagnosing and monitoring their learning success, criteria for assessing knowledge and the procedure for conducting all types of control (initial, ongoing, final) in accordance with the program of the academic discipline. If there is an electronic training course for an academic discipline, methodological developments for conducting training sessions may not be developed. The electronic training course must be placed in the repository of web resources of the distance learning system.

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

Requirements for conducting classes are determined by methodological recommendations for organizing and conducting classes at the Institute.

4.4. Classes at the Institute are conducted by persons who hold positions as scientific and pedagogical workers. Scientific workers may be involved in conducting classes.

According to the relevant order of the head of the Institute, other categories of specialists with professional and practical training experience, as well as instructors, may participate in the training sessions.

4.5. A lecture is a type of training session conducted by verbally teaching new theoretical material in combination with demonstrations (presentations).

The main purpose of a lecture is to provide a systematic foundation of scientific knowledge and practical experience in a particular discipline (separate topic), to focus attention on the most complex and relevant issues of the training material, to stimulate active cognitive activity among students, and to promote the development of creative thinking. 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 be involved in conducting the lecture.

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.

4.6. 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 instructor.

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

The main task of seminars is to deepen and consolidate the knowledge gained by students in lectures and in the process of independent work with educational and scientific literature, to instill in them the ability to search for, generalize, and critically analyze educational material, and the ability to form, defend, and argue their views on the issues under consideration.

4.7. A group class is a type of educational class conducted by scientific and pedagogical (pedagogical) workers using a step-by-step method of explanatory and lecture-based teaching of new educational material in combination with the method of demonstration, presentation, and subsequent oral, written questioning or testing of the results of the assimilation of the provided educational material by students.

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

4.8. A practical class is a type of educational class during which a scientific and pedagogical worker organizes the acquisition of theoretical provisions of the discipline through individual performance specially formulated practical tasks and promotes the formation of skills and abilities for the practical application of theoretical principles.

The list of topics for practical classes is determined by the working program of the academic discipline. Practical classes are held in specialized, computer, and laboratory classrooms, language labs equipped with the necessary technical teaching aids and computer equipment, in training centers, at training grounds, on samples of weapons and military equipment, in sports complexes, facilities, and other objects of the material and technical base for physical training and sports.

Practical classes on samples of weapons and military equipment are conducted with the aim of learning their structure, mastering methods of their use, operation, maintenance, restoration, and preservation, as well as practicing practical techniques for using weapons, combat and special equipment, communications, automation, and computing technology.

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

Before students can take part in certain practical classes in any subject, they get safety training.

During the practical class, the training group may be divided into subgroups. If the group is divided into subgroups, the training classes in one of the subgroups are conducted by trained instructors, teaching assistants, or commanders of student units who are authorized to conduct training classes by order of the head of the Institute.

4.9. A laboratory class is a type of training class during which students, 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, and measuring devices, and master the methodology of experimental research in a specific field of knowledge.

Before students are allowed to take part in lab classes in any subject, they get safety training. During the laboratory class, the study group may be divided into subgroups. The laboratory class involves ongoing monitoring of students' preparedness to perform specific laboratory work, completing tasks related to the topic of the laboratory work, preparing an individual report (protocol) on the work performed, and defending it before the instructor.

4.10. A group exercise is a type of training session conducted by training students to perform the functional duties of specific officials in military units and subunits.

Group exercises are conducted in training departments (groups). The purpose of this type of training session is to acquire skills in organizing and planning operations

(combat actions, battles), managing troops (forces), and providing comprehensive support. In group exercises, students train in performing the duties of specific positions.

4.11. Training is a specific type of training session conducted by means of repetition of actions, exercises, techniques, and standards by students. They are divided into individual and group types.

Training is conducted after studying theoretical provisions in order for students to acquire practical skills (abilities).

Training is conducted in specialized laboratories, classrooms, and other facilities of the Institute.

4.12. Tactical (tactical-special, tactical-drill) classes are a type of training class conducted using exercises in the performance of techniques and methods of individual (collective) actions, training and combat standards. The purpose of tactical (tactical-special, tactical-drill) classes is to work out practical issues of combat organization (combat operations), command of units in combat, and their comprehensive support. Preparation for a tactical (tactical-special, tactical-formation) class includes: determining the initial data, developing a plan for conducting the training class, preparing the place (area) for conducting the class and material and technical (logistical) support, preparing the training class leader, monitoring the progress of preparation, and preparing the trainees.

4.13. A consultation is a type of training session during which the student receives answers to specific questions or explanations of certain theoretical provisions or aspects of their practical application from a scientific and pedagogical (pedagogical) employee.

Consultation can be individual or conducted for a study group during the independent work of students.

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

Independent work by students is carried out with the aim of practicing and assimilating educational material, consolidating and deepening knowledge, skills, and abilities; to complete individual work (individual assignments) on the educational component (coursework (projects), calculation and graphic work, essays, etc.), military- scientific and qualification work; to prepare for future classes and tests; to develop independence and initiative in students in the search for and acquisition of knowledge.

Independent work by students is supported by informational and methodological resources (programs, methodological guidelines, assignments, textbooks, teaching aids, etc.) and material and technical resources (models, simulators, weapons, etc.) provided for in the educational component program.

Appropriate scientific and professional educational literature is recommended for the independent work of students.

Teaching and methodological materials for organizing and conducting independent work by students should provide for the possibility of self-monitoring.

Independent work by students on studying the educational material for a specific educational component is carried out in educational (specialized, computer, laboratory) classrooms, facilities of the material and technical base for physical training and sports, libraries, classrooms, and libraries of other educational institutions.

To ensure appropriate conditions for independent work by students on weapons models in computer complexes and other high-risk educational facilities, this work is carried out according to a schedule drawn up in advance by the relevant department under the supervision of department staff, who providing the necessary advice or assistance and observing safety measures.

The creation of conditions for independent work by students is the responsibility of the heads of the Institute's structural units. It is organized directly by the commanders of the cadet and student units. The commanders of the training units keep records of the independent work of cadets and students in the training session log (section on independent work).

4.15. Individual work (individual assignments) on the educational component is an integral part of the independent work of students.

Individual work (individual assignments) contributes to a more in-depth study of theoretical material by students, the consolidation and generalization of the knowledge gained, and the formation of the ability to use knowledge for the comprehensive solution of relevant professional tasks.

Individual work (individual assignments) includes reports, essays, computational, graphical, analytical, computational-graphical tasks, tests, coursework, etc. The curriculum of the academic discipline should provide time for independent work in an amount sufficient for the actual completion of individual work (individual assignments).

Individual work (individual assignments) is performed separately by each student. In cases where the tasks are complex in nature, several students may be involved in their completion.

For the successful completion of individual work (individual assignments), the determination of criteria for assessing knowledge, the procedure for conducting tests,

etc., methodological recommendations for the organization and completion of individual assignments or separate provisions are developed.

4.16. Practical training of students is a mandatory component of the educational and professional program, which is aimed at helping students acquire professional competencies and includes:

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

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

- the development of research skills and the ability to solve applied problems; the formation of teamwork skills;

- the acquisition by students of the professional experience and work experience necessary for the award of professional qualifications.

The main types of practical training for students at the Institute are: initial military and professional training, educational, military, and other types of practice, and military internships.

The types of practical training for students are determined by the educational and professional program and the corresponding curriculum.

4.17. Control measures are a necessary element of feedback in the educational process. The Institute uses the following types of control: initial (preliminary), current, self- control, semester, and final.

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

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

The main task of ongoing assessment is to check the level of preparation of students on a specific topic (educational element). The main goal of ongoing assessment is to ensure feedback between teachers and students and to manage students' motivation to learn. The information obtained during ongoing assessment is used by the teacher to adjust teaching methods and tools and by the student to plan independent work.

Ongoing assessment can take the form of oral questioning, written quick tests, student presentations during discussions of theoretical issues, written assignments, practical situations, 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-assessment is intended for independent verification by students of their level of mastery of the educational material in a specific academic discipline (topic, lesson). The effectiveness of self-assessment is ensured by special self-assessment and self-evaluation programs, which are integral parts of electronic textbooks and automated training courses.

Final assessment is a form of assessment of a student's mastery of theoretical and practical material in a specific academic discipline (educational component), which is conducted as a control measure.

The purpose of final assessment is to comprehensively evaluate the level of learning outcomes in an academic discipline for a semester (half-year) or academic year.

The forms of final assessment for academic disciplines (educational components) of the educational and professional program are a test or exam.

If an academic discipline is taught over several semesters, semester assessment is usually carried out in the form of a test. The final assessment for an academic discipline that has been studied over several semesters is determined taking into account the results for previous semesters.

Final assessment may be conducted orally, in writing, or by means of computer testing, including the use of distance learning technologies, in order to determine the achievement of learning outcomes by students.

Based on the results of the final assessment, ECTS credits are determined and awarded to the student for the components of the curriculum (academic disciplines, academic practice, military training, coursework, and qualification work).

Semester assessment is a type of final assessment that determines the level of mastery of an academic discipline or its separate logical completed part by a student during a semester, taking into account the results of current assessment.

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 frame established by the educational process schedule and within the scope of the educational material specified in the working program of the academic discipline. The form of semester control is chosen in accordance with the level of competencies being developed. The content and structure of exam papers (control tasks), admission and assessment criteria are

determined by the decision of the relevant department and are specified in the working program of the academic discipline and communicated to the student at the first class.

Positive assessments of control measures are entered into the record of academic performance of students and the student's academic card.

The results of semester control are used as a criterion for the student's fulfillment of the curriculum.

4.18. The certification of graduates may be conducted in the form of a single state qualification exam (certification exam), a comprehensive exam in physical education, or special physical training.

The organization, procedure, and specifics of the certification of graduates of the Institute are determined by the regulations on the certification of higher education applicants of the Institute.

4.19. At the Institute, the assessment of the learning outcomes of students in educational components in the process of training and certification is carried out in accordance with the requirements of the ECTS, the key elements of which are: credit points as a measure of the labor intensity and quality of the student's academic work and a stimulating rating system for assessing learning outcomes.

4.20. The assessment of the learning outcomes of students at the Institute includes the entire range of control measures 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 consists of:

Final pedagogical assessment scale:

Grade ECTS	Definition	Grade according to national scale	Total points for all types of educational activities
A	Excellent – excellent performance, only with a small number of errors	5	90 - 100
B	Very good – above average level with a few errors	4	80 - 89
C	Good – generally correct work with a certain number minor errors		75 - 79
D	Satisfactory – not bad, but with a significant number of		70

	shortcomings	3	
E	Sufficient – performance meets minimum criteria		60 - 69
FX	Unsatisfactory – needs work before retaking	2	35–59
F	Unsatisfactory – serious further work is required, repeat course is mandatory		1 – 34

The result of passing an exam on the educational material specified by the educational and professional program, the program of professional military training courses, the curriculum of advanced training courses, and the plan-program of initial military and professional training can be assessed on a two-level scale: "pass" or "fail" based on the results of ongoing assessment, the completion of certain types of work in practical, group, tactical (tactical-special, tactical-drill) classes, etc.

4.21. A student may appeal the results of tests and examinations (except for retakes) within 24 hours after taking them by submitting a report to the deputy head of the institute for academic and scientific work – the head of the academic department. The report must contain facts of unfair assessment. Based on the results of the report review, the deputy head of the institute for academic and scientific work – the head of the academic department – creates a commission, which includes the head of the department and two academic staff members from among the professors and associate professors of the department. The commission may not include a scientific and pedagogical employee whose actions are being appealed. The results of the retake of the test or exam by the commission are not subject to appeal.

5. Organization and provision of the educational process

5.1. The organization and provision of the educational process at the Institute is 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.

5.2. The educational process is provided by the main structural units of the Institute on the basis of educational and professional programs, educational programs of professional military education courses, curricula, and these Regulations.

5.3. List of documents of the Institute, which regulate the organization and provision of the educational process:

- regulations on the Institute;
- 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 relevant levels of higher education and specialties or to conduct educational activities under the relevant educational and professional program;
- certificates of accreditation of educational and professional programs (specialties); higher education standards for each level of higher education within each specialty (copies);
- professional standard of a tactical-level officer of the Armed Forces of Ukraine for a group of military-accounting specialties of a legal profile;
- plan of main activities for the academic year by sections: educational activities, scientific and scientific-technical activities, methodological activities, measures of the internal quality assurance system of educational activities and the quality of higher education; moral and psychological support; material and technical support; other organizational measures and activities;
- a calendar plan of main activities for the month;
- schedule-calendar of the educational process for the academic year;
- a five-year plan for the development and improvement of the material and technical base;
- a plan for the qualifications of scientific and pedagogical employees for the academic year; individual study plans for students; records of student performance; student record cards;
- summary data on the results of exams and tests for the semester (half-year, academic year);
- ranking lists of students;
- journals of academic activities by study groups; report on activities for the academic year;
- schedules of classes (exam sessions);
- the academic council's work plan for the academic year and meeting minutes;
- a register of diplomas (certificates) issued; a register of academic transcripts issued;
- order of the head on organization the educational process in the academic year;

the order of the head of the Institute on the distribution of the teaching load for the academic year;

educational and professional programs for each level of higher education in each specialty (specialization);

curricula for training students;

programs for the professional development of scientific and pedagogical staff; educational programs courses military education (military specialists of officer corps) tactical level of military education; training plans and programs courses for military personnel and employees of the Armed Forces of Ukraine;

training programs for internships (military training) for students; basic military training program for cadets.

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

5.4. List of department documents on the organization and educational and methodological support of the educational process:

regulations on the department;

plan of the department's main activities for the academic year by sections: tasks of the department for the academic year, distribution of time by types of activities of scientific and pedagogical workers, educational activities, methodological activities, scientific and scientific-technical activities, measures of the internal quality assurance system of educational activities and the quality of higher education, measures for moral and psychological support, professional development of scientific and pedagogical (pedagogical) staff, organizational and other activities, measures for material, technical, and informational support of educational activities, and other measures;

individual plan of work of a scientific and pedagogical employee for the academic year;

minutes of meetings of the department and interdepartmental subject and methodological commissions in paper and/or electronic form;

list of military science research topics relevant to the department's profile; report materials on qualification of scientific and pedagogical staff of the department; journal of control and mutual visits to educational classes; working programs of educational disciplines;

training programs for internships (military training) for students; teaching and methodological materials educational components (educational professional programs, educational programs of professional military education courses, programs of professional military training courses, curricula and programs of advanced training

courses, plans and programs of initial military and professional training) of the department;

materials for the certification of students; report on the activities of the department for the academic year.

The procedure for accounting and storage of key documents regulating the organization and provision of the educational process, as well as department documents on the organization and educational and methodological support of the educational process, is determined taking into account the requirements for archival storage in accordance with the law.

5.5. The staffing of the Institute's educational activities is carried out in accordance with the law.

5.6 Information support for the educational activities of the Institute is carried out using the University's information base, which includes: libraries containing educational and other literature, domestic and foreign professional periodicals in the fields of training or related fields of training, periodical scientific publications, information and reference materials that support educational, scientific, and scientific and technical activities.

5.7. The library fund of the Institute and the University provides complete, high- quality, and prompt library, bibliographic, and information support for the training of military specialists, scientific and pedagogical (scientific) workers, and other categories of readers in accordance with their information requests based on broad access to book funds.

5.8. The libraries of the University and the Institute provide access to educational content using modern information, information and communication technologies, and distance learning technologies.

6. Planning of the educational process

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

6.2. The curriculum is a document that regulates the organization and provision of the educational process. The curriculum contains information about: the field of knowledge, specialty, specialization (if necessary), educational and

professional 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 teaching time, data on teaching practices, military training and certification, and an educational process plan that defines the list and scope of educational components in ECTS credits per half-year (semester), the logical sequence of their study, the forms of organization of the educational process, the types and scope of training sessions, the forms of current and final control, which ensure that the applicant achieves the corresponding degree of education and program learning outcomes.

The curriculum is developed by a working group responsible for training students in the relevant specialty and educational and professional program under the methodological guidance and in cooperation with the educational and methodological department of the University and the educational department of the Institute.

The curriculum is signed by the head of the Institute, the guarantor of the educational and professional program, agreed upon by the vice-rector for educational and methodological work of the University, and approved by the Academic Council of the University.

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

When developing the curriculum for training students at the Institute, the following basic requirements are taken into account:

- the curriculum is developed for the entire period of study at the Institute (by academic years, half-years, and semesters);

- the duration of theoretical training, compulsory practical training, semester control, and individual work (assignments) is at least 40 weeks per academic year. The reserve of teaching time is no more than 4 weeks per academic year, which is 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 teaching time for a full-time student per week is 54 academic (teaching) hours. The amount of study time per week for the implementation of the individual study plan of the student is 45 academic (teaching) hours (during a special period, the distribution of study time is determined by a separate provision approved by order of the Ministry of Defense of Ukraine);

- the academic load for a full academic year is 60 ECTS credits. The volume of one ECTS credit is 30 academic (teaching) hours, which is the unit of measurement of the academic load of students at the Institute. The volume of academic classes in one

ECTS credit of an academic discipline is not less than 10 hours for the first (bachelor's) level of higher education and not less than 8 hours for the second (master's) level of higher education;

the workload of a student in an academic discipline (module) during the period of study (academic year, semester, etc.) consists of classroom (contact) hours (lectures, practical, seminar, laboratory classes, consultations, etc.), independent work, preparation and completion of control measures, for which ECTS credits established for academic disciplines are allocated. If the form of final assessment for an academic discipline is an exam (or exams), then 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, then 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 student;

the duration of theoretical training during the training 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 on the basis of at least 2/3 of a week per exam. The volume of final control measures (the duration of examination sessions) shall not exceed 15 percent of the total volume of teaching time for the academic year;

the distribution of classroom (contact) hours between lectures, practical, seminar, laboratory classes, and consultations, as well as between weeks of theoretical training, is the prerogative of the Institute;

the duration of an academic (teaching) hour is 40 minutes.

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

The compulsory educational components of the curriculum include academic disciplines of general and professional training cycles, military internships, training practices, and other types of educational workload for students aimed at achieving the learning outcomes defined by the educational program.

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

The list of academic disciplines or individual blocks of academic disciplines chosen by students are taken into account by the Institute's students 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 types of academic activities 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 and professional program. If the proposed changes lead to a change in the number and/or content of the educational components provided for educational components provided for in the plan, the curriculum must undergo a re-approval procedure in accordance with the established procedure. If the proposed changes affect the program learning outcomes, the entire educational and professional program is subject to re- approval.

In order to detail the specifics of training students of the Institute in the current academic year, a working curriculum may be developed based on the current curriculum, taking into account the schedule of the educational process and other documents.

6.3. The educational process schedule-calendar is a document that defines the calendar dates for theoretical training and practical training, semester control (exam sessions), certification, and vacation periods for cadets and students.

The schedule-calendar of the educational process is drawn up for the academic year, signed by the deputy head of the Institute for educational and scientific work, and approved by the head of the Institute.

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 graduating classes, lasts 12 months and begins on September 1;

- the academic year is divided into two semesters (fall and spring) or half-years, 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 educational practices during the academic year cannot be less than 40 weeks and exceed 44 weeks.

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

The individual study plan is formed according to the corresponding level of higher education within the framework of the relevant educational and professional 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 educational (working) plan for the training of higher education applicants for a specific educational and professional program, with the aim of individualizing the educational process – taking into account as much as possible the individual needs of higher education applicants in terms of their professional training and the implementation of their individual educational trajectory.

The individual study plan specifies a list of compulsory educational components and an elective part. The elective part of the individual study plan ensures in-depth training in the educational and professional program and determines the nature of the graduate's future activities. It 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 applicant is taken into account.

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

The individual study plan is signed by the higher education applicant, agreed with the deputy head of the Institute for Academic and Scientific Work, and approved by the head of the Institute within two weeks from the start of the new academic year.

The implementation of the individual study plan by the higher education applicant is carried out within a period not exceeding the duration of study specified by the higher education standard for the relevant level of higher education within the relevant specialty.

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

The Institute independently determines the mechanism for implementing the right of higher education applicants to freely choose academic disciplines.

6.5. The schedule of classes, exam sessions, consultation schedule, schedule for the defense of military training and educational practices and/or coursework is a planning document for the organization of the educational process of the Institute.

It is prohibited to distract students from participating in classes and tests established by schedules (timetables), except in cases provided for by current legislation.

6.6. The schedule of classes is compiled by the academic department of the University in conjunction with the academic department of the Institute, usually for a semester (half-year, professional military education course, advanced training course). The schedule of classes for students of the Institute is signed by the head of the academic department of the University, agreed upon by the head of the Institute, and approved by the vice-rector for academic and strategic development of the University.

The schedule of classes (courses of professional military education, advanced training courses, etc.) conducted only by scientific and pedagogical (scientific) staff of the Institute is signed by the deputy Head of the Institute of Educational and Research Work and approved by the head of the Institute.

The schedule of classes reflects:

the numbers (names) of the educational units (groups) of students; the name of the academic discipline or its code;

the date, time, place, and type of training session; the surname of the training session leader.

Tactical, tactical-special training, electives, simulations, and war games are conducted continuously in accordance with their plans.

The heads (deans) of departments and commanders of cadet and student units are responsible for communicating the schedule of classes and any changes to it to the teaching staff and cadets and students, respectively.

The schedule of exam sessions (exams) is drawn up on the basis of curricula and work programs for academic disciplines.

It is prohibited to schedule two exams on the same day.

The number of people in one group taking an exam should not exceed 25-30, as a rule.

The final exam session (exams) schedule is communicated to academic staff, cadets, and students no later than 14 days before the start of the session.

6.7. The working 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 and professional program, the purpose, sequence, and organizational forms of studying the academic discipline, the learning outcomes that students should achieve in the learning process, the system of their assessment, and information and methodological support.

The main purpose of the working program of an academic discipline is:
to familiarize students 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 and professional program and higher education standards during accreditation;

establishing the correspondence of the learning outcomes to be achieved by the student based on the results of mastering the academic discipline, the learning outcomes that have already been achieved by the student when mastering the academic discipline of another educational program in other educational institutions, under other educational programs, in previous years (when the student resumes their studies), as well as in informal education.

The content of the working program of the academic discipline must:
ensure that students achieve the learning outcomes specified in the educational and professional program;

establish an algorithm for students to study the educational material of the academic discipline, taking into account interdisciplinary connections, which excludes duplication of educational material, in various organizational forms and types of study; determine the necessary scientific and methodological support for studying the educational material of the academic discipline, the criteria and procedure for assessing the knowledge, skills, and other competencies of students acquired as a result of studying the academic 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 assimilation of the program material by the student.

The structure and content of the academic discipline are formed by transforming the program learning outcomes defined by the educational and professional program, thanks to their specification and/or decomposition into program learning outcomes for the academic discipline and the subsequent selection of its content according to this criterion.

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

general information: the name of the department of the Institute responsible for teaching the academic discipline, the names of the academic discipline and the educational and professional program, as well as information about the approval, reapproval, and updating of the program;

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 worker or group of scientific and pedagogical workers of the department;

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

status of the academic discipline: compulsory, elective, or military;

prerequisites for studying the academic discipline (list of academic disciplines that must be studied beforehand 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 and professional program);

content of the academic discipline program;

the scope and structure 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;

forms of independent work of students;

forms of pedagogical (current and final) control, means of assessing learning outcomes (the procedure for assessing the knowledge, skills, and other competencies of students acquired as a result of the study of the academic discipline of knowledge, skills, and other competencies of students);

criteria for assessing learning outcomes;

educational, methodological, and informational support for the academic discipline.

The form (template) of the working program of the academic discipline is developed by the educational and methodological department of the University in cooperation with the educational department of the Institute.

The working program of the academic discipline is developed by a scientific and pedagogical employee, usually a lecturer or a group of scientific and pedagogical employees of the department, appointed by the head (chair) of the department, who ensure the teaching of this discipline on the basis of the educational and professional program, the training plan for students, a certain level of 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 staff from other departments is developed by a working group of scientific and pedagogical staff, which includes representatives of these departments. Responsibility for the timeliness and quality of the preparation of working programs for academic disciplines and compliance with academic integrity rests with the scientific and pedagogical staff who develop these programs and with the heads (deans) 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 and professional program.

If an academic discipline is taught to students who are enrolled in different educational and professional programs but have the same content, number of ECTS credits, distribution of classroom hours and independent work of students, and the form of final assessment, then a single work program for the academic discipline is developed at the Institute.

If an academic discipline is taught to students who are studying under different educational programs and has different content, the number of ECTS credits, the distribution of classroom hours and independent work of students, and the form of final assessment, then the Institute develops a separate working program for the academic discipline for each of the educational and professional programs.

The syllabus for an academic discipline is developed before the start of the academic year in which the discipline is to be studied.

It is reviewed and approved at a meeting of the department that teaches the academic discipline, signed by the head (chair) of the department that teaches the academic discipline, agreed upon by the guarantor of the relevant educational and professional program, and approved by the head of the Institute. In cases where scientific and pedagogical staff from other departments are involved in the development of the working program of academic disciplines, it is subject to review and approval at a meeting of all departments that participated in the development of the program.

The working program of the academic discipline is developed for the duration of the training and is completely updated in the following cases:

- changes in the higher education standard for the relevant specialty;

- approval of a new version of the relevant educational and professional program or significant changes to its content relating to the academic discipline;

- significant changes to regulatory documents (curriculum, educational and professional program, etc.) in accordance with an order issued by the head of the Institute on the basis of substantiated proposals from the guarantor of the educational and professional program; based on the results of surveys and proposals made by stakeholders of educational and professional programs, introduction of new teaching technologies. The working program of the academic discipline is updated annually, taking into account:

changes in certain regulatory documents and on the basis of relevant orders of the head of the Institute;

proposals from the guarantor of the educational and professional program; the results of monitoring and periodic review of educational and professional programs, in particular, the wishes and comments received from students 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 student training, introducing combat experience into the educational process, etc., the results of scientific research, improving the content of training and teaching methods for academic disciplines, and new elements of the educational material base.

Changes to the working program of the academic discipline that relate to clarifying the content of the working program of the academic discipline, the list of topics for practical, laboratory, and seminar classes, individual work (assignments) of students, including topics for coursework, the system for monitoring and assessing the knowledge of students, and recommended sources of information, are usually made before the start of the new academic year.

Changes to the working program of the academic discipline are considered and approved at a department meeting, agreed upon by the guarantor of the educational and professional program, and approved by the head of the main structural unit of the Institute, which is responsible for the training of students in the relevant educational and professional programs, and are added to the main program of the academic discipline in the form of a separate appendix. The appendix to the working program of the academic discipline is 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 updating, is reflected in the minutes of the department.

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

The working programs of academic disciplines (with changes), as well as their corresponding teaching and methodological support in paper and electronic form, must be available to students during the term of the relevant curriculum, taking into account the requirements of the legislation on the protection of state secrets.

Literature and other sources of information recommended for use by students during their studies in a discipline must be available to students free of charge, in particular in the library of the University and/or Institute, on electronic resources,

information systems, databases, and external electronic resources specified in the scientific and methodological support materials that provide free access to information.

The department provides the Institute's academic department with electronic versions of the syllabi for academic disciplines (with amendments).

6.8. Elective academic disciplines or selective academic disciplines are academic disciplines that are included in the list of disciplines specified by the educational and professional program in order to more fully meet the educational and qualification needs of the student.

Elective academic disciplines recommended for study in the next academic year are compiled in a catalog of elective academic disciplines for each level of education of the educational and professional program, course, and form of education. Based on the working program of the elective academic discipline, a syllabus for the academic discipline is developed, which specifies information about the scientific and pedagogical employee (employees) involved in teaching the academic discipline, an annotation, the purpose and objectives of the academic discipline, the place of the academic discipline in the structure of the educational and professional program, interdisciplinary connections, the expected learning outcomes of higher education seekers, types of classes and independent work for higher education students, teaching and methodological and informational support for the academic discipline, course policy, which is determined by the system of requirements of the scientific and pedagogical worker for students regarding academic integrity, control measures, and criteria for assessing learning outcomes.

The form (template) of the syllabus for an academic discipline is developed by the educational and methodological department of the University in cooperation with the educational department of the Institute.

The procedure for forming a catalog of elective disciplines and implementing the right of students to choose academic disciplines (blocks of academic disciplines) is determined by the Institute.

6.9. The curriculum for the advanced training course for military personnel and employees of the Armed Forces of Ukraine must take into account the qualification requirements for students of the advanced training course, which are determined by the relevant customer.

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

The training plan and program for the advanced training course is developed by a working group consisting of representatives of the customer and scientific and

pedagogical staff of the Institute, agreed upon by the Director of the Department of Military Education and Science of the Ministry of Defense of Ukraine, the Head of the Central Military Education Administration of the General Staff of the Armed Forces of Ukraine, and approved by the customer.

6.10. A mandatory component of the practical training of military specialists of the Armed Forces of Ukraine is primary military professional training, which is conducted at the Institute and at the field training base of other military units or training centers at the location of the Institute, in accordance with the basic general military training program for cadets approved by the Chief of the General Staff of the Armed Forces of Ukraine.

7. Ensuring the quality of military education

7.1. Ensuring the quality of military education is a process of creating reliable conditions (personnel, regulatory, educational, methodological, information, 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 guarantee that military education seekers achieve the planned learning outcomes (competency development) in accordance with the educational standards and professional standards of military specialists of the Armed Forces of Ukraine within the specified time frame.

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

7.3. The military education quality assurance system consists of:
systems for ensuring the quality of educational activities and military education by the Institute (internal quality assurance system for military education);
external quality assurance systems for educational activities and military education (external quality assurance system for military education).

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

7.5. The internal quality assurance system for military education includes:
educational entities – management, scientific and pedagogical staff, scientific workers, instructors, engineering and technical staff, students of the Institute, and representatives of customers;

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

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

7.6. To organize the implementation of the procedures of the internal quality assurance system of military education, a structural unit of internal quality assurance of military education (center, department, scientific and methodological laboratory, division, group, sector) is created. The tasks of the structural unit for internal quality assurance in military education are:

organizing the implementation of the procedures of the internal quality assurance system for military education, distributing them among the structural units of the Institute in accordance with the established principles;

monitoring the effectiveness of the internal quality assurance system for military education;

conducting monitoring studies based on the results of surveys of representatives of customers, the Institute's management, scientific and pedagogical and scientific staff, and students;

monitoring compliance with academic integrity by participants in the educational process;

conducting annual rating assessments of students and scientific and pedagogical staff of the Institute.

7.7. Quality assurance of educational activities and military education at the Institute is implemented through the licensing of educational activities, accreditation of educational and professional programs, and certification of students.

8. Methodological activities

8.1. Methodological activities at the Institute are an integral part of the educational process and one of the activities of the management, scientific and pedagogical staff, commanders of student 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 students.

8.2. 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 staff, instructors, and commanders of the Institute's educational units;
improving the methods, forms, and technologies for conducting all types of training sessions.

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

Educational and methodological activities include:

the development of planning, organizational, and methodological documents;
analysis of the academic performance of students and development of measures to improve the quality of their training;

analysis of feedback on the Institute's graduates from the armed forces and development of proposals for improving the training of students;

summarizing and disseminating best practices in methodological activities;
development of measures to train novice teachers and improve the methodological skills of scientific and pedagogical workers.

Teaching and methodological activities are aimed at providing ongoing support at a high methodological level for all types of educational activities and preparing scientific and pedagogical staff to conduct them. They ensure the accumulation of experience by scientific and pedagogical staff of departments for further dissemination. 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 students into the educational process;

introducing scientific organization of work for scientific and pedagogical staff and students.

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

8.4. The management of methodological activities at the Institute is entrusted to the deputy head of the Institute for educational and scientific work, heads (deans) of departments, and the Academic Council of the Institute.

The organization of methodological activities at the Institute is entrusted to the educational department. Methodological activities are included in the Institute's monthly calendar of main events.

8.5. The main forms of methodological activities are:

- holding educational and methodological (methodological) meetings (lasting up to 5 days), conferences, scientific and methodological conferences, and seminars;
- consideration educational and methodological issues at meetings of the council of the Institute;

- departments, interdepartmental methodological commissions on considering issues of teaching and education methodology for students;

- participation in meetings of the University's scientific and methodological council; instructional and methodological, demonstration, open, and trial training sessions; lectures, reports, and presentations on teaching methodology, general and military pedagogy and psychology;

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

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

- studying and implementing in the educational process the requirements of governing documents, materials on advanced pedagogical experience and experience in combat training of troops (forces), conducting combat operations by the Armed Forces of Ukraine and other components of the Ukrainian defense forces;

- 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 and professional training programs for 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 workers and students;
mutual and control visits to classes by scientific and pedagogical workers.

8.6. Educational and methodological meetings are held at the Institute before the start of the academic year or semester.

At the meetings:

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

rational approaches to educational, methodological, and educational work are identified 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.

8.7. Educational and methodological meetings are held to resolve specific issues of educational and methodological work at the department and are organized by the heads of the relevant departments.

Joint meetings of several departments (interdepartmental meetings) are organized and conducted by the head of the Institute or the deputy heads of the Institute for educational and scientific work.

8.8. Scientific and methodological conferences and seminars are held at the Institute and separately at the departments of the Institute. They address the most important issues of improving the training of students, introducing new technologies and teaching methods into the educational process, research on military education issues, and the scientific organization of the work of scientific and pedagogical workers.

Scientific and methodological conferences may develop recommendations, which are approved by the head of the Institute or the head (chair) of the department, respectively.

8.9. 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 workers or with the involvement of commanders of cadet and student 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 conducted by the head and deputy heads of the Institute, heads (deans) of departments, the most prepared and highly qualified scientific and pedagogical staff, and commanders of cadet and student units.

8.10. Demonstration training sessions are conducted by the head and deputy heads of the Institute, heads (deans) of departments, and the most trained and highly qualified scientific and pedagogical staff in order to demonstrate the most effective organization and methodology of conducting training sessions, as well as effective methods of using elements of the educational and material base in training sessions. Demonstration classes are included in the section on methodological activities of the plan of main activities for the academic year and are organized in accordance with the schedule of training classes. They must be attended by scientific and pedagogical staff and commanders of cadet and student units.

8.11. Open training sessions are held with the aim of exchanging experience, providing assistance to scientific and pedagogical staff in organizing training sessions and improving the methods of conducting them.

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

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

8.13. Pedagogical and methodological experiments are organized and conducted with the aim of testing the results of scientific research in the field of military education and pedagogical science in practice. Recommendations based on the results of scientific research are implemented in the educational process after their experimental verification, discussion at a department meeting, and consideration at meetings of the Institute's academic council.

The priority areas for pedagogical and methodological experiments are:

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

development and improvement of the education quality assessment system;
improvement of the system of training students in specific educational programs, specialties, and organization of the educational process;

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

The main criteria for the effectiveness of pedagogical and methodological experiments are obtaining new scientific results, enriching theoretical knowledge and practical skills that contribute to the improvement of the training of cadets and students, 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.

8.14. The department is the center of methodological activity at the Institute.

At department meetings, issues are discussed regarding:

developing and improving teaching methods for academic disciplines;

developing proposals for improving educational and professional programs, curricula, and work programs for academic disciplines;

preparation texts lectures, methodological developments, and other teaching and methodological materials for all types of educational activities;

development content individual tasks for independent work of students in academic disciplines;

development of teaching and methodological materials for independent work by students;

preparing texts for reports, recommendations for scientific and methodological (methodological) seminars, and ways to implement them in the methodology of teaching academic disciplines;

assisting appointed scientific and pedagogical workers in mastering the content of academic disciplines and preparing them to conduct training sessions;

the results of open, demonstration, instructional, methodological, and trial classes, followed by their discussion;

coordination of the content and methodology of teaching the academic discipline; organization of communication and cooperation with educational institutions on issues related to the educational process;

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

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

- developing test and exam materials and test options;
- analysis of monitoring the results of current academic performance, tests, and exams in the relevant academic discipline;
- introduction of the best methods of 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;
- introduction into the educational process of the experience of combat operations by the Armed Forces and other components of the Ukrainian defense forces, combat and operational training of troops (forces), experience in organizing the educational process in other higher military educational institutions (hereinafter referred to as HMIs), military training units of higher education institutions (hereinafter referred to as VUPs of HEIs);
- results of the implementation of internal quality assurance measures in education and educational activities at the departmental level;
- the results of control measures, training practices (military internships), pedagogical (methodological) experiments;
- the state of scientific and scientific-technical activities, rationalization and inventive work;
- performance individual plans work of scientific and pedagogical employees of the department and accounting for their work;
- results of control and mutual visits by scientific and pedagogical staff to educational classes.

8.15. If necessary, subject-methodological commissions are created at the department, which include scientific and pedagogical staff who jointly conduct educational work in a specific academic discipline or group of academic disciplines. The commission includes scientific and pedagogical staff from related departments, as well as representatives of the Institute's management, commanders of cadet and student units. The chair of the subject-methodological commission is appointed by the head (dean) of the department. Interdepartmental subject-methodological commissions may be created.

The deputy head of the Institute for educational and scientific work is appointed as the chair of the subject-methodological commission for academic disciplines of professional, professionally-oriented, and practical training.

The subject-methodological commission is responsible for:

- developing and improving partial teaching methods for academic disciplines;
- developing proposals for improving educational and professional training

programs for students, educational (working educational) plans, and working programs for academic disciplines;

preparing and discussing lecture texts, methodological developments, and other teaching and methodological materials for all types of classes in specific academic disciplines;

developing and discussing the content of individual assignments for independent work by students in academic disciplines;

developing teaching and methodological materials for independent work by students; providing assistance to appointed scientific and pedagogical workers in mastering the academic discipline and preparing them to conduct academic classes;

discussing the conduct of demonstration, instructional, open, and trial classes; coordinating the content and teaching methods of academic disciplines with the relevant work of related subject-methodological commissions;

organizing communication and cooperation with cadet and student departments on issues related to the organization of the educational process;

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

developing proposals for improving the educational and material base and directly participating in their implementation;

discussing test and exam materials and options for control works;

analyzing the results of the current academic performance of students, the results of tests and exams in the relevant academic discipline;

improving the methodological skills and professional training of scientific and pedagogical workers;

introducing into the educational process the experience of combat operations by the Armed Forces and other components of the Ukrainian defense forces, as well as combat and operational training of troops (forces).

8.16. Monitoring of training sessions is one of the elements of the Institute's internal education quality assurance system.

Control of training sessions is carried out by the Institute's management, heads (deputy heads) of departments (their deputies) and the most experienced scientific and pedagogical staff in accordance with their subordination.

Control visits to training sessions are carried out by officials of the Institute's training department and representatives of the structural unit for internal quality assurance in 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 class objectives, the provision of classes in accordance with the working program of the academic discipline, and the state of use of the material and technical base.

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

8.17. In order to summarize and disseminate best practices in teaching students, organize pedagogical (methodological) experiments and implement their results in the educational process, and create conditions for improving the pedagogical (methodological) skills of scientific-pedagogical staff, the Institute has established teaching and methodological (methodological) offices and teaching (methodological) offices of departments.

The activities of the educational and methodological (methodological) offices are organized by the deputy head of the Institute for educational and scientific work, and the educational (methodological) offices of the departments are organized by the head (deputy head) of the respective department.

The educational and methodological (methodological) office also ensures the accumulation of scientific and methodological materials, the holding of educational and methodological (methodological) meetings, methodological consultations, the maintenance of bibliographies, and the organization of exhibitions of pedagogical and scientific and methodological literature, etc.

9. Moral and psychological support for educational activities and social support for participants in the educational process

9.1. Moral and psychological support for participants in the educational process is an integral part of the educational process and includes: organizational, psychological, pedagogical, informational, cultural and educational, and military and social activities conducted with the aim of developing in students the moral and psychological qualities necessary for their further military service.

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

to instill in students a deep love for Ukraine and its people, to develop their combat skills and spiritual and psychological readiness to defend the Ukrainian state with weapons in their hands, 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 statutes of the Armed Forces of Ukraine, orders of the Ministry of Defense of Ukraine, the General Staff of the Armed Forces of Ukraine, and the Commander-in-Chief of the Armed Forces of Ukraine;

to foster a conscious attitude towards learning among students;
fostering in students high moral and combat qualities, psychological resilience based on the historical traditions of the Ukrainian people, a conscious attitude towards the performance of official duties, loyalty to traditions and the battle flag, and the effective use of military rituals for this purpose;

organizing leisure activities for the Institute's personnel;

conducting moral and psychological studies of the Institute's personnel;

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

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

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

creating a creative atmosphere, high morale, and responsibility among scientific and pedagogical workers;

cultivating in cadets and students 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 teams, and working in conditions of democratization of life in the armed forces.

10. Material and technical base

10.1. The material and technical base of the Institute includes the following elements: weapons, military equipment and material and technical resources, equipped training facilities, physical training and sports facilities designed to ensure the training of students in accordance with the curricula and work programs of academic

disciplines, modern technologies and teaching methods, as well as for conducting scientific research.

The material and technical base of the Institute is divided into the material and technical base at its permanent location and the temporary location provided by the University.

10.2. The material and technical base of the Institute is created and improved in accordance with the needs of the Institute and must ensure the following tasks are accomplished:

- the acquisition by students of general, special, professional (military-professional, military-special) competencies, which are defined by higher education standards for the specialty of training, professional standards for the relevant military-accounting specialties, and educational and professional programs;

- ensuring that students complete educational and professional programs, curricula, syllabi, and work programs for academic disciplines in a high-quality manner;

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

- ensuring the conduct of all types and forms of training activities for students to acquire practical skills in the management of troops (forces, military units);

- training students in the use of electronic warfare and weapons of mass destruction; ensuring the conduct of fire training for students in the use of personal small arms; achieving a high level of field training for students and physical training for the Institute's personnel;

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

- preventing injuries to students and environmental pollution.

10.3. The main elements of the Institute's material and technical base are: educational premises: lecture halls (rooms), educational (laboratory, computer, specialized) classrooms, offices (language labs, educational, teaching and methodological, etc.); educational and auxiliary premises for scientific and pedagogical workers, office premises, etc.; auxiliary premises: sanitary and technical and storage rooms, pantries, corridors, switchboards, boiler rooms, cloakrooms, utility rooms, etc.; weapons samples; educational and laboratory facilities (measuring and electronic computing equipment, technical teaching aids, visual aids); research laboratory; sports complexes and facilities, as well as parade grounds, shooting ranges, and other general military training facilities; barracks and dormitories; other material and technical resources, property used to support the educational process and the

training of military specialists; During the organization and conduct of field training and practical shooting exercises, the field training bases of the Ivan Kozhedub National Air Force University and the Military College of Sergeants of the Military Institute of Telecommunications and Informatization named after the Heroes of Kruty are used.

10.4. The departments of the Institute that train students in general military, military-professional, and military-specialized disciplines may establish training and educational complexes, educational and laboratory complexes, and classrooms.

10.5. The Institute's training complex is a complex of specialized premises, as well as facilities and structures for physical training and sports, equipped with simulators, deployed samples of 57 weapons and military equipment necessary for practical, laboratory, tactical (tactical-special), group classes in general professional, military professional, and military special training disciplines, as well as improving practical skills in the use, operation, maintenance, and repair of weapons, as well as military-applied motor skills and abilities. The Institute's training and laboratory complex is a complex of specialized premises equipped with samples of weapons and military equipment, their cutaway and training units, assemblies, blocks, and specialized training stands for conducting laboratory and practical classes in general professional, military-professional, and military-specialized training disciplines, as well as improving practical skills in maintenance, repair, and operation.

10.6. For the purposes of medium-term planning, the Institute develops a five-year long-term plan for the development and improvement of its material and technical base (hereinafter referred to as the Long-Term Plan). The development of the Long-Term Plan is organized by the Deputy Head of the Institute for Material and Technical Support. The Deputy Heads of the Institute, the heads of the main structural units of the Institute, the relevant departments (divisions) and services, and the heads (deans) of departments participate in the development of the Long-Term Plan. The Long-Term Plan is developed at the Institute, agreed upon by the relevant services of the military command, 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 head to whom the Institute reports. 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.

10.7. The development and improvement of the material and technical base is carried out in accordance with changes in the training programs for military specialists. Material and technical (logistical) support for the educational process is provided by the relevant services of the Institute, which determine, order, and receive the necessary weapons, equipment, material resources, and other military training property.