



# **REGULATIONS**

**on the Organization of the Educational Process  
at Ivan Kozhedub Kharkiv National  
Air Force University**



**The Air Force of the  
Armed Forces of Ukraine**

APPROVED

By the decision of the Academic Council  
of the Ivan Kozhedub Kharkiv National  
Air Force University  
Protocol 22.07.2025 №9

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Kharkiv National Air Force University

Enacted by the order of the Commandant of  
the Ivan Kozhedub Kharkiv National Air  
Force University 24.07.2025 № 1060

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## **1. General Provisions**

1.1. The Regulations on the Organization of the Educational Process at Ivan Kozhedub Kharkiv National Air Force University is a normative document that regulates the peculiarities of organizing and conducting the educational process, developing and implementing educational programs, providing scientific and methodological support, evaluating learning outcomes and awarding qualifications, and ensuring the quality of the educational process at the University, taking into account the specific requirements for the training of military specialists and other students.

1.2. The Regulations on the Organization of the Educational Process at Ivan Kozhedub Kharkiv National Air Force University has been developed in accordance with the Constitution of Ukraine; regulatory legal acts and guidance documents issued by the President of Ukraine, the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine, the Ministry of Defense of Ukraine in the field of higher education, higher military education, science, and national defense; the Charter of the Ivan Kozhedub Kharkiv National Air Force University, and the principles of the European Credit Transfer and Accumulation System (ECTS).

1.3. The Regulations on the Organization of the Educational Process at Ivan Kozhedub Kharkiv National Air Force University are mandatory for all participants of the educational process at Ivan Kozhedub Kharkiv National Air Force University.

1.4. The following abbreviations are used in the Regulations on the Organization of the Educational Process at Ivan Kozhedub Kharkiv National Air Force University:

- institution of higher education (hereinafter – IHE);
- higher military educational institution (hereinafter – HMEI);
- military educational unit of an institution of higher education (hereinafter – MEU of IHE);
- research institution (hereinafter – RI);
- Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the University);
- Charter of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the University Charter);
- Regulations on the Organization of the Educational Process at Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the Regulations);
- the Academic Department of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the University’s Academic Department);
- the Scientific and Organizational Department of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the University’s Scientific and Organizational Department);

the Air Force Research Center of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the University’s AFRC);

the Institute of Civil Aviation of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – ICA);

the Academic Council of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – University’s Academic Council);

the Methodological Council of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – University’s Methodological Council);

the Academic Council of the Institute of Civil Aviation of Ivan Kozhedub Kharkiv National Air Force University (hereinafter – the ICA Academic Council);

educational and professional, educational and scientific program (hereinafter – educational program);

cadets, part-time cadets, listeners, part-time officers, students, adjuncts, postgraduate students (hereinafter – learners);

European Credit Transfer and Accumulation System (hereinafter – ECTS);

The following terms are used in the following meanings:

higher education – a set of systematized knowledge, skills and practical abilities, ways of thinking, professional, worldview and civic qualities, moral and ethical values, and other competencies acquired at an IHE (RI) in the relevant field of knowledge under a specific educational program at levels of higher education that are more complex than the level of complete general secondary education;

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

customer – the military command authority for whose needs the training of relevant military specialists at the University is carried out under a specific educational program;

Military professional competencies and military-special competencies are specific competencies defined by the professional standard of a military specialist of the Armed Forces of Ukraine according to the military registration specialty (related military registration specialties) and are necessary for performing official (combat) duties in the assigned position during peacetime and special periods. These competencies must not duplicate the competencies established in the respective higher education standards for specialties. Military professional competencies of a military specialist at the corresponding level of military education are formed in the process of mastering the educational program of the professional military education course, military professional-oriented educational components, and the course and program of professional military training. Military-special competencies reflect the specifics of the particular subject area of professional activity (specialization) of the military specialist. Military-special competencies by specialization determine the requirements of the customer regarding the competencies and learning outcomes of military specialists of a particular specialization.

Level of military education is a completed stage of professional military education characterized by a set of competencies defined by the professional standard of a military specialist of the Armed Forces of Ukraine according to the military registration specialty (related military registration specialties).

Other terms are used with the meanings specified in the Constitution of Ukraine; normative legal acts and governing documents of the President of Ukraine, the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine, the Ministry of Defence of Ukraine in the fields of higher education, higher military education, science, and state defense; as well as the University Charter.

1.5. The educational process at the University is conducted with the purpose of training highly qualified personnel according to higher education degrees for staffing officer positions within the Ministry of Defense of Ukraine, the Armed Forces of Ukraine, other law enforcement agencies of Ukraine, and the needs of the national economy. It ensures the acquisition of new competencies and the improvement of previously acquired ones through postgraduate education programs and the system of professional military education, as well as meeting other educational needs of learners.

The educational process at the University is organized taking into account the available scientific and pedagogical potential, material and technical resources, and utilizing the capabilities of modern innovative technologies.

1.6. The attainment of certain higher education degrees (levels of military education) at the University provides for the possibility of combining formal and non-formal education.

Within the framework of formal education, the University conducts the educational process based on valid licenses for educational activities and issues documents on higher education (academic degree) to graduates who have completed the respective educational program and successfully passed attestation, in accordance with the accredited educational program.

Within the framework of non-formal education, the educational process at the University is carried out according to the educational programs of professional military education courses and provides for the issuance of certificates to individuals who have successfully completed the training.

Professional military education is a specialized military-oriented education obtained through professional military education courses at the tactical level.

In forming the content of professional military education, the requirements of NATO standards are additionally taken into account.

The content of military education is defined by educational programs, educational programs of professional military education courses, curricula (educational plans), syllabi (work programs of academic disciplines), individual learning plans of learners, normative legal acts of central executive authorities in the fields of defense, education, and science, as well as by orders issued by the Commander-in-Chief of the Armed Forces of Ukraine, the General Staff of the

Armed Forces of Ukraine, and the Air Force Command of the Armed Forces of Ukraine, to which the University is subordinated, and is reflected in the relevant educational and instructional materials.

1.7. Participants in the educational process at the University include:

scientific and scientific-pedagogical staff;

learners and other persons undergoing training at the University;

practicing specialists involved in the educational process within relevant educational programs (including representatives of customers for the training of military specialists, senior leadership of military command authorities, representatives of military units, research institutions, etc.);

other University employees.

Scientific-pedagogical and scientific staff from military personnel of the University act as direct commanders of military learners during the classes.

The rights and responsibilities of participants in the educational process, as well as commanders of learners' units, are defined by the Constitution of Ukraine, normative legal acts, and governing documents of the President of Ukraine, the Verkhovna Rada of Ukraine, the Ministry of Education and Science of Ukraine, and the Ministry of Defense of Ukraine.

1.8. Persons studying at the University include:

learners enrolled in higher education;

other individuals undergoing training at the University.

Learners enrolled in higher education are:

cadets (including part-time cadets) — individuals duly enrolled at the University for the purpose of obtaining a Bachelor's degree, who have been assigned a military rank of enlisted personnel, sergeants, or senior non-commissioned officers, or who held such a rank prior to enrollment;

students — individuals duly enrolled at the University for the purpose of obtaining a Bachelor's or Master's degree (including foreign nationals);

listeners (including part-time officers) — individuals duly enrolled at the University who hold an officer's military rank and are pursuing a Master's degree;

adjuncts (postgraduate students) — individuals duly enrolled at the University for the purpose of obtaining the degree of Doctor of Philosophy;

doctoral candidates — individuals who hold an academic degree of Candidate of Sciences (Doctor of Philosophy) and are duly enrolled in the University's doctoral program to prepare a dissertation for obtaining the academic degree of Doctor of Sciences.

Other individuals undergoing training at the University include:

listeners — individuals undergoing training or retraining in designated courses, professional development programs; Ukrainian citizens undergoing training in the reserve officers' training program, and other learners (including foreign nationals) who may study at the University based on special orders.

## **2. Standards and Educational Programs for the Training of Learners at the University**

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

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

Upon fulfillment of the requirements of the higher education standard, University graduate is awarded an academic degree and the corresponding educational qualification.

2.2. The professional standard defines the professional qualification of a military specialist.

The professional standard for a military specialist of the Armed Forces of Ukraine by military registration specialties (or related military registration specialties) of the intermediate (advanced, higher) level of military training and tactical (operational, strategic) level of military education (hereinafter – the professional standard).

The professional standard is developed by a working group established by the military management authorities acting as the customer. Scientific-pedagogical (scientific) staff of the University are mandatorily involved in this working group. The professional standard is approved by the Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, the Director of the Department of Military Education and Science of the Ministry of Defense of Ukraine, and approved by the customer.

If a professional standard has been developed in accordance with the requirements of the governing documents, agreed upon by the National Qualifications Agency, and approved by the customer, the training of candidates is carried out in accordance with its requirements.

Upon fulfillment of the professional standard requirements, a graduate of the University is awarded the corresponding professional qualification.

2.3. Educational Program is a unified set of educational components (academic disciplines, individual assignments, internships, assessments, etc.) aimed at achieving the learning outcomes specified in the program, which entitles the student to obtain a defined educational qualification or an educational and professional qualification (or qualifications). The educational program may specify a single specialization or may not provide for any specialization.

The educational program may provide for the possibility of awarding several additional professional qualifications formed through its selective educational components. A learner may be awarded no more than two professional qualifications based on the results of completion of the educational program.

The names of educational programs within specialties that provide access to professions subject to additional regulation are established by higher education standards.

The names of other educational programs are established by the University and may include key terms from the subject area of the specialty (specialization, subject specialty) or interdisciplinary subject area, as well as professional qualifications if awarded.

The name of an educational program shall not fully or partially use the names of other specialties and fields of knowledge, educational programs within specialties that grant access to professions subject to additional regulation; or professional qualifications for which legislation requires obtaining higher education in another specialty and/or at another level of education.

The educational program must comply with the requirements of the higher education standard for the respective specialty, the requirements for the internal quality assurance system of education, the requirements of the professional standard (if available), the implementation of experience (issues, identified lessons, and combat examples) in the form of learning outcomes/competencies, teaching and methodological materials. The program shall also provide the right for learners to choose educational components within the total number of credits stipulated by the Law of Ukraine "On Higher Education" for obtaining the respective degree. In the absence of the respective higher education standard, the list of mandatory competencies shall be determined in accordance with the National Qualifications Framework.

The description of the educational program shall include components in accordance with the Law of Ukraine "On Higher Education."

The development and revision of the educational program at the University are carried out by a working group composed of academic and scientific staff employed by the University who hold qualifications corresponding to the specialty for which the educational program is developed. Organizational and methodological guidance for the development of the educational program is provided by the Educational (Scientific-Organizational) Department. The composition of the working group for the development of the educational program is approved by an order of the University's Commandant. Graduates of the educational program, other interested parties (stakeholders), and their proposals and needs may also be involved in the development process.

The educational program for the training of military specialists is agreed upon by the customer, the Director of the Department of Military Education and Science of the Ministry of Defense of Ukraine, the Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and is approved by the decision of the University's Academic Council.

The educational program for the training of civilian specialists is approved by the decision of the University's Academic Council.

The draft educational program is considered and approved at the meeting of:

the department responsible for the implementation of the educational program, involving relevant stakeholders in accordance with this Regulation and taking into account their reviews, feedback, recommendations, etc.;

the Academic Council of the respective faculty.

The consideration of the educational program at the meeting of the Academic Council of the respective faculty is preceded by its:

review by a person(s) who is/are member(s) of the council;

discussion at the meeting of the Cadet Council (students self-government) for the first (bachelor's) and second (master's) levels of higher education, and for the third (educational and scientific) level — at the meeting of the Young Scientists Council of the University.

At the University, the head of the working group responsible for developing the educational program is subsequently appointed by the order of the Commandant of the University as the guarantor of the educational program, who is responsible for its implementation. The guarantor of the educational program is allocated up to 300 hours per academic year, within the working hours of the academic (scientific) staff member, to fulfill the assigned tasks, rights, and responsibilities. This amount of hours is reflected in the individual work plan as methodological and organizational activities, in accordance with the established time norms for planning and accounting for educational, methodological, research, and organizational activities of the academic (scientific) staff of the University.

The draft of approved educational program, developed in accordance with this Regulation, is published on the official website of the University or by other means, usually no later than one month prior to the planned date of approval, taking into account the requirements of legislation on the protection of state secrets and handling of information with restricted access.

The department responsible for the implementation of the educational program conducts periodic reviews of the educational program, taking into account the results of monitoring, in particular, the feedback and comments received from students and other stakeholders regarding its content, types and scope of educational activities, as well as recommendations provided by the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education of the University, and suggestions concerning the study and implementation of experience provided by the Research Department for the Study and Implementation of the Experience of the University's Air Force Scientific Center.

Typically, the educational program is reviewed once a year. The revised version of the educational program after the review is considered and approved in accordance with this Regulation.

The list of mandatory competencies and learning outcomes within the educational program must comply with the requirements of the higher education standard and, if available, the professional standard. In the absence of the relevant higher education standard, the list of mandatory competencies is determined in accordance with the requirements of governing documents.

The scope of the educational program and individual educational components (in ECTS credits) is determined in accordance with the requirements of the Law of Ukraine "On Higher Education" and the higher education standard.

The objectives of the educational program must align with the strategy and prospective directions of development of the University's educational activities.

2.4. The educational program of the professional military education course is a system of military-oriented educational components at the corresponding level of military education and a logical sequence of their study, with the scope of ECTS credits necessary to complete this program, aimed at improving the professional level of the military specialist and acquiring special (professional) and other competencies that ensure the fulfillment of official (combat) duties.

The scope of the educational program of the professional military education course must be optimal for the effective assimilation of the study material by students and for the training of qualified military specialists in the shortest possible time, and is generally determined by the relevant orders of the Ministry of Defence of Ukraine and/or the General Staff of the Armed Forces of Ukraine.

The educational program of the professional military education course is developed by a working group that includes representatives of the customers and scientific-pedagogical staff of the University, under the organizational-methodological guidance and in cooperation with the University's Academic Department. The composition of the working group for developing the educational program of the professional military education course is approved by the order of the commandant of the military management authority that acts as the customer for the training of military specialists.

The educational program of the professional military education course is agreed upon by the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, the Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and the customer, and is approved by the Commandant of the University.

2.5. Upon successful completion of a specific educational program at the University, an individual shall be awarded a higher education document or a certificate of completion of a professional military education course, in accordance with the relevant educational program. The certificate is accompanied by an annex that contains information on the titles of the academic disciplines, the number of ECTS credits earned, and the assessment results.

### **3. Forms of Education at the University**

3.1. The training of learners at the University is conducted through full-time (daytime), part-time (correspondence), and distance learning formats. These forms of education may be combined.

The training of adjuncts and postgraduate students is carried out in accordance with the requirements of current legislation.

3.2. The full-time (daytime) form of education is the principal mode of study for learners at the University. In the full-time (daytime) form, the learners directly participate in the educational process at the University.

3.3. The part-time (correspondence) form of education involves a combination of full-time (on-campus) study during academic training sessions and independent learning by the student between these sessions at the University.

The educational process for part-time and distance learning forms is conducted without interrupting the primary activities of the learners, regardless of the nature and type of their activities, funded by the state budget, legal entities, and individuals.

The part-time form is implemented through training assemblies held at the University and self-studying by part-time cadets and listeners. During training assemblies, introductory classes are conducted, laboratory work are completed, and credits and exams are taken.

The duration and scheduling of training assemblies within the academic year are determined by the University's academic calendar and study plan. The educational activities of part-time cadets and listeners during assemblies are regulated by the class schedule.

The study period for learners in the part-time form is determined according to study plans and may be extended by up to 25 percent compared to the calculated duration for completing the educational program in the full-time form of higher education.

For part-time cadets and listeners admitted to the first year of the University, the first training assembly takes place in the first semester of the year of enrollment. During this assembly, learners are introduced to the main educational tasks, the study schedule for each subject, and the system of academic assessment. Instructional sessions are conducted, assignments for the period between assemblies are provided, and methodological guidance is given for organizing self-studying with the study material. By the next training assembly, learners are expected to study theoretical material independently, complete individual (control) assignments, and submit them to the University for evaluation. Subsequent training assemblies at the University aim to systematize the knowledge acquired through independent study by part-time cadets and listeners, deepen and consolidate this knowledge during final instructional sessions, conduct credits and exams, as well as deliver introductory lectures and other types of instructional sessions for the subjects to be studied in the following academic year.

Exams (including tests and credits), laboratory work, and practical exercises on samples of weaponry and military equipment, including the use of computer technology as specified by the study plan, are conducted exclusively at the University.

At the end of the final academic year, additional time beyond that allocated for the training assembly is provided for the preparation of qualification works, as well as for the preparation and passing the attestation of learners.

The University provides part-time cadets and part-time listeners with textbooks, educational and methodological manuals, teaching aids, and other educational-methodological materials. The University's departments, in accordance with the working curricula of academic disciplines, develop and issue assignments for control and course works (projects), topics for essays, and other academic tasks for learners studying in the part-time form, along with methodological guidelines for their completion.

The formation of study groups for part-time cadets and listeners, determination of the content of individual study assignments, and the selection of topics for qualification works are carried out with consideration of the specifics of the service activities of part-time students.

The University offers part-time cadets and listeners the opportunity to receive consultations, use educational laboratories, computing centers, libraries, perform laboratory and practical work using weaponry and military equipment samples, as well as with the aid of computer technologies, and to take credits and exams also during the periods between training assemblies.

The execution of individual study assignments is planned evenly throughout the entire period of study, with no more than three assignments per month. All written works are submitted to the University for review and preliminary assessment. The review period at the departments must not exceed seven days from the date of submission.

The final grade is assigned following an interview between the instructor and the part-time learner regarding the completed individual study assignments.

The defense of course works (projects) is conducted at the department.

Individual study assignments, the quality of which is deemed unsatisfactory by the instructor, are returned to the part-time learner with comments for revision (rework) and must be resubmitted to the University.

The next training assembly is conducted with part-time learners who have completed all individual study assignments specified in the working curricula of academic disciplines for the current academic year by the date of the summons to the training assembly.

Part-time learners who have not completed individual study assignments in academic disciplines subject to final assessment by the date of the summons may still be called to the training assembly. In such cases, they are required to complete the remaining assignments during the training assembly before commencing the scheduled reporting for the respective academic discipline.

Part-time learners are notified of the date of arrival for the training assembly at least one month prior to its start. The summons is sent to the commander (head) of the military unit (institution or organization), with a copy sent to the part-time learner.

In the event of the introduction of a legal regime of martial law and/or an emergency situation and/or quarantine restrictions, as well as other legal restrictions in the country, training assemblies and assessments for part-time learners may be conducted remotely.

Part-time learners who have successfully passed the credits and exams in the academic disciplines (or groups of academic disciplines) of the current course of study are transferred to the next year of study by order of the Commandant of the University.

Part-time learners with academic debts must resolve them within the deadline set by the Commandant of the University, but no later than the next training assembly.

Part-time learners who, without valid reasons, have not fulfilled the curriculum, failed to resolve academic debts within the established deadline, systematically failed to complete individual study assignments, or did not submit required reports during the training assembly, as well as in other cases prescribed by law, shall be expelled from the University.

If a part-time learner has not fulfilled the curriculum due to valid reasons, including performing combat missions, undergoing treatment, or rehabilitation after injury, the duration of their study may be extended by a decision of the Academic Council of the University, but not more than 50 percent.

The responsibility for creating proper conditions for the successful self-study of part-time learners during the period between training assemblies lies with the commanders of military units (heads of institutions and organizations) where the learners perform military service, who are obliged to:

Annually exempt part-time learners from scheduled individual training (from systematic, periodic, and control-assessment sessions, except for physical and firearms training) by official order;

Appoint consultants to part-time learners upon their request;

Approve the plan of self-studying for part-time learners for the next academic year, and promptly send them on training assemblies upon the University Commandant's summons;

Assign part-time learners to business trips and other events taking into account the schedule of training assemblies at the University;

Submit information about the part-time learners to the Commandant of the University upon requests, and send service reference and copies of service record during their departure to the training assembly;

Submit petitions to the Commandant of the University regarding the termination of part-time education for subordinates who are unable to combine the performance of their official duties with studying at the University or who have committed gross violations of military discipline (the petition shall be accompanied by a service reference and a certified copy of the service record of the part-time learner).

3.4. The distance learning form of education is primarily conducted through mediated interaction between geographically separated participants in the educational process within a specialized environment that operates on the basis of modern psychological-pedagogical and information-communication technologies.

Distance learning may be applied at the University during the training of cadets and listeners in the part-time form of education in accordance with educational programs, as well as for attendees of professional development courses under curricula that do not include topics requiring the use of restricted-access academic literature.

During the training of learners in full-time (daytime) and part-time forms of education, distance learning technologies may be used in various combinations: during the study of individual topics or blocks of academic disciplines, or during the assessment of knowledge levels.

The implementation of distance learning at the University is initiated based on the decision of the Academic Council of the University.

The use of distance learning or distance learning technologies in the organization of education for other forms of study is ensured by the relevant structural units of the University, which are responsible for:

- supporting the use and improvement of the University's distance learning system;

- developing web resources and methodological recommendations on the organization or use of distance learning technologies, as well as for their software and technical tools;

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

- ensuring information security during the use of distance learning technologies within the educational process and preventing the leakage of restricted-access information.

To ensure compliance of educational materials used in distance learning with regulatory requirements for the organization of the educational process, an Expert Methodological Commission for the Review of Educational Discipline Web Resources is established at the University.

The Expert Methodological Commission for the Review of Educational Discipline Web Resources includes:

- Chair of the Commission – Deputy Commandant of the University for Academic Affairs;

- Members of the Commission – heads of academic structural units (faculties, centers, departments), leading researchers and academic staff, as well as the head of the University's Distance Learning Group..

The main tasks of the Expert Methodological Commission for the Review of Educational Discipline Web Resources are as follows:

- to determine the compliance of the educational discipline web resources with the regulatory requirements for the organization of the educational process at the University and to provide recommendations regarding their use;

- to assess the availability of web resources for each educational program and provide recommendations to the Academic Council of the University concerning the feasibility of implementing distance learning technologies for specific educational programs;

to conduct expert review of the educational materials of distance learning courses in order to provide recommendations for their use in the educational process as electronic instructional materials, textbooks, manuals, etc.

The Expert Methodological Commission for the Review of Educational Discipline Web Resources bases its work on the requirements of regulatory legal acts concerning the organization of the educational process, including the use of distance learning technologies.

The duration of study for learners using the distance form of education and/or employing distance learning technologies in the educational process is established in accordance with the curriculum and must not be shorter than the duration of their study in the full-time (daytime) form under the respective educational program.

The organization and conduct of educational activities using the distance form of education, or other forms incorporating distance learning technologies at the University, are carried out through the integrated implementation of educational, methodological, scientific (scientific-technical), organizational, and other types of activities by scientific-pedagogical and scientific staff.

The distance form of education or training of learners using distance learning technologies in other forms of education, is implemented through the following organizational forms of the educational process:

- self-studying;
- instructional classes;
- practical training;
- assessment activities.

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

- methodological (theoretical and practical) recommendations for the development and use of psychological-pedagogical and information and communication technologies in distance learning;
- criteria, tools, and quality control systems for distance learning;
- content-related, didactic, and methodological components of web resources (distance courses) in the curriculum.

System-technical support for distance learning includes:

- the central repository of web resources of the Armed Forces of Ukraine's distance learning system — an electronic archive of all certified distance learning web resources, aimed at creating a unified database of educational and methodological materials used in the training of military specialists of the Armed Forces of Ukraine;

- hardware tools (personal computers, network equipment, uninterrupted power supplies, servers, videoconferencing equipment, etc.) that ensure the development and use of educational web resources, management of the educational process, and the necessary types of educational interaction among distance learning participants in both synchronous and asynchronous modes;

information and communication support with channel bandwidth sufficient to provide all distance learning participants of the University with 24/7 access to web resources and web services for the implementation of the educational process;

licensed general and specialized software, or software based on open-source products.

Web resources of educational disciplines (programs) necessary for ensuring distance learning may include:

methodological recommendations on their use, the sequence of completing learning tasks, and the specifics of assessing knowledge and other competencies of learners, etc.

documents for planning the educational process;

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

multimedia lecture materials;

terminological dictionaries;

practical assignments with methodological recommendations for their completion;

virtual laboratory works with methodological recommendations for their completion;

other types of learning tasks with methodological recommendations for their completion;

virtual simulators with methodological recommendations for their use;

sets of test tasks for conducting assessment activities, tests with automated result checking, and tests assessed by instructors;

electronic libraries or links thereto;

bibliographies;

a distance course that unites the aforementioned web resources of the educational discipline (program) into a unified pedagogical scenario;

other educational resources.

The list of web resources of educational disciplines (programs), necessary for ensuring the distance form of education or training of learners using distance learning technologies in other forms of education, is determined by the departments responsible for the implementation of the educational program, depending on the profile of the educational discipline.

To ensure the distance form of education or training of learners using distance learning technologies in other forms of education, the University creates its own web resources or utilizes other web resources that have undergone verification in accordance with the law.

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

The development of web resources for the distance learning system for the respective educational disciplines is carried out by academic or research staff within the existing workload categories (scientific, scientific-technical, methodological activities, etc.).

#### **4. Forms of organization of the educational process, types of educational activities, and assessment**

4.1. The educational process at the University is conducted in the following forms:

- instructional sessions;
- self-study;
- practical training;
- assessment activities.

4.2. The main types of instructional sessions at the University are:

- lecture;
- group session;
- seminar session;
- practical session;
- laboratory session;
- group exercise;
- tactical (tactical-specialized, tactical-drill) session or training;
- drills;
- individual session;
- consultation.

Additionally, departments responsible for the implementation of educational programs may establish other types of instructional sessions.

The forms, methods, and specific features of conducting the main types of instructional sessions are determined by the departments responsible for the implementation of educational programs.

4.3. For the preparation and conduct of instructional sessions, the department develops teaching and methodological materials for each academic discipline assigned to it, which include:

- a lecture materials collection (if a textbook or teaching manual supporting the instruction of the academic discipline is available, the collection may not be created);
- methodological materials for conducting practical, group, laboratory sessions, group exercises, etc.;
- plans for conducting seminar sessions, drills, trainings, electives, games, etc.;
- methodological guidelines for independent work of learners on the educational component;

- methodological guidelines and recommendations for developing individual learning assignments for learners;
- methodological recommendations for conducting final assessments of learners;
- other teaching and methodological materials supporting educational activities in full-time (daytime), part-time, and distance learning forms.

4.4. Teaching and methodological materials for each academic discipline, as decided by the department, may be developed in the form of an electronic learning course using modern information, information and communication technologies, and distance learning technologies. This course should provide learners with the most comprehensive access to all information and educational materials necessary for successful study of the academic discipline. It should also include tools for self-assessment of knowledge acquisition on specific topics, means for diagnostics and monitoring of learning progress, criteria for knowledge evaluation, and procedures for conducting all types of assessment specified in the curriculum of the academic discipline.

4.5. If an electronic learning course exists for a particular academic discipline, methodological materials for conducting educational sessions may not be developed. The electronic learning course must be hosted in the University's repository in compliance with legislation concerning the protection of state secrets and handling of information with restricted access.

4.6. Methodological materials for each academic discipline, along with any amendments thereto, shall be discussed and approved at a department meeting, endorsed by the head of the department, and agreed upon by the department responsible for the implementing the educational program prior to the start of the new academic year.

4.7. Educational sessions at the University are conducted by individuals holding scientific and pedagogical positions. Scientific staff may also participate in conducting educational sessions.

By order of the University Commandant, leading specialists in the relevant field of training, other categories of specialists with professional and practical experience, as well as instructors, may be involved in conducting educational sessions.

4.8. Self-study of learners is a form of organizing the educational process, whereby learners study an educational component during time free from formal classes. It represents the primary means of assimilating educational material.

- The self-study of learners is carried out with the aims of:
- practicing and assimilating the learning material;
- consolidating and deepening knowledge, skills, and competencies;

completing individual assignments related to the educational component (course works/projects, calculation and graphical works, essays, etc.), as well as military-scientific and qualification works;

preparing for upcoming lessons and assessment activities;

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

Self-study of learner is supported by informational-methodological tools and material-technical resources stipulated by the educational component program.

Educational and methodological materials for organizing and conducting self- study must provide opportunities for self-assessment.

4.9. Self-study of learners in studying the educational material of a specific educational component shall, as a rule, be conducted in educational (specialized, computer, laboratory) classrooms, physical training and sports facilities, study rooms, the University library, and other higher education institutions, etc.

To ensure the effective preparation for educational sessions and organization of learners' self-study, by the end of each month, an academic staff member appointed by the head of the department shall compile the Schedule of Consultations by the department's academic staff for the following month and submit it for approval by the head of the department. The consultation schedule for the upcoming month shall be posted on the department's notice board.

4.10. Responsibility for creating conditions for the self-study of learners is assigned to the faculty heads. Its direct organization is carried out by the commanders of the cadet and student units. The accounting of self-study is maintained by the commanders of study groups in the Journal of Educational Sessions (section on self-study records).

The learner bears responsibility for the quality of self -study.

4.11. Individual assignments for the educational component are an integral part of the self-study of learners.

Individual assignments contribute to the in-depth study of theoretical material by learners, the consolidation and generalization of acquired knowledge, and the development of skills necessary to apply knowledge to the comprehensive solution of relevant professional tasks.

Individual assignments include essays, calculation, graphic, analytical, and calculation-graphic tasks, control works, course projects, and qualification papers. The curriculum of the educational discipline and the schedule of educational sessions must allocate sufficient time for self-study to ensure the proper completion of individual assignments.

Individual assignments are completed independently by each learner, with necessary consultations provided by the instructor. Receiving positive grades for the completion of individual assignments is a mandatory condition for allowing the learner to participate in the semester assessment for the respective discipline.

4.12. The practical training of learners is a mandatory component of the educational program for obtaining a certain level of higher education, aimed at the acquisition of professional competencies of future specialists and includes:

- mastering modern methods and forms of organizing and managing military units, as well as the operation and combat use of weapons and military equipment relevant to their future service activities;

- developing professional skills and abilities to make independent decisions under real conditions during specific service activities;

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

- developing skills in research work and solving applied tasks;

- forming teamwork skills;

- gaining experience in service activities and work necessary for the awarding of professional qualifications.

The main types of practical training for learners at the University include: basic general military training for cadets, instructional, military, repair and other types of practice, flight training, flight preparation, and military internships. The types of practical training are defined by the educational program and the corresponding curriculum.

4.13. Control measures are a form of organizing the educational process that determines the compliance of the level of knowledge and skills acquired by learners, as well as the competencies formed, with the requirements of higher education regulatory documents, and ensure timely adjustment of the educational process. Control measures are a necessary element of the education quality assurance system and feedback within the educational process.

The University applies the following types of control: entry (preliminary), current, self-assessment, intermediate semester assessments, end-of-semester assessment, and final assessment.

Entry control is a knowledge assessment of the learner, which is a prerequisite for the successful study a discipline. It is conducted before beginning study a new discipline to determine the level of preparation of learners in this or related disciplines that precede it. Based on the results of the entry control, the department develops measures to provide individual assistance to learners and adjust the educational process.

Current control is the assessment of learners' knowledge on a specific topic (educational element), conducted by instructors during all types of classroom sessions throughout the semester according to the schedule. The main purpose of current control is to ensure feedback between instructors and learners and to maintain educational motivation.

Information obtained through current control is used by instructors to adjust teaching methods and tools, and by education applicant to plan their self-study.

A special form of current control includes colloquia and final topic assessments (tests, assignments). Current control may take the form of oral questioning, written express tests, presentations during theoretical discussions,

solving written tasks and practical cases, as well as computer-based testing, among others. The forms of current control and their quantitative evaluation for specific types of class are determined by criteria regulated in the working curriculum of the discipline.

Self-assessment is intended for independently assessing the level of mastery of the material in a particular discipline (topic, session). The effectiveness of self-assessment is ensured by specialized self-assessment and self-control tools, which are components of electronic textbooks and automated educational courses.

Final assessment is a form of control that evaluates the mastery of theoretical and practical material in a specific academic discipline (educational component) and is conducted as a control activity. The purpose of the final assessment is to comprehensively evaluate the level of achievement of learning outcomes for the discipline during the semester or academic year. The forms of final assessment for academic disciplines (educational components) in the educational program include exams or credit tests (pass/fail).

If a discipline is taught over multiple semesters, intermediate semester assessments are usually conducted in the form of a credit test. The final grade for a discipline studied over several semesters is determined by taking into account the results from previous semesters. The final assessment may be conducted orally, in writing, through testing (including computer-based testing), or using distance learning technologies to establish the achievement of learning outcomes.

Based on the results of the final assessment, ECTS credits are awarded for components of the curriculum (academic disciplines, educational practice, military internships, course and qualification papers, and others).

Semester assessment is a type of final assessment that determines the level of mastery of knowledge in an academic discipline or its logically complete part for the semester, taking into account current control results. Semester assessment is conducted in accordance with the curriculum, in the form of an exam or credit test, on the dates established by the academic calendar, and covers the scope of material defined by the working curriculum of the discipline. The form of semester assessment is chosen based on the level of competencies being developed.

The content and structure of examination tickets (control tasks), as well as the criteria for admission and assessment, are determined by the decision of the relevant department and are specified in the working curricula of the academic discipline. This information is communicated to the learner during the first class.

Positive grades from control activities are recorded in the academic performance record, the grade book (individual academic plan), and the academic card.

The results of semester assessments are used as criteria for the learners' fulfillment of the curriculum requirements.

Learners studying in the part-time format complete individual assignments (control works, course works/projects, etc.) stipulated by the curriculum and submit them to the department at the beginning of the next academic training

session, and necessarily before the control activities for the academic discipline are conducted.

For part-time learners, the schedule of classes, tests, and exams is compiled according to the academic calendar.

The procedure for assessing educational outcomes is determined by this Regulation (clause 4.15).

4.14. Graduation Certification is conducted to determine whether the academic achievements of learners comply with the requirements of the educational program and/or the requirements of the certification program (Unified State Qualification Exam, Comprehensive Qualification Exam).

Graduation certification may be conducted in the form of the Unified State Qualification Exam (certification exam) and/or the defense of a qualification project, a final physical training exam, and a comprehensive final exam (for specialties where obtaining a degree is required for access to professions subject to additional regulation).

The organization, procedure, and specific features of the University's graduation certification are defined by the Regulations on the Examination Commission of the University.

#### 4.15. Assessment of Learning Outcomes

At the University, the assessment of academic outcomes in educational components during the learning process is conducted in accordance with the requirements of the European Credit Transfer and Accumulation System (ECTS), the key elements of which are credit points as a measure of workload and quality of learners' academic activities, and a stimulating rating system for evaluating learning outcomes.

The mechanism for implementing the rating evaluation system at the University is defined by the Regulations on the Rating Evaluation System for Learners at the University.

The criteria for assessing the theoretical knowledge and practical skills of education applicants during certification at the first (bachelor's), second (master's), and third (educational-scientific) levels of higher education are specified in the Criteria for Assessing Theoretical Knowledge and Practical Skills of learners at the University during Certification at the First (Bachelor's) and Second (Master's) Levels of Higher Education.

4.16. Criteria for assessing learning outcomes at the University encompass the full range of assessment activities provided for in the curriculum of the academic discipline and are conducted using the 100-point scale, the ECTS grading scale, and the national grading scale, which include:

100-Point Scale	ECTS Scale	National Scale
90 – 100	A	Excellent
80 – 89	B	Very Good

65 – 79	C	Good
55 – 64	D	Satisfactory
50 – 54	E	Sufficient
1 – 49	F	Fail – with the possibility of retake

The result of passing a credit test based on the educational program of the professional military education course, the program of professional military training courses, the curriculum of advanced training courses, and the program of basic general military training for cadets is assessed using a two-level scale: “passed” or “not passed.” This assessment is based on the results of current assessments, completion of specific types of work during practical, group, tactical (tactical-special, tactical-drill) sessions, and other activities.

4.17. Higher education learners who were not admitted to take exams (tests, credits) for academic disciplines, who were not certified — i.e., did not take exams (tests, credits) due to valid reasons documented (such as illness, leave, business trips, family circumstances, etc.), who did not appear for exams (tests, credits), or who received failing grades in the final assessment, are allowed to take or retake exams (tests, credits) for academic disciplines upon submission of a request:

for cadets and listeners – by the Deputy Commandant of the University for Academic Affairs;

for adjuncts – by the Deputy Commandant of the University for Research Affairs;

for students and postgraduate students – by the Rector of the ICA.

A higher education learner who was not admitted to take an exam (test, credit) due to failure to meet the requirements of the academic discipline’s working curriculum is considered to have an academic debt. The learner must eliminate the academic debt before the final assessment period (examination session). A learner who fails to eliminate the academic debt before the completion of all forms of final assessment (examination session) without valid reasons is considered to have failed to fulfill the educational program (individual study plan – violated the deadlines without valid reasons) and shall be expelled from the University.

A higher education learner who was unassessed — did not take the exam (test, credit) for valid reasons — is also considered to have an academic debt. The student must take the exam (test, credit) after the completion of all forms of final assessment (examination session), within the term determined by:

for cadets and listeners — the Deputy Commandant of the University for Academic Affairs;

for adjuncts — the Deputy Commandant of the University for Research Affairs;

for students and postgraduate students — the Rector of the ICA, but no later than two months after the end of the examination session. The mark “unassessed” shall be entered into the learner’s academic record.

A learner who fails to take the exam (test, credit) within the established term without valid reasons is considered to have failed to fulfill the educational program (individual study plan – violated the deadlines without valid reasons) and shall be expelled from the University.

A learner who fails to appear for an exam (test, credit) without a valid reason is considered to have an academic debt. The mark "Did Not Appear" shall be entered into the learner's academic performance record. The learner must take the exam (test, credit) after the completion of all forms of final assessment (examination session) within a term determined by:

for cadets and listeners — the Deputy Commandant of the University for Academic Affairs;

for adjuncts — the Deputy Commandant of the University for Research Affairs;

for students and postgraduate students — the Rector of the ICA, usually within two weeks, but no later than the beginning of the next academic semester.

A learner who fails to appear a second time within the established term without a valid reason is considered to have failed to fulfill the educational program (individual study plan — violated the deadlines without valid reasons) and shall be expelled from the University.

A learner who receives an unsatisfactory grade in one or two academic disciplines as a result of exams (tests, credits) is considered to have an academic debt. The learner must eliminate the academic debt after the completion of all forms of final assessment (examination session) within a term determined by:

for cadets and listeners — the Deputy Commandant of the University for Academic Affairs;

for adjuncts — the Deputy Commandant of the University for Research Affairs;

for students and postgraduate students — the Rector of the ICA, before the beginning of the next academic semester (usually within two weeks after completion of exams).

The day after the completion of all forms of final assessment (examination session) for the course, the Head of the Faculty shall submit for approval to the Deputy Commandant of the University for Academic Affairs (or the Rector of the ICA), and the Head of the Scientific-Organizational Department of the University shall submit for approval to the Deputy Commandant of the University for Research Affairs, a report (application), containing proposals regarding learners who:

were not permitted to take exams (tests, credits) in academic disciplines;

due to valid reasons did not take exams (tests, credits) in academic disciplines (were unassessed);

failed to appear for exams (tests, credits) in academic disciplines without valid reasons;

failed exams (tests, credits) in one, two, three, or more academic disciplines.

To the report (application), the Head of the Faculty attaches the signed “Individual Plan for Final Assessment Completion by Higher education learners of the Faculty Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners of the Faculty,” which are developed by the Deputy Head of the Faculty for Academic and Scientific Work – Head of the Academic Department.

To the report, the Head of the Scientific-Organizational Department of the University attaches the signed “Individual Plan for Final Assessment Completion by Higher education learners Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners,” developed by the University’s Scientific-Organizational Department.

For cadets and listeners, the “Individual Plan for Final Assessment Completion by Higher education learners of the Faculty Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners of the Faculty” are preliminarily approved by the Head of the University’s Academic Department and the academic staff responsible for conducting the exams (tests, credits).

For postgraduate students (adjuncts), the “Individual Plan for Final Assessment Completion by Higher education learners Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners” are preliminarily approved by the academic staff responsible for conducting the exams (tests, credits).

For students and graduate students, the “Individual Plan for Final Assessment Completion by Higher education learners of the Faculty Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners of the Faculty” are preliminarily approved by the academic staff responsible for conducting the exams (tests, credits).

The “Individual Plan for Final Assessment Completion by Higher education learners of the Faculty Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners of the Faculty” are prepared in two copies and approved by:

- the Deputy Commandant of the University for Academic Affairs — for cadets and listeners;

- the Deputy Commandant of the University for Research Affairs — for postgraduate students (adjuncts);

- the Rector of ICA — for students and graduate students.

The first copy of the “Individual Plan for Final Assessment Completion by Higher education learners of the Faculty Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners of the Faculty” is stored in the University’s Academic Department, while the second copy is kept in the academic office of the faculty.

The first copy of the “Individual Plan for Final Assessment Completion by Higher education learners Who Were Unassessed for Valid Reasons” and the “Plan for Elimination of Academic Debts by Higher education learners ” is stored

in the University Scientific and Organizational Department, while the second copy is kept in the academic office of the faculty.

If a failing grade is received on an exam (test, credit) in a given course, retaking is permitted no more than twice: the first retake is with the instructor, and the second - to a commission appointed by the Head of the Department.

Based on the approved “Individual Plan for Final Assessment Completion by Higher education learners of the Faculty Who Were Unassessed for Valid Reasons,” the Faculty Educational Office shall prepare:

for higher education learners enrolled at the first (bachelor’s) and second (master’s) levels, two copies of the academic performance record for the exam (test, credit) in the respective course, register them, and submit them for signature no later than two days before the exam (test, credit) to:

the Head of the Academic Department — for cadets and listeners;  
the Rector of the ICA — for students and postgraduate students.

for higher education learners enrolled at the third (educational and scientific) level, three copies of the academic performance record for the exam (test, credit) in the respective course, register them, and submit them for signature no later than two days before the exam (test, credit) to the Deputy Commandant of the University for Research Affairs.

The academic performance records of higher education learners are issued by the academic office of the faculty directly to the instructor on the morning of the exam (test, credit) day.

After the completion of the exam (test, credit), for higher education learners at the first (bachelor’s) and second (master’s) levels, the instructor shall submit the first copy of the completed academic performance record to the University’s Academic Department, and the second copy to the academic office of the faculty on the same day.

After the completion of the exam (test, credit), for higher education learners at the third (educational and scientific) level, the instructor shall submit the first copy of the completed academic performance record to the Academic Department, the second to the University Scientific and Organizational Department, and the third to the academic office of the faculty on the same day.

Based on the approved “Plan for the Elimination of Academic Debts by Higher education learners of the Faculty,” the academic office of the faculty shall prepare:

for higher education learners studying at the first (bachelor’s) and second (master’s) levels of higher education, two copies of the academic performance record for the exam (test, credit) in the respective discipline, register them, and submit them for signature no later than two days before the exam (test, credit) to:

the Head of the Academic Department - for cadets and listeners;  
the Rector of the ICA — for students and postgraduates

for higher education learners studying at the third (educational and scientific) level, three copies of the academic performance record for the exam (test, credit) in the respective discipline, register them, and submit them for

signature no later than two days before the exam (test, credit) to the Deputy Commandant of the University for Research Affairs.

The academic performance records shall list higher education learners from one study group who have an academic debt in a particular discipline.

When retaking an exam (test, credit), higher education learners from different study groups of the same academic year, who have academic debts in a specific discipline, may be presented simultaneously.

The academic performance records are issued by the Faculty Educational Office directly to the instructor on the morning of the exam (test, credit) day for all study groups represented in the exam (test, credit).

After the completion of the exam (test, credit)retake, for higher education learners at the first (bachelor's) and second (master's) levels, the instructor shall submit the first copy of the completed academic performance record to the Academic Department and the second copy to the academic office of the faculty on the same day.

After the completion of the exam (test, credit) retake for higher education learners studying at the third (educational and scientific) level, the instructor shall submit the first copy of the completed academic performance record to the Academic Department, the second copy to the University Research and Organizational Department, and the third copy to the academic office of the faculty on the day of the retake.

In case a higher education learner receives an unsatisfactory grade as a result of the first retake of the exam (test, credit), the academic office of the faculty shall prepare:

for learners studying at the first (bachelor's) and second (master's) levels of higher education, two copies of the academic performance record for the exam (test, credit) in the respective discipline, register them, and submit them for signature no later than two days before the exam (test, credit) to:

the Head of the Academic Department for cadets and listeners;

the Rector of ICA for students and postgraduates;

for learners studying at the third (educational and scientific) level of higher education, three copies of the academic performance record for the exam (test, credit) in the respective discipline, register them, and submit them for signature no later than two days before the exam (test, credit) to the Deputy Commandant of the University for Research Affairs.

A distinctive feature of the academic performance record for the second retake of an exam (test, credit) is that it is prepared in two (or three) copies individually for each higher education learner taking the exam (test, credit). The record specifies the full composition of the commission appointed by the head of the department responsible for teaching the academic discipline. The commission generally consists of three academic staff members from the department delivering the course.

The academic performance records for the second retake of the exam (test, credit) are issued to the commission head on the day of the second retake for all

higher education learners from all study groups represented in the exam (test, credit) for the respective discipline.

After the learners have completed exam (test, credit) and announcement of the grade, all commission members must personally sign the academic performance record for the second retake.

Upon completion of the second retake exam (test, credit) for higher education learners studying at the third (educational and scientific) level, the instructor shall submit the first copy of the completed academic performance record to the Academic Department, the second copy to the University Research and Organizational Department, and the third copy to the academic office of the faculty on the day of the exam.

Higher education learners who receive three or more unsatisfactory grades in academic disciplines during the exam (test, credit) or receive an unsatisfactory grade in a second retake by the commission are subject to expulsion from the University.

Based on the final results of the summative assessment (examination session), the Head of the Faculty, through:

- the Deputy Commandant of the University for Academic Affairs (for cadets, listeners);

- the Deputy Commandant of the University for Research Affairs (for adjuncts);

- the Rector of the ICA (for students, postgraduates),

shall submit a report (application) addressed to the Commandant of the University with recommendations for each higher education learner regarding their further studies or expulsion.

The University Commandant disseminates the decision about each higher education learner's continuation of studies or expulsion to:

- the Deputy Commandant of the University for Academic Affairs concerning cadets and listeners;

- the Deputy Commandant of the University for Research concerning adjuncts;

- the Rector of the ICA concerning students and postgraduates,

who then communicate these decisions to the heads of the respective faculties.

No later than five working days prior to the scheduled meeting of the University Academic Council, the Deputy Head of the Faculty for Academic and Research Affairs – Head of the Academic Department – shall submit the following documents to the Secretary of the University Academic Council for cadets, listeners, and adjuncts subject to expulsion:

- a photocopy of the report (application) signed by the University Commandant;

- an extract from the protocol(s) of the Faculty Academic Council meeting;

- a presentation (slides of the prescribed format);

- a photocopy of the investigation materials for students expelled due to disciplinary violations.

No later than five working days prior to the scheduled meeting of the ICA Academic Council, the Deputy Head for Academic and Research Affairs – Head of the Academic Department – shall submit the following documents to the Secretary of the ICA Academic Council for students and postgraduates subject to expulsion:

the application signed by the Commandant of the University;

an extract from the protocol of the Faculty Academic Council meeting.

#### 4.18. Appeal Procedure for Challenging the Results of Final (Semester) Assessment by higher education learners

The purpose of the procedure for appealing the results of the final (semester) assessment is to protect the rights and interests of higher education learners by ensuring the avoidance of subjectivity and contradictions in the evaluation of learning outcomes.

To protect the rights and interests of learners, the University Commandant shall issue an order establishing an Appeal Committee for challenging the results of the final (semester) assessment.

The Appeal Committee operates on the principles of democracy, transparency, objectivity, and openness in accordance with the current legislation of Ukraine.

After the announcement of the grade for the final (semester) assessment, a learner may approach the academic staff member who conducted the assessment for clarification regarding the grade received.

If a learner disagrees with the results of the final (semester) assessment and/or believes that procedural violations occurred during the control event, and if the explanation provided by the academic staff member — based on the evaluation criteria outlined in the course syllabus — is considered as not objective, the learner has the right to submit a written appeal to the Head of the Faculty (or the Rector of ICA). This appeal shall be submitted in the form of a report (application) clearly stating the grounds for the appeal.

The written report (application) appealing the results of the final (semester) assessment and any supporting documents must be submitted in person by learner to the Head of the Faculty (or the Rector of ICA) where learner is enrolled, no later than the next working day following the announcement of the grade.

Reports (applications) and other documents submitted after the deadline shall not be considered.

The Head of the Faculty (or the Rector of ICA) shall sign the report (application) and submit it for approval to the Deputy Commandant of the University for Academic Affairs.

After approval of the report (application) by the Deputy Commandant of the University for Academic Affairs, the Head of the University Educational Office shall organize the preparation of a draft order for the University Commandant to establish the Appeal Committee within three working days.

The Appeal Committee shall consist of:

Chairperson;

Deputy Chairperson;  
 Members of the Committee;  
 Secretary of the Committee.

The Deputy Commandant of the University for Academic Affairs shall be appointed as the Chairperson of the Appeal Committee.

The Head of the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education at the University shall be appointed as the Deputy Chairperson of the Appeal Committee.

Members of the Committee shall be appointed as follows:

The Head of the Department responsible for the academic discipline;

An academic staff member of the department who teaches the educational component for which the evaluation result is being appealed but did not participate in the final (semester) assessment;

An experienced academic staff member from a department not responsible for the academic discipline;

A representative of the Cadet Council (student self-government) of the faculty in which the student is enrolled (for the first (bachelor's) and second (master's) levels of higher education);

A representative of the Young Scientists Council of the University (for the third (educational and scientific) level of higher education).

The Senior Assistant to the Head of the University Educational Office shall be appointed as the Secretary of the Appeal Committee.

After the establishment of the Appeal Committee, the Head of the Faculty (Rector of ICA) shall submit a report (application) for its consideration.

The Appeal Committee shall review the submitted report (application) no later than 3 working days after its formation.

The date, time, and place of the Appeal Committee meeting shall be communicated orally to the learner by the Secretary (including by means of electronic communication) no later than one day prior to the meeting. Rescheduling of the date, time, or location of the appeal hearing is not permitted.

The meeting shall be chaired by the Chairperson of the Appeal Committee or, in their absence for valid reasons, by a person appointed by a majority vote of the Committee members present at the meeting.

The Appeal Committee meeting shall be recorded in protocols, which include all remarks by the Committee members and conclusions regarding the evaluation.

Responsibility for keeping the minutes lies with the Secretary of the Appeal Committee.

The learner who submitted the appeal has the right to be present at the Appeal Committee meeting during the consideration of their appeal.

In the case of the absence of the learner at the Appeal Committee meeting, the Secretary of the Appeal Committee shall record in the protocol the corresponding note indicating the reason for the absence.

If the exam (test, credit) is conducted in written form, the Appeal Committee evaluates the written answers of the learner who filed the appeal

separately for each task, according to the criteria established in the academic discipline's working plan. Additional questioning of the learner during the appeal review is not permitted.

If the exam (test, credit) is conducted orally, the learner is given the opportunity to retake the final (semester) assessment before the members of the Appeal Committee with a new question ticket.

Several appeals may be reviewed at a single Appeal Committee meeting.

The meeting shall be deemed valid if two-thirds of the total number of Appeal Committee members are present.

The decision of the Appeal Committee shall be made at the meeting by an open vote, by a simple majority of the votes of the Committee members present. In the event of a tie, the Chairperson of the Committee shall have the casting vote.

Following the review of the appeal, the Committee shall make one of the following decisions:

The grade awarded for the academic discipline corresponds to the level and quality of the work performed (oral answers given) and remains unchanged;

The grade awarded for the academic discipline does not correspond to the level and quality of the work performed (oral answers given) and is changed to a grade determined by the Appeal Committee. The new grade is recorded according to the 100-point scale, the ECTS scale, and the national scale.

The decision of the Appeal Committee shall be communicated to the learner who filed the appeal by the Chairperson of the Appeal Committee after the conclusion of the appeal review, but no later than two working days following the date of the Appeal Committee meeting. The notification shall be made in the form requested by the learner — either in writing or orally (including via information and communication technologies).

The decision of the Appeal Committee is final and is not subject to further appeal.

The protocol of the Appeal Committee meeting, including the conclusions on the decision made, shall be signed by the Chairperson, the Deputy Chairperson, all members of the Appeal Committee who participated in the meeting, and the Secretary.

After the protocol have been signed by all members who participated in the meeting, the Secretary of the Appeal Committee shall make the entry in the Appeal Registration Journal, which is kept at the Academic Department of the University.

The protocol of the meeting, including the conclusions of the Appeal Committee are stored in the Protocol Book of the University Appeal Committee meetings, which is registered and kept at the Academic Department of the University. An extract from the protocols of the meeting, containing the conclusions of the Appeal Committee, is added to the learner's academic record, which is kept at the faculty.

4.19. Procedure for resolving disputes regarding grades received as a result of the defense of a Bachelor's (Master's) qualification project, passing the physical

training exam, and passing the comprehensive qualification exam shall be determined by the Methodological Recommendations on the Organization and Conduct of the Attestation of Learners of Professional Pre-Higher and Higher Education, Intern Students in Professional Pre-Higher Education Institutions, Higher Military Educational Institutions, and Military Educational Units of Higher Education Institutions.

4.20. Recognition of previously obtained learning outcomes shall be carried out in cases of transfer (reinstatement) of an learner to the University from another higher education institution; reinstatement to higher education at a certain educational level based on a previously obtained educational qualification; simultaneous study in two specialties; or obtaining a second higher education degree by a learner, when during previous studies a student was assessed for educational components envisaged by the individual study plan for the current semester, as well as based on the results of academic mobility (including international mobility).

Recognition (transfer) of learning outcomes within the educational program during the formation of an individual study plan is available for learners of all forms of study who:

- transfer to the University from other higher education institutions;
- change their specialty (educational program) within the University;
- study simultaneously in two educational programs within the same or different specialties;
- continue studies after academic leave or are left to repeat a course;
- are reinstated after dismissal;
- pursue a second higher education degree;
- pursue higher education at a certain educational level based on a previously obtained educational qualification;
- participated in academic mobility programs in Ukraine or abroad;
- completed studies at non-formal education institutions.

The obtained learning outcomes shall be recognized (transferred) based on learner's report (application) supported by a document confirming previously obtained higher education and its supplement, an academic transcript, a copy of the academic record, and an extract from the learner's individual study plan.

Recognition (transfer) of educational components (previously obtained learning outcomes), their volume in hours (ECTS credits), and forms of assessment of curriculum components from previous periods of study shall be carried out on the basis of a written report (application) personally submitted by the learner to the head of the faculty.

The decision on the recognition (transfer) of educational components (previously obtained learning outcomes), their volume in hours (ECTS credits), and forms assessment of curriculum components from previous periods of study shall be made by the head of the faculty:

- in the case of reinstatement – no later than the end of the semester in which the report (application) was submitted by the learner;

in the case of transfer – no later than three working days following the interview with the education applicant conducted by members of the expert commission.

Recognition of mandatory educational components (individual scientific work plan) or their parts shall be carried out in accordance with the procedure defined by this Regulation, provided that during previous periods of study the individual obtained the learning outcomes stipulated by the educational program or equivalent ones. Elective educational components from previous studies, which cannot be recognized as mandatory, may be credited upon the student's request.

When transferring (reinstating) to other educational programs or to higher courses within the same educational program, the mandatory conditions are:

Completion of unrecognized educational components of the curriculum (educational plans) from previous periods of study either prior to or no later than the beginning of the next final (semester) assessment following the transfer (reinstatement) (whereby the volume of unrecognized educational components on the date of admission to classes shall not exceed 20 ECTS credits);

Inclusion in the individual academic plan of the learner of the mandatory educational components and/or the elective components' volume (if necessary) as determined by the University's educational program for previous periods of study;

Completion of the attestation stages prescribed by law for education applicants, if required.

To make a decision regarding the recognition (transfer) of educational components (previously obtained learning outcomes), their volume in hours (ECTS credits), and forms of control of educational components from previous periods of study, the head of the faculty shall appoint, by order, an expert commission consisting of:

Chairperson of the expert commission (usually the guarantor of the educational program);

2–3 members and a secretary of the expert commission (usually academic staff from the group responsible for the educational program ensuring the educational component in the curriculum (educational plans)).

The appointed expert commission examines the documents concerning previously obtained education, educational components (acquired learning outcomes), their volume in hours (ECTS credits), and forms of control of the educational components from previous periods of study, and compares them with the curriculum (educational plans) according to which the learners will continue their education after the transfer.

The expert commission recognizes (credits) the educational components (acquired learning outcomes), their volume in hours (ECTS credits), and forms of control of the educational components of the curriculum (educational plans) if:

the educational component (acquired learning outcomes), its volume in hours (ECTS credits), and the form of control of the educational component from previous periods of study fully correspond to the curriculum (educational plans) under which learners will continue their education after the transfer;

the educational component (acquired learning outcomes) and form of control from previous periods of study fully correspond to the educational component (acquired learning outcomes) and form of control under which learners will continue their education after the transfer, and its volume in hours (ECTS credits) was greater (or less), but the difference in the total number of hours (ECTS credits) does not exceed 25%.

If necessary, the commission schedules an interview with the learner, which must take place no later than five working days after its appointment.

The date, time, and place of the interview are communicated orally (including via electronic communication means) to the learners at least one day prior to the interview.

Based on the review of documents concerning previously obtained education and the interview, the expert commission makes conclusions regarding:

- the recognition (or non-recognition) of educational components (acquired learning outcomes), their volume in hours (ECTS credits), and forms of control of the educational components of the curriculum (educational plans);

- the learner's ability (or inability) to successfully complete the educational program specified in the transfer application.

The results of the review of documents, the interview, and the conclusions of the expert commission are formalized in a protocol. The chairperson of the commission reports the commission's decision regarding the recognition (or non-recognition) of educational components (acquired learning outcomes), their volume in hours (ECTS credits), forms of control of the curriculum (educational plans) components, and learner's ability (or inability) to successfully complete the indicated educational program to the head of the faculty after the interview. The individuals may be denied transfer if negative evaluation of their ability to successfully complete the relevant educational program is established.

Based on the expert commission's decision, the head of the faculty makes a final decision on the recognition (or non-recognition) of learning outcomes and the transfer (or denial of transfer) and records it in the learner's report (application). The head of the faculty communicates the decision to the learner orally (including via electronic communication means) no later than three working days after the interview.

Educational components (learning outcomes) are recognized by the decision of the head of the faculty based on the expert commission's decision, while maintaining the total annual volume of hours (ECTS credits) and taking into account the logical sequence of studying the educational components.

In the case of recognition of an educational component (learning outcomes), the form of control must comply with the curriculum (educational plans) according to which training is conducted under the educational program, regardless of the form of assessment previously applied for the educational component.

Reports (applications) of learners with the decision of the head of the faculty and protocols of the expert commission meetings are stored in the academic office of the faculty.

Copies of the report (application) and extracts from the protocol of the expert commission meeting are kept in the learner's academic record for seventy-five years after the completion of studies.

Learners who, after transfer, fail to complete the unrecognized educational components of the curriculum (educational plans) from previous periods of study before the next final (semester) assessment are subject to expulsion from the University.

Recognition of learning outcomes obtained through international academic mobility programs is carried out upon receipt by the learner of an academic transcript from the foreign higher education institution, which serves as the basis for academic recognition of these results at the University and for the recognition (transfer) of the corresponding hours (ECTS credits). The learner submits the academic transcript together with a report covering the entire period of study to the academic office of the faculty.

#### Recognition of Learning Outcomes of Academic Mobility Participants and Transfer of Curriculum Components

The recognition of learning outcomes of academic mobility participants and the credit transfer (retransfer) of curriculum components, including those obtained at a foreign higher education institution, as stipulated in the previously concluded learning agreement and the individual academic plan of the higher education learner, is carried out by the head of faculty on the basis of an academic transcript or other document confirming the attainment of the learning outcomes.

In cases where changes have been made to the individual academic plan of the higher education learner at the foreign higher education institution, the recognition of learning outcomes shall be conducted by an expert committee appointed by the head of faculty.

Curriculum (course) components obtained by the academic mobility participant at a foreign higher education institution, included in the document confirming the learning outcomes, but not provided for in the individual academic plan, may be reflected in the diploma supplement.

The procedure for the recognition of foreign educational documents and learning outcomes is regulated by the Order of the Ministry of Education and Science of Ukraine No. 504 dated May 5, 2015, "Procedure for the Recognition of Higher Education Degrees Obtained in Foreign Higher Education Institutions", and the Order of the Ministry of Education and Science of Ukraine No. 952 dated August 5, 2016, "Procedure for the Recognition of Academic Degrees Obtained in Foreign Higher Education Institutions".

4.21. Non-formal education refers to education typically obtained through educational programs that do not provide for the awarding of state-recognized educational qualifications by educational levels but may result in the awarding of professional and/or partial educational qualifications, in accordance with paragraph 3, Article 8 of the Law of Ukraine "On Education".

Higher education learners may have up to 30 ECTS credits recognized from disciplines of both general and professional training cycles, including courses from the list of elective disciplines.

Grounds for Credit Transfer for Curriculum Components.

The basis for the recognition of a certain number of ECTS credits for relevant curriculum (course) components is the presence of a document (certificate, digital certificate, etc.) confirming the completion of courses (online courses, schools, training programs, internships, etc.), which includes:

information on a completed examination (test, pass/fail assessment, etc.) with a grade that can be aligned with the University's grading scale;

information on the duration of the training period undertaken by the higher education learner;

a list of achieved learning outcomes and curriculum components covered during the course.

To have learning outcomes obtained through non-formal education recognized, the higher education learner shall submit an application addressed to the head of the faculty, requesting recognition of the learning outcomes acquired through non-formal education.

The application shall be accompanied by the original and copies of certificates, attestations, excerpts, and other documents confirming the acquisition of relevant competences in accordance with the curriculum components of the educational program.

By official order, the head of the faculty appoints a committee. Based on the analysis of the submitted documents and, if necessary, an interview with the applicant, the committee shall decide on the recognition of a certain number of credits (curriculum components) with an appropriate grade.

The period for reviewing the documents and making a decision on the transfer (recognition) of learning outcomes obtained through non-formal education shall not exceed thirty calendar days.

## **5. Organization and Support of the Educational Process**

5.1. The organization and support of the educational process at the University are carried out through a comprehensive implementation of educational, methodological, scientific, and scientific-technical activities, as well as organizational and other types of work by academic staff in order to implement higher education standards and professional standards for the training of military specialists.

5.2. The educational process is ensured by the University's main structural units based on educational programs, programs of professional military education courses, curricula, and these Regulations.

5.3. The list of core University documents regulating the organization and support of the educational process includes:

University Charter;  
 Regulations on the Organization of the Educational Process;  
 Regulations on the Internal Quality Assurance System for Educational Activities and the Quality of Military Education;  
 licenses for conducting educational activities at the respective higher education levels and specialties, or for conducting educational activities under a specific educational program;  
 accreditation certificates for educational programs (specialties);  
 higher education standards for each level of higher education within each specialty (copies);  
 Professional Standards for Officer Personnel by levels of military education and corresponding military occupational specialties;  
 Annual Main Activities Plan, including sections on: educational activities; scientific and scientific-technical activities; methodological activities; activities related to the internal quality assurance system of educational activities and higher education; moral and psychological support; logistical support; and other organizational activities and types of work;  
 Monthly Calendar Plan of core activities;  
 Academic Calendar of the Educational Process for the academic year;  
 Five-Year Plan for the Development and Improvement of the Material and Technical Base;  
 Professional Development Plan for Academic (Teaching) Staff for the academic year;  
 records of the academic performance of higher education learners;  
 summary data on the results of examinations and pass/fail assessments for the semester (academic year);  
 Annual Activity Report;  
 class and examination session schedules;  
 Work Plan of the Academic Council for the academic year and the meeting protocols;  
 the diploma (certificate, training certificate) issuance registration logbook;  
 the academic transcript issuance registration logbook;  
 the Commandant's order on the organization of the educational process for the academic year;  
 the Commandant's order on the allocation of teaching workload for the academic year;  
 educational-professional and educational-scientific programs for each level of higher education in each specialty (or specialization, if applicable) at the University;  
 the curriculum for the training of higher education learners;  
 professional development programs for academic (teaching) staff;  
 educational programs of professional military education courses (for officer personnel) for the respective levels of military education;  
 curricula and programs for advanced training courses for military personnel, civil servants, and employees of the Armed Forces of Ukraine;

training programs for practical placements (military internships) of higher education learners;

Basic General Military Training Program Plan.

The list of selected core University documents regulating the organization and support of the educational process may be recorded and stored in paper and/or electronic format for further use by the respective structural units of the University.

5.4. List of Documents of the Main Structural Unit (ICA, Faculty) of the University regulating the organization and methodological support of the educational process:

- Regulations on the Structural Unit;
- Annual Activity Plan of the structural unit, including the following sections:
  - educational activities;
  - scientific and scientific-technical activities;
  - methodological activities;
  - activities related to the internal quality assurance system of educational activities and higher education quality;
  - moral and psychological support;
  - material and technical support;
  - professional development of academic staff;
  - other activities and organizational events of the structural unit.
- Annual Activity Report of the structural unit;
- Work Plan of the Academic Council of the structural unit for the academic year and meeting protocols;
- individual academic plans of higher education learners;
- class and examination session schedules;
- academic performance records of higher education learners (duplicate copy);
- academic record books of higher education learners;
- academic cards of higher education learners;
- summary data on examination and pass/fail assessment results for the semester (academic year);
- ranking lists of higher education learners;
- class attendance journals by academic groups (departments).

The list of core University documents or their excerpts regulating the organization and methodological support of the educational process required by the main structural unit (ICA, faculty) for the implementation of the educational process, as well as the format in which they are kept (hard copy and/or electronic), shall be determined by the University.

5.5. List of Documents of a Basic Structural Unit (Department) Regulating the Organization and Methodological Support of the Educational Process:

Regulations on the Department;

Annual Activity Plan of the Department, including: departmental objectives for the academic year; distribution of academic staff working hours by activity type; educational, methodological, scientific and scientific-technical activities; activities related to the internal quality assurance system of educational activities and higher education quality; moral and psychological support; professional development of academic staff; organizational and other activities; material, technical and informational support of educational activities, and other actions;

Individual Work Plan of an Academic Staff Member for the Academic Year;

meeting protocols of the department and interdepartmental subject-methodological commissions (in hard copy);

List of Qualification Work Topics for each educational program;

List of Military Research Work Topics relevant to the department's profile; reporting materials on the professional development of department academic staff;

Journal of Internal and Peer Class Observations;

working curricula of academic disciplines;

training programs for practical placements (military internships) of higher education learners;

educational and methodological materials of curriculum components of educational programs, professional military education course programs, professional military training course programs, advanced training curriculum, and general basic military training programs;

materials for attestation of higher education learners;

Journal of the Submission of Term Papers and Individual Assignments by Part-Time Students;

Annual Department Activity Report.

#### 5.6. Staffing Support of Educational Activities

The staffing of the University's educational activities is carried out in accordance with applicable legislation.

#### 5.7. Information Support of Educational Activities

Information support of educational activities at the University includes:

a library containing educational and other literature, domestic and foreign professional periodicals in relevant specialties or related fields of study, and scientific periodicals;

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

electronic educational courses, computer software, electronic textbooks, video and audio materials, electronic libraries, and databases;

interactive tools and collaboration platforms.

### 5.8. University Library Holdings

The University library fund must ensure comprehensive, high-quality, and timely library, bibliographic, and informational support for the training of military specialists, academic (teaching and research) staff, and other categories of readers, according to their information needs and based on broad access to book collections.

### 5.9. Library Access and Educational Technologies

The University library and its structural units (ICA, faculties, training centers, departments) provide access to educational content using modern information and communication technologies and distance learning tools.

## 6. Planning of the Educational Process

6.1. Planning of the educational process at the University is carried out based on the curricula and the academic calendar schedule for the academic year.

6.2. The curriculum is a University document that regulates the organization and implementation of the educational process.

The format of the curriculum is defined by the Organizational and Methodological Guidelines developed by the Department of Military Education and Science of the Ministry of Defence of Ukraine.

The curriculum is developed by a working group of the faculty and department responsible for the training of higher education learners in the relevant specialty and educational program, under the methodological guidance and in cooperation with the Academic (Scientific and Organizational) Department of the University.

The curriculum is approved by the Academic Council of the Faculty, signed by the Head of the Faculty, agreed upon by the Deputy Commandant of the University for Academic Affairs (for learners of the third [educational and scientific] level of higher education – by the Deputy Commandant of the University for Research), and by the guarantor of the relevant educational program, and is approved by the decision of the University Academic Council.

The curriculum for the training of higher education learners at the University is developed based on the corresponding educational program for each level of education, form of study, and for each specialty (specialization).

When developing the curriculum for training higher education learners at the University, the following basic requirements must be observed:

The curriculum is developed for the entire duration of study at the University (by academic years and semesters) and remains in effect until a new educational program is approved.

The duration of theoretical training, mandatory practical training, semester assessment, and completion of individual assignments is, as a rule, at least 40 weeks per academic year. For the final year, this duration may be increased or

decreased depending on the intensity of practical training activities (military internship, educational practice, etc.).

The reserve of academic time must not exceed 4 weeks per academic year and is allocated for certification (in the final year of study), enhancement of professional (military-professional, military-specialized) competencies, and the development of practical skills within the framework of professional military education.

The maximum weekly academic workload for a full-time higher education learner is 54 academic hours.

The weekly workload for the implementation of the individual study plan for a higher education learner is 1.5 ECTS credits – 45 academic hours. During a special period, the distribution of academic time is defined by a separate regulation approved by order of the Ministry of Defence of Ukraine.

The full academic year's workload generally comprises 60 ECTS credits.

One ECTS credit equals 30 academic hours and serves as the unit of measurement for the academic workload of higher education learners at the University.

The academic workload for a discipline (module) during the study period (academic year, semester, etc.) consists of classroom hours (lectures, practical classes, seminars, laboratory sessions, consultations, etc.), self-study, and preparation for and completion of assessment activities, for which ECTS credits allocated to academic disciplines are distributed. If the form of final control for a discipline is an exam, one ECTS credit is allocated for preparation and completion of each exam. If a course paper is planned as a separate module of a discipline, at least one ECTS credit is allocated for it. The remaining ECTS credits assigned to a discipline are converted into hours and distributed between classroom hours and self-study of the higher education learner.

The number of contact hours per one ECTS credit of academic disciplines at the University is generally 20 hours for the first (bachelor's), 15 hours for the second (master's), and at least 8 hours for the third (educational and scientific) level of higher education (with the exception of academic disciplines, the content and volume of which are determined by the requirements of the customers for training and aimed at acquiring military-professional (military-specialized) competencies).

The duration of theoretical training throughout the study period is defined as the difference between its total duration and the duration of the examination session.

The duration of the examination session is calculated at no less than 2/3 of a week per examination. The total volume of final assessment activities (duration of examination sessions) shall not exceed 15% of the total academic time per academic year. The implementation of examination sessions during the academic semester without allocating separate examination weeks is permitted. In this case, credit assessments are conducted during the last academic class, and examinations shall generally be preceded by at least two days of self-study, during which no

other academic classes are allowed. The date of the last examination in the semester shall be considered the end date of the examination session).

The distribution of contact hours among lectures, practical, seminar, and laboratory classes, as well as consultations, and their allocation over the weeks of theoretical training, is determined by the department delivering the specific academic discipline. This distribution must be coordinated with the department responsible for the implementation of the educational programme and the guarantor of the relevant educational programme.

The duration of an academic (instructional) hour is 45 minutes.

The structure of the academic curriculum includes mandatory, elective, and military educational components.

Mandatory educational components of the academic curriculum include academic disciplines of general and professional training cycles, qualification projects (papers), military internships, training practices, and other types of academic workload aimed at achieving the learning outcomes defined by the educational programme.

Elective educational components (academic disciplines) of the curriculum are intended to provide students with the opportunity to deepen their professional knowledge within the chosen educational programme and/or acquire additional specialized professional competencies. Elective academic disciplines may be chosen by learners individually or in blocks formed based on the possibility of awarding a corresponding qualification or the relatedness of the competencies acquired. The list of elective academic disciplines or specific blocks of disciplines chosen by the students is taken into account by University's learners when forming their individual academic plans.

Military educational components are determined by the corresponding educational programmes of professional military education courses (for officer-level military specialists) and educational components with military-professional orientation.

The academic curriculum for part-time education corresponds to the curriculum of the full-time (daytime) form of the same educational programme and includes a reduced duration of in-class (contact) learning activities due to the increased volume of self-study by learners.

The total duration of academic classes for the part-time form of education is determined by the availability of time and the number of training sessions, the scope of the educational programme, and the learners' ability to acquire the competencies defined by the higher education standard.

The types of learning activities and forms of final assessment shall correspond to those outlined in the full-time (daytime) academic curriculum.

Amendments to the approved academic curriculum are made following verification of their compliance with the approved educational programme.

If the proposed changes affect the number and/or content of the educational components specified in the curriculum, the academic curriculum must undergo a reapproval procedure in accordance with the established regulations.

If the proposed changes impact the programme learning outcomes, the entire educational programme shall be subject to reapproval.

In order to detail the specific features of training for learners at the University during the current academic year, a working academic curriculum may be developed, if necessary, based on the approved academic curriculum, taking into account the academic calendar schedule and other University documents. The working academic curriculum is approved by the Commandant of the University.

6.3. The Academic Calendar Schedule of the Educational Process – a University document that defines the calendar periods for theoretical education and practical training, semester assessment (examination sessions), preparation of qualifying papers, certification, vacation breaks (holidays) for learners, self-study (for part-time students), and research work of postgraduate officers (adjuncts).

The academic calendar schedule is developed for the academic year, signed by the Deputy Commandant of the University for Academic Affairs, and approved by the Commandant of the University.

To account for the specific features of educational process organisation and the need for detailed planning, the University's structural units may develop their own academic calendar schedules for educational programmes and years of study. These schedules are signed by the Head of the respective structural unit and approved by the Deputy Commandant of the University for Academic Affairs.

The academic calendar schedule for the full-time (daytime) form of education is developed with consideration of the following features:

- the academic year (except for final-year students) lasts 12 months and starts on September 1st;

- the academic year is divided into two semesters (autumn and spring), the theoretical training theoretical training in which may conclude with examination sessions (winter and summer), during which time is allocated for semester assessment and/or the date of the last assessment activity, as specified in the class schedule (in case where semester and final assessments are conducted during the academic semester);

- the total duration of theoretical education, examination sessions, military internships, and training practices during the academic year shall not be less than 40 weeks and shall not exceed 44 weeks.

The academic calendar schedule for part-time education includes academic assessment and semester assessment activities (examination sessions).

The duration of academic assessments and semester assessments (examination sessions) for learners pursuing part-time education is 30 calendar days.

The period allocated for the preparation and defence of a qualification project is typically four weeks for full-time learners and four months for part-time students.

The duration of academic assessments at the University is determined by the academic curriculum.

6.4. The Individual Academic Plan of learner is a document that defines the sequence, form, and pace of learner's acquisition of educational programme components in order to implement their individual educational trajectory.

The individual academic plan shall be developed and approved annually based on the academic curriculum. It is formed in accordance with the requirements of the educational programme regarding mandatory components, the educational policy of the University, and learner's personal choice of elective educational components.

The individual academic plan shall be developed no later than one month before the beginning of the new academic year (excluding first-year cadets of the first (bachelor's) level of higher education). It must be signed by the learner, agreed upon by the Deputy Head of the Faculty for Academic and Research Affairs – the Head of the Academic Department, and approved by the Faculty Head no later than two weeks after the start of the new academic year.

For first-year cadets of the first (bachelor's) level of higher education, the individual academic plan shall be developed at the beginning of the first semester of study. It must be signed by the cadet, agreed upon by the Deputy Head of the Faculty for Academic and Research Affairs – the Head of the Academic Department, and approved by the Head of the Faculty no later than one month from the beginning of the first semester.

For learners whose major (graduating) departments are not part of the faculty to which they are administratively assigned, their individual academic plans must also be agreed upon by the Heads of the respective major (graduating) departments.

The Individual Academic Plan is mandatory for the learner to follow.

The format of the Individual Academic Plan is defined by the Organisational and Methodological Guidelines developed by the Department of Military Education and Science of the Ministry of Defence of Ukraine.

6.4.1. The individual educational trajectory of higher education learners of the University is determined by the elective courses chosen by the learner, the study of academic disciplines (educational components) that are not included in the selected educational programme (chosen outside the learner's individual academic plan), the learner's selection of topics for course papers (subject to the topic's relevance to the discipline and approval by the academic supervisor), final qualifying papers, and other individual tasks.

6.4.2. The academic curriculum defines elective courses within the scope stipulated by the educational programme. The elective courses selected by a higher education learner must constitute at least 25% of the total amount of the educational programme (not less than 10% for specialities granting access to professions subject to additional regulation) and may be structured in the following blocks:

A block of elective courses of the general cycle (approximately 20% of the total amount of elective courses, each course comprising three ECTS credits);

A block of elective courses of the professional cycle (approximately 80% of the total amount of elective courses, each comprising six ECTS credits).

Elective academic disciplines ensure compliance with the requirements of the variable part of the educational programme and are selected by the higher education learners from the curriculum and/or the list of elective disciplines available to learners, based on their individual needs and interests.

The curriculum for the training of higher education learners under an educational programme must specify the number of ECTS credits that learners are required to choose from the respective cycle.

Curricula are structured to enable the offering of elective components to learners of the first (bachelor's) level of higher education starting, as a rule, from the third academic semester, and to learners of the second (master's) and third (educational and scientific) levels – starting from the first academic semester.

The list of elective academic disciplines for each educational programme is approved by the faculty academic council in coordination with the cadet council of the faculty (the student self-government) of the relevant structural unit.

Before the beginning of the academic year, the academic office of the faculty publishes the following on the official website of the University (in accordance with the legal requirements regarding the dissemination of restricted-access information):

- the list of elective courses separately for general and professional cycles for each educational programme;

- working curriculum or other forms of information about the elective courses.

The elective components of the educational programme at the third (educational-scientific) level are developed by the department responsible for the implementation of the programme in cooperation with scientific supervisors.

Learners of the first (bachelor's) level must independently submit reports (applications) to the academic office of the faculty by April 1 with a list of elective courses they wish to take in the next academic year.

Applicants entering the first year of the first (bachelor's) level with a shortened period of study based on a junior bachelor's (junior specialist's) diploma, as well as those entering the first year of the second (master's) and third (educational-scientific) levels, are informed about the available elective courses by faculty representatives who are members of the Admissions Committee. They shall submit a report (application) on the selection of courses from the provided list to the academic office of the faculty, and for the educational-scientific level — to the University's Research and Organizational Department. These reports (applications) must be submitted by August 15 of the year of admission.

If the education applicant fails to select elective courses from the offered list and/or does not submit the corresponding report (application) within the specified deadlines, or if a decision is made that a group cannot be formed, the elective courses to be studied by the education applicant are determined by the academic office of the faculty.

The selected elective courses are included in the learner's Individual Academic Plan.

6.5. The schedule of classes, examination sessions, defence of military internships and academic practices, and/or course papers (projects), as well as the schedule of consultations, is a planning document for the organization of the educational process at the University.

It is prohibited to distract learners from attending academic classes and assessment activities scheduled in accordance with approved timetables, except in cases provided for by applicable legislation.

The academic schedule for first-year education learners enrolled in the first (bachelor's) level of higher education shall be prepared by the Academic Department of the University.

Timetables for academic classes, examination sessions, defences of military internship and academic practices and/or course papers (projects), and consultation schedules are prepared by the academic offices of the faculties for:

learners enrolled in the second to fourth years of the first (bachelor's) level of higher education

learners enrolled in the second (master's) level of higher education

professional military education courses,

advanced training courses.

The Research and Organizational Department of the University prepares the timetable for academic classes, examination sessions, and consultation schedules for learners enrolled in the third (educational and scientific) level of higher education.

The timetable of academic classes is developed jointly with the Academic (Research and Organizational) Department of the University for the semester (course), signed by the Head of the Faculty, agreed upon with the Deputy Commandant of the University for Academic Affairs, and approved by the Commandant of the University.

The University permits the timetable of academic classes to be compiled on a monthly basis.

The timetable of academic classes shall include the following information:

numbers and names of academic units (groups) of learners;

name or abbreviation of the academic discipline;

date, location, topic number, and type of academic activity;

surname of the instructor leading the session.

Tactical, tactical-special classes (exercises), electives, consultations, and simulator training sessions are conducted continuously in accordance with their respective schedules and plans.

The academic timetable is communicated to academic staff and learners in accordance with established procedures, no later than 10 days prior to the beginning of the academic semester (course or month).

Consultation schedules of academic staff from the departments are prepared on a monthly basis and communicated to learners no later than three days before the start of consultations.

6.6. The working curriculum of an academic discipline is a document of the University that defines the role and significance of the academic discipline within the implementation of the relevant educational program, its objectives, the sequence and organizational forms of study, learning outcomes to be achieved by learners during the learning process, the assessment system, and information and methodological support.

The primary purposes of the working curriculum are to:

- familiarize learners and other participants in the educational process with the content of the discipline, as well as with the criteria and methods for assessing learning outcomes;

- ensure compliance of the discipline's content with the educational program, higher education standards, and professional standards during accreditation;

- ensure alignment between the expected learning outcomes of the academic discipline and the learning outcomes already achieved by the learners in the context of a different educational program at other institutions or from previous years (in the case of learner's readmission).

The content of the working curriculum must:

- ensure that learners are informed about the learning outcomes defined by the educational program;

- establish the algorithm for mastering the educational material, considering interdisciplinary connections and eliminating duplication of content across different organizational forms and types of instruction;

- specify the necessary scientific, methodological, and teaching resources for studying the material, along with the criteria and procedures for assessing the knowledge, skills, and other competencies acquired by learners.

Based on the working curriculum, study guides and other methodological materials are developed to support the independent learning of learners and facilitate effective mastery of the course content.

The structure and content of the academic discipline are shaped through the transformation of programme learning outcomes defined by the educational program, by specifying and/or decomposing them into discipline-level learning outcomes, followed by the selection of content according to these criteria.

The working curriculum is developed by an academic staff member — typically the lecturer — or a group of academic staff members of the department, appointed by the Head of the Department, who are responsible for teaching the discipline. The curriculum is developed on the basis of the educational program, the training plan for both full-time and part-time learners, the relevant level of education, and applicable regulatory documents.

If an academic discipline is assigned to multiple departments or requires the involvement of academic staff from other departments, a working group composed of representatives from the respective departments shall be formed to develop the working curriculum.

Responsibility for the timely and high-quality preparation of working curricula, as well as compliance with academic integrity, lies with the academic staff developing the curricula and with the heads of the departments in which the developers work or serve.

Developers of the working curriculum must take into account and coordinate the content of preceding, concurrent, and subsequent academic disciplines in accordance with the structural and logical scheme of the educational programme.

A single working curriculum shall be developed for different modes of education — full-time and part-time — for the entire period of instruction in the academic discipline. It shall take into account the requirements of the academic curriculum for the preparation of learners enrolled in full-time and part-time study, particularly regarding the distribution of classroom hours and learners' self-study.

To reflect the specifics of the academic discipline, separate working curricula may be developed for full-time and part-time modes of education.

If the academic discipline is delivered to higher education learner enrolled in different educational programmes, but the content, the number of ECTS credits, the distribution of contact hours and self-study, or the form of final assessment are identical, then a single working curriculum shall be developed by the University.

If the academic discipline is delivered to higher education learners enrolled in different educational programmes and differs in content, number of ECTS credits, distribution of contact hours and self-study, or the form of final assessment, then a separate working curriculum for the academic discipline shall be developed for each educational programme.

The working curriculum must be developed prior to the beginning of the academic year in which the academic discipline is to be studied.

The working curriculum shall be developed and approved before the start of the academic year in which the academic discipline is delivered.

A working curriculum developed by a faculty department shall be reviewed and adopted at a meeting of the department responsible for delivering the academic discipline, signed by the Head of the department, approved by the guarantor of the corresponding educational programme, and endorsed by the Head of the Faculty to which the department belongs.

In cases where academic staff from other departments are involved in the development of the working curriculum, it must be reviewed and adopted at meetings of all departments that participated in its development.

The working curriculum of an academic discipline developed by a university-wide department shall be reviewed and approved at the meeting of the respective university-wide department responsible for the instruction of the academic discipline, signed by the Head of the university-wide department, agreed upon with the guarantor of the relevant educational programme, and approved by the Deputy Commandant of the University for Academic Affairs.

The working curriculum of an academic discipline for higher education learners pursuing the Doctor of Philosophy degree shall be approved by the Deputy Commandant of the University for Research.

The working curriculum of an academic discipline is developed for the entire period of study and shall be fully updated (i.e., a new version of the curriculum shall be developed and approved) in the following cases:

- revision of the higher education standard for the respective specialty;
- approval of a new edition of the relevant educational programme or introduction of substantial changes to its content that affect the academic discipline;
- significant amendments to regulatory documents (curriculum, educational programme, etc.) implemented by the order of the Commandant of the University based on justified proposals from the programme guarantor, results of surveys, and suggestions from stakeholders of the educational programmes, as well as the introduction of new teaching technologies.

The working curriculum of an academic discipline shall be approved annually, taking into account:

- changes in certain regulatory documents and corresponding orders issued by the Commandant of the University;
- results of monitoring and periodic review of educational programmes, particularly feedback and comments from higher education learners and other stakeholders regarding the content of the discipline, the types and volume of educational activities, provided by the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education at the University;
- proposals from the Research Department for the Study and Implementation of the Experience of the University's Air Force Scientific Center;
- proposals from the educational programme guarantor;
- justified requirements from employers, including those related to strengthening the practical component of the training of higher education learners, incorporating combat experience into the educational process, results of scientific research, improvement of the course content and teaching methods, and the implementation of new elements of the material and technical base.

Amendments to the working curriculum of an academic discipline regarding clarification of its content, the list of topics for practical, laboratory, seminar, or individual learning tasks — including course project topics, assignments for self-study, the system for knowledge assessment and evaluation of higher education applicants, and recommended sources of information — shall generally be introduced prior to the beginning of the new academic year.

Amendments to the working curriculum of an academic discipline related to the incorporation of issues concerning the study and implementation of experience may be introduced during the academic year.

For a faculty department, amendments to the working curriculum of an academic discipline shall be reviewed and approved at a meeting of the department, agreed upon with the guarantor of the educational programme, and

approved by the Head of the Faculty responsible for the training of higher education learners under the relevant educational programmes. Such amendments shall be appended to the main working curriculum of the academic discipline in the form of a separate annex.

For a university-wide department, amendments to the working curriculum of an academic discipline shall be reviewed and approved at a meeting of the university-wide department, agreed upon with the guarantor of the educational programme, and approved by the Deputy Commandant of the University for Academic Affairs, in the form of a separate annex.

The annex to the working curriculum of an academic discipline shall be prepared in accordance with the requirements for the section to which the corresponding amendments are made.

The content of the amendments to the working curriculum of an academic discipline submitted for re-approval shall be reflected in the protocols of the department meeting.

The working curriculum of academic disciplines (with amendments), along with instructional and methodological support materials, in both hard copy and electronic form, shall be stored at the departments of the University responsible for the instruction of these disciplines for the duration of the validity period of the relevant curriculum.

The working curriculum of academic disciplines (with amendments), as well as the corresponding instructional and methodological support materials, in both hard copy and electronic form, shall remain accessible to the University's higher education learners for the entire duration of the relevant curriculum's validity period, in accordance with legislative requirements regarding the protection of state secrets.

Literature and other information sources recommended for use by higher education learners during the study of an academic discipline shall be available to them free of charge, including in the University Library, on electronic platforms, in information systems and databases, and on external electronic resources specified in the scientific and methodological or instructional support materials, which provide open access to information.

Electronic versions of the working curriculum of academic disciplines (with amendments) shall be submitted by the department to the main academic unit responsible for the training of higher education learners under the relevant educational programme, as well as to the Academic Department of the University. This is done for the purpose of uploading them to the University's digital repository in compliance with legislative requirements on the protection of state secrets and confidential information.

Submission must occur within 10 working days following their approval, with content subject to review by the appropriate regulatory and security authorities.

The format of the working plan of an academic discipline is determined by the Organizational and Methodological Guidelines of the Department of Military Education and Science of the Ministry of Defence.

6.7. Elective academic disciplines, or disciplines chosen by the learner, are courses included in the list of disciplines defined by the educational programme in order to better meet the learner's educational and qualification needs.

The elective academic disciplines recommended for study in the following academic year are compiled in a list of elective disciplines for each educational level, year of study, and mode of education.

This list is published on the official website of the University prior to the beginning of the academic year.

Based on the working curriculum of an elective discipline, a syllabus of the academic discipline is developed.

A syllabus is an accessible, clear, and informal presentation of information about the academic discipline for learners. It is created based on the official working curriculum of the discipline.

The syllabus defines the responsibilities of the academic staff involved in teaching the course and the responsibilities of the learner studying it. The syllabus must include:

- measurable learning objectives set by the academic staff member for the course;
- specific competences and learning outcomes that the learner is expected to acquire upon successful completion;
- a course annotation;
- the structure of the discipline;
- the assessment system;
- and course policies, which reflect the instructor's requirements regarding academic integrity, communication, procedures for ongoing and final assessment, attendance, and other relevant matters.

The Head of the respective department is responsible for overseeing the development of the syllabus.

The syllabus must be developed and approved at a department meeting prior to the academic year in which the course is delivered.

The approved syllabus, including all its appendices, shall be stored at the department and published electronically in the Moodle distance learning system.

Oversight of syllabus implementation is carried out by the educational programme guarantor and/or the Head of the respective department.

6.8. The Training Curriculum for Advanced Training Courses for Military Personnel, Civil Servants, and Employees of the Armed Forces of Ukraine shall take into account the qualification requirements for course participants, as defined by the relevant customer.

Upon completion of studies at the University, a participant who has successfully completed a specific training program for professional development shall be awarded a certificate of completion of the advanced training course.

The training curriculum for the advanced training course shall be developed by a working group composed of representatives of the customer and academic staff of the University. It shall be approved by the Director of the Department of

Military Education and Science of the Ministry of Defence of Ukraine, the Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and finally ratified by the customer.

The organisational and methodological support for educational programmes of professional development courses shall be provided by the Department of Military Education and Science of the Ministry of Defence of Ukraine and the Central Directorate of Military Education of the General Staff of the Armed Forces of Ukraine.

6.9. An integral part of the practical training of military specialists of the Armed Forces of Ukraine is basic military training, which is conducted either in the structural units of the University responsible for practical training of higher education learners or in the training centres of the Armed Forces of Ukraine.

The purpose of basic military training is to provide learners with the initial knowledge, skills, and abilities necessary for continuing their studies and, if required, for performing duties in the position of “rifleman”.

The basic military training programme is unified for all higher military educational institutions. It is developed by the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine and approved by the Chief of the General Staff of the Armed Forces of Ukraine.

## **7. Procedure for Dismissal, Interruption of Studies, Reinstatement and Transfer of Learners**

The procedure for dismissal, interruption of studies, reinstatement, and transfer of learners is defined by the Regulations on the Procedure for Dismissal, Interruption of Studies, Reinstatement, and Transfer of Learners at the University.

## **8. Quality Assurance System of Higher Education**

8.1. The quality of higher education refers to the compliance of educational activity conditions and learning outcomes with the requirements of legislation, higher education standards, professional standards, as well as the needs of stakeholders. It is ensured through the implementation of internal and external quality assurance procedures.

The quality assurance system of education is a unified set of goal-setting guidelines, principles, and approaches for forming the University's own strategy and procedures for ensuring the quality of education, mechanisms for upholding academic integrity, monitoring the effectiveness of professional training of specialists, and implementing measures for the continuous improvement of the educational process and learning outcomes.

8.2. The quality assurance system of higher education at the University consists of:

the internal quality assurance system of educational activity and higher education;

the external quality assurance system of the University's educational activity.

The procedures of the external quality assurance system of higher education are implemented through the evaluation of the University by governing bodies and institutions responsible for external quality assurance in education.

The internal quality assurance system of higher education at the University includes:

Subjects of educational activity: administrative staff, academic and scientific staff, instructional and engineering-technical personnel, learners, and representatives of employers (customers);

Quality objects: the quality of education of applicants admitted to the University, the quality of learners' academic achievements, the quality of graduates' readiness for professional activity, the quality of conditions created for learners' studies, and the quality of conditions created for the work of permanent personnel;

Instruments (methods) of influence (measurement): observation, surveys, questionnaires, testing, focus group interviews, discussions with learners, academic staff, and representatives of employers; traditional and modern methods of entrance, formative (interim), and final assessment of learners' knowledge, and other methods.

At the University, the operation of the internal quality assurance system of higher education is regulated by the Regulation on the Internal Quality Assurance System of Higher Education at the University.

To ensure the implementation of the internal quality assurance procedures, the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education operates at the University.

The tasks of the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education are defined in the Regulation on the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education of the University.

8.3. Ensuring the quality assurance of educational activities and the quality of military education is implemented through licensing of the University's educational activities, accreditation of educational programmes, and certification of learners.

## **9. Academic Integrity at the University**

9.1. Academic integrity is a set of ethical principles and rules defined by the Laws of Ukraine "On Education", "On Higher Education", and other laws of Ukraine, which shall be followed by participants of the educational process during teaching, learning, and research activities in order to ensure trust in learning outcomes and/or scholarly achievements.

Issues related to the observance of academic integrity by participants of the educational process at the University are governed by:

the University's Code of Academic Integrity

the Regulation on Academic Integrity and Ethics of Academic Relations at the University

the Regulation on the Ethics and Academic Integrity Committee of the University

the Regulation on Counteracting Academic Plagiarism at the University.

9.2. The globally recognized standards for educational and research activities of higher education learners, academic staff, teaching and research personnel, and other categories of University staff, carried out in compliance with core moral and legal norms of academic conduct, are reflected in the University's Code of Academic Integrity.

The University's Code of Academic Integrity provides for the signing of Declarations on Compliance with Academic Integrity by participants of the educational process.

9.3. The Regulation on Academic Integrity and Ethics of Academic Relations at the University defines the key principles of academic integrity in the educational and research activities of the university community as an integral part of the quality assurance system of higher education and educational process at the University. It also applies to matters of staffing, training of academic and research personnel, and their professional development, among others.

9.4. The Regulations on the Commission on Ethics and Academic Integrity at the University define the procedures for the operation of the Commission on Ethics and Academic Integrity, the procedure for reviewing cases of violations of the Code and norms of academic integrity by members of the university community, as well as the forms of disciplinary measures.

The Commission on Ethics and Academic Integrity is a collegial expert and advisory body whose purpose is to promote adherence to ethical principles and standards, fundamental principles of academic integrity, and to resolve ethical conflicts among members of the university community.

The composition of the Commission on Ethics and Academic Integrity is approved by an order of the Commandant of the University.

9.5. The Regulations on Counteracting Academic Plagiarism at the University define the procedure for checking academic texts for the presence of academic plagiarism.

## **10. Academic Mobility at the University**

10.1. The goals, objectives, procedures for organizing academic mobility, conditions for return to the place of permanent study (employment),

implementation of academic mobility programmes, and the recognition and transfer of learning outcomes for learners enrolled at the University, as well as academic staff, are determined by the Procedure for the Exercise of the Right to Academic Mobility, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 579 dated August 12, 2015 (as amended by Resolution No. 599 of May 13, 2022).

10.2. The number of ECTS credits for which the learner has been certified at the partner institution and which will be recognized as learning outcomes foreseen by the educational programme at the permanent place of study is determined by the Regulations on Academic Mobility.

If the University makes the relevant decision, such educational components shall be recognized in full, and the learner in question shall not be required to complete any additional academic workload or undergo assessment activities for these educational components.

## **11. Methodological Activity**

11.1. Methodological activity at the University is an integral part of the educational process and one of the activities of the University's management, academic staff, unit commanders, learners, and instructors. These activities encompass efforts aimed at the scientifically grounded organization and conduct of the educational process, taking into account scientific achievements in the field of education and student training.

11.2. The main objectives of methodological activity at the University are as follows:

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

- enhancement of methodological skills of the University's management, academic staff, instructors, unit commanders, and learners;

- improvement of methods, formats, and technologies for conducting all types of academic activities.

11.3. The management of methodological activity at the University is the responsibility of the Deputy Commandant of the University for Academic Affairs, and at the ICA (Institute of Civil Aviation) – the Rector of the ICA. At the faculties, this responsibility lies with the Deputy Heads of Faculties for Academic and Research Work and Heads of Academic Offices; at the university-wide departments – with the Heads of Departments, the Academic Council of the University, and the University Methodological Council.

The organization of methodological activity and its scientific and methodological support at the University is entrusted to the University's Academic Department. Methodological activities are included in the University's Annual Plan of Key Activities and the Monthly Calendar Plan of Key Activities.

11.4. The main forms of methodological activity at the University include:  
conducting academic and methodological meetings for the management and academic staff;

holding academic and methodological councils, scientific and methodological conferences, and seminars;

meetings of the Academic Council of the University, the Academic Council of the ICA, and the Academic Councils of faculties;

meetings of the University Methodological Council and the methodological commissions of faculties;

meetings of departments and interdepartmental subject-methodological commissions to consider issues of teaching and educational methodology for learners;

instructional-methodological, demonstration, open, and trial training sessions;

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

development and improvement of teaching and methodological materials, including materials for assessing learner's academic performance;

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

studying and implementing in the educational process the requirements of regulatory documents, materials of advanced pedagogical (methodological) practices, and the experience of combat training of troops (forces) and combat operations of the Armed Forces of Ukraine and other components of the Defense Forces of Ukraine;

studying and integrating best training practices for military specialists adopted by the armed forces of NATO member states into the educational process;

developing proposals to improve educational programs for training military specialists, requirements for the higher education quality assurance system, curricula, and course syllabi;

developing scientifically grounded recommendations for planning the work of academic staff and learners;

mutual and supervisory visits to training sessions by academic staff.

11.5. Academic and methodological meetings for the University's management and academic staff are held before the beginning of the academic year and may last up to five days.

Methodological meetings for academic staff are typically conducted before the start of the second semester and may last up to three days.

These meetings are held to:

summarize the outcomes of educational activities during the reporting period (previous academic year or semester);

identify and discuss effective approaches to the organization of educational and methodological activities, as well as measures for psychological support of participants in the educational process;

deliver lectures and presentations on military-pedagogical, scientific-methodological, and specialized topics;

provide recommendations on implementing new requirements of regulatory documents issued by military authorities, as well as the practical experience of the Armed Forces into the educational process;

exchange best pedagogical (methodological) practices among academic staff and determine ways to improve their professional development.

11.6. Academic and methodological meetings are held to address specific issues of academic and methodological work within faculties and departments.

Joint meetings involving multiple departments (interdepartmental meetings) are organized and conducted by the Commandant of the University and the deputy, the Rector (or Deputy Rector) of the ICA, as well as the Heads of faculties and their deputies and Heads of Departments.

11.7. Scientific and methodological conferences and seminars are held at the University, the ICA, faculties, and departments. These events address key issues related to the improvement of education and training of learners, the implementation of innovative technologies and teaching methods in the educational process, and research on challenges in military education and the scientific organization of academic staff work.

Scientific and methodological conferences may develop recommendations to be approved by the Commandant of the University, the Rector of the ICA, the Head of the relevant faculty, or the Head of the relevant department.

11.8. The Academic Council of the University is a collegial governing body of the University that operates in accordance with the Regulations on the Academic Council of the University. These Regulations are approved by the Academic Council of the University and enacted by the order of the Commandant of the University.

The procedures for the organization and functioning of the Academic Council of the University are defined in the Regulations on the Academic Council of the University.

11.9. The Academic Council of the ICA is a collegial governing body of the ICA that operates in accordance with the Regulations on the Academic Council of the ICA. These Regulations are approved by the Academic Council of the University and enacted by the order of the Commandant of the University.

The procedures for the organization and functioning of the Academic Council of the ICA are defined in the Regulations on the Academic Council of the ICA.

11.10. The Methodological Council of the University is a collegial and advisory body of the Academic Council of the University that operates in accordance with the Regulations on the Methodological Council of the

University. These Regulations are approved by the Academic Council of the University and enacted by the order of the Commandant of the University.

The procedures for the organization and functioning of the Methodological Council of the University are defined in the Regulations on the Methodological Council of the University.

11.11. The Methodological Council of the University on Flight Training is a collegial and advisory body established to improve the methodological work and combat training of the University and its subordinate aviation military units, to ensure successful fulfillment of missions and flight safety, to enhance flight management procedures, and to improve the training methods for cadets in aviation specialties.

The personal composition of the University Methodological Council on Flight Training is approved by the of the Commandant of the University for a one-year term.

11.12. The Academic Council of the Faculty is a collegial governing body of the faculty that operates in accordance with the Regulation on the Academic Council of the Faculty. This Regulation is approved by the University Academic Council and enacted by the order of the Commandant of the University.

The organization and activities of the Academic Council of the Faculty are governed by the Regulation on the Academic Council of the Faculty.

11.13. The Faculty Methodological Commission is a collegial and advisory body of the Academic Council of the Faculty that operates in accordance with the Regulation on the Methodological Commission of the Faculty. This Regulation is approved by the University Academic Council and enacted by the order of the Commandant of the University.

The organization and activities of the Methodological Commission of the Faculty are governed by the Regulation on the Methodological Commission of the Faculty.

11.14. Instructor-methodological training sessions are conducted on the most important and complex topics of academic disciplines, particularly those taught by two or more academic staff members or involving the participation of unit commanders (heads) of cadets and trainee units.

The purpose of such sessions is to develop best practices in the rational organization and delivery of academic sessions, to master the most effective teaching techniques, and to establish a unified understanding and methodology for the instruction of academic topics.

Instructor-methodological sessions are conducted by: the Commandant of the University and the deputies; the Rector of the ICA and the Deputy; the Heads of faculties and their deputies; Heads of Departments, the most qualified academic staff members, and commanders (heads) of cadet and trainee units.

11.15. Demonstration classes are conducted by:  
 the Commandant of the University and the deputies;  
 the Rector of the ICA and the deputies;  
 the Heads of faculties and their deputies;  
 the Heads of departments;  
 experienced and highly qualified academic and teaching staff;  
 commanders (heads) of cadet and trainee units.

These classes aim to demonstrate the most effective organization and methodology of conducting training sessions, efficient methods of using laboratory equipment, weapons and military equipment, and other elements of the material and technical base during classes.

Demonstration classes are organized in accordance with the University's Methodological Activity Plan for the academic year, the ICA's Annual Key Activities Plan, the Faculty's Annual Key Activities Plan, the Department's Annual Key Activities Plan, and the class schedule.

Attendance by academic and teaching staff, as well as by commanders (heads) of cadet and trainee units, is mandatory.

11.16. Open classes are conducted according to the class schedule in order to share experience, assist academic and teaching staff in organizing lessons, and improve teaching methods.

11.17. Trial classes are conducted based on the decision of the Commandant of the University, the Rector of the ICA, the Head of the Faculty, or the Head of the Department, in order to assess the readiness of academic and teaching staff for independent instruction of learners, as well as to develop methodologies for teaching new topics and issues.

Trial classes are conducted without learners.

Instructor-methodological, demonstration, open, and trial classes are discussed during department meetings and are documented in official protocols.

11.18. Lectures, reports, and briefings on teaching methodology, general and military pedagogy, and psychology are conducted to exchange best practices in the instruction and education of learners, to integrate the achievements of modern pedagogy and psychology into the educational process, and to implement advanced forms and methods, as well as innovative educational technologies.

These sessions are delivered by the most experienced academic and teaching staff. The topics and teaching materials for such sessions are discussed at department meetings.

11.19. Pedagogical (methodological) experiments at the University are organized and conducted to practically verify the outcomes of scientific research in the field of military education and pedagogical science. The integration of recommendations based on research findings into the educational process of the

University shall take place only after their experimental validation, discussion at a departmental meeting, and subsequent consideration by the Academic Council of the University, the Academic Council of the ICA, and the academic councils of faculties.

The priority areas for conducting pedagogical (methodological) experiments include:

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

- the development and improvement of the system for assessing the quality of education;

- the enhancement of training systems for higher education learners in specific educational programmes and specialties, and the organization of the educational process;

- the introduction of advanced pedagogical practices, the operational experience of the Armed Forces of Ukraine in combat conditions, and experience of organizing the educational process in military educational institutions of NATO member states.

The main criteria for evaluating the effectiveness of pedagogical (methodological) experiments are the acquisition of new scientific results, the enrichment of theoretical knowledge and practical skills that contribute to improving the training of higher education learners, and the ability to efficiently and qualitatively solve specific tasks of the educational process.

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

11.20. The department serves as the central unit for methodological activity at the University. Department meetings address the following issues:

- the development and improvement of teaching methods for academic disciplines;

- drafting proposals for the enhancement of educational programs, educational plans, and working curricula for academic disciplines;

- preparation and review of lecture texts, methodological materials, and other instructional and methodological resources for all types of educational activities;

- development of individual assignments for learners' self-study in academic disciplines;

- creation of instructional and methodological materials to support independent learning;

- preparation of presentation texts, recommendations arising from scientific and methodological (or simply methodological) seminars, and proposals for their integration into teaching practices;

- providing support to newly appointed academic staff in mastering the content of academic disciplines and preparing for instructional sessions;

results of open, demonstration, instructor-methodological, and trial classes, followed by their discussion;

coordination of the content and methodology for teaching academic disciplines;

organization of communication and cooperation with units of learners on matters related to the educational process;

drafts of textbooks, teaching manuals, lecture courses, and other educational, scientific, and reference literature;

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

development of credit, examination materials, and versions of assessment tasks;

analysis of monitoring results of current academic performance, credits, and examinations in the respective academic discipline;

integration of best practices in the training of military specialists, along with NATO standards and procedures, into the educational process;

enhancement of methodological and professional training of academic staff and instructional personnel of the department;

integration into the educational process of combat experience gained by the Armed Forces of Ukraine and other components of Ukraine's defense forces, combat training of troops (forces), and experience in organizing the educational process at other higher education institutions and military higher education institutions;

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

results of control activities, educational practices (military internships), and pedagogical (methodological) experiments;

status of scientific and scientific-technical activities, as well as rationalization and inventive work;

fulfillment of individual work plans of the department's scientific and pedagogical staff and recording of their work;

results of control and mutual attendance of instructional sessions by scientific and pedagogical staff.

At the department, subject-methodological commissions may be established as necessary. These commissions include academic and teaching staff who jointly conduct educational activities in a specific academic discipline or group of disciplines. Academic and teaching staff from related departments and representatives of the University's management may also be involved. The head of the subject-methodological commission is appointed by the Head of the Department. If necessary, interdepartmental subject-methodological commissions may be established.

The subject-methodological commission is tasked with:

developing and improving specific methods of teaching academic disciplines;

- drafting proposals for enhancing educational programmes, curricula, and syllabi of academic disciplines;

- preparing and discussing lecture texts, methodological materials, and other teaching aids for all types of training sessions in specific disciplines;

- designing and discussing the content of individual tasks for learners' self-study in the respective disciplines;

- developing materials to support learners' self-study;

- providing assistance to newly appointed academic staff in mastering the subject and preparing to conduct classes;

- discussing the conduction of demonstration, instructor-methodological, open and trial training sessions;

- aligning the content and teaching methods of the discipline with those of related subject-methodological commissions;

- organising cooperation with cadet and student units regarding the organisation of the educational process;

- reviewing drafts of textbooks, teaching aids, lecture notes, and other educational, scientific, and reference literature;

- drafting proposals for improving material and technical resources and actively participating in their implementation;

- discussing assessment and examination materials, including versions of test papers;

- analysing academic performance results, including the outcomes of assessments and examinations in the respective disciplines;

- improving methodological competence and professional development of academic staff;

- implementing into the educational process the experience of combat operations of the Armed Forces of Ukraine and other components of the Defence Forces of Ukraine, as well as the practices of military (combat) training.

If necessary, a creative group may be established within the department by decision of the Head of the Department. This is a non-staff association of the department's academic and teaching staff for organising and conducting educational, methodological, scientific, scientific-technical, innovative, and other activities. Through its activities and outcomes in these areas, the creative group may contribute to enhancing the quality of the educational process.

The tasks of the creative group include:

- monitoring the effectiveness of modern educational technologies, forms, and teaching methods implemented by other higher education institutions (HEIs), including military HEIs, and providing recommendations on their implementation into the department's educational process;

- conducting in-depth study and generalisation of current scientific achievements in pedagogy and psychology related to a selected academic and pedagogical issue, and offering proposals for their integration into the educational process;

- studying, generalising, and implementing best pedagogical and methodological practices, and disseminating them among other academic and teaching staff;

- developing, modelling, and piloting original models of pedagogical experience;

- assisting in the preparation, organisation, and implementation of pedagogical (methodological) experiments, as well as integrating their results into the educational process;

- drafting proposals for enhancing the professional competence of academic and teaching staff;

- preparing, publishing, and distributing various educational and methodological materials based on the outcomes of the group's work.

In order to promptly identify typical shortcomings and problems in the preparation, organisation, and implementation of educational and methodological activities, as well as to provide assistance and recommendations to the leadership of faculties and departments for their improvement, and to determine priority areas for enhancing educational and methodological work at the University for the academic year, a working group of the University's leading methodologists is organized under the supervision of the Deputy Commandant of the University for Academic Affairs. This group shall:

- conduct inspections of faculties and university-wide departments regarding the organisation of educational and methodological activities in accordance with the order of the Commandant of the University;

- carrying out control and mutual attendance of instructional sessions by scientific and pedagogical staff, and based on the outcomes, submitting proposals to the Head of Department regarding the improvement of the quality of lesson organisation and delivery;

- studying, generalising, and disseminating advanced pedagogical and methodological practices, modern information technologies, forms, and methods of instruction.

- monitoring the effectiveness of integrating into the educational process the outcomes of pedagogical (methodological) experiments conducted at departments, as well as the combat experience of the Armed Forces;

- providing support to academic and teaching staff who are beginning their educational, methodological, scientific, scientific-technical, organisational, and other professional activities.

11.21. The monitoring of academic classes is an essential element of the University's internal quality assurance system and is organised and implemented within its structural units.

Scheduled and reciprocal observations of instructional sessions are conducted with the purpose of exchanging and disseminating best pedagogical and methodological practices, enhancing the professional competence of academic and teaching staff, improving the forms, methods, and technologies of instructional delivery, as well as the teaching methodologies of academic

disciplines. They also serve to obtain an objective evaluation of the quality of the educational process and its results.

A structured system for monitoring the quality of learner training, as well as the organisation and delivery of academic classes, contributes to the continuous improvement of the pedagogical, methodological, and theoretical preparation of academic and teaching staff. It fosters their commitment to self-study and supports the timely identification, generalisation, and dissemination of advanced pedagogical practices.

The monitoring of academic classes is one of the key elements of the University's internal quality assurance system. It is organised and carried out at the levels of the University, the ICA, faculties, and departments.

Academic class monitoring is conducted by:

- at the University level – the Commandant of the University, their deputies, and the Head of the Academic Department;

- at the ICA level – the Rector of the ICA and their deputy;

- at the faculty level – the Head of the faculty and their deputy;

- at the department level – the Head of the department and their deputy, as well as the most experienced academic and teaching staff (professors, associate professors, senior lecturers).

Classroom observations may also be conducted by authorised personnel from the Scientific and Methodological Unit for Quality Assurance in Educational Activities and Higher Education, as well as from the Academic Department of the University.

Reciprocal attendance of instructional sessions serves as a form of peer monitoring and peer learning, and represents an effective method for examining and adopting colleagues' professional experience.

The procedures and specifics of organising both scheduled and peer classroom observations are governed by the Regulations on the Organisation and Conduct of Scheduled and Peer Classroom Observations at the University.

11.22. In order to generalise and disseminate best practices in the education of learners, organise and conduct pedagogical (methodological) experiments, integrate their outcomes into the educational process, and create conditions for enhancing the pedagogical (methodological) skills of academic and teaching staff, the University establishes educational and methodological (methodological) centres, as well as educational (methodological) units at the faculty and department levels.

The activities of the educational and methodological (methodological) centres are coordinated by the Deputy Commandant of the University for Academic Affairs, the Head of Academic Department, the Head of the Faculty, and the Head of the Department.

The educational and methodological (methodological) centre is also responsible for accumulating scientific and methodological materials; conducting educational and methodological (methodological) meetings and methodological briefings; maintaining bibliographic records; organising exhibitions of

pedagogical and scientific-methodological literature; and carrying out other similar activities.

The procedures and specifics of the operation of an educational and methodological (methodological) centre within a structural unit are regulated by the Regulations on the Faculty (Department) of the University.

11.23. For each academic and teaching staff member appointed to a department and beginning their educational, methodological, research, scientific and technical or other professional activities, an individual professional development plan shall be prepared. A supervisor is assigned to provide direct guidance and support. This person is selected from among the academic and teaching staff with relevant experience in delivering educational activities at the University.

The procedures for organising and supporting the activities of academic and teaching staff appointed to a department are defined by the Regulations on the Supervision of Academic and Teaching Staff Commencing Educational, Methodological, Research, Scientific and Technical, and Organisational Activities at the University.

## **12. Academic Freedom of Academic and Teaching Staff**

12.1. Academic freedom is a fundamental prerequisite for the educational, research, administrative, and support functions entrusted to the University.

12.2. Freedom in research and teaching activities is a core principle of university life; the University, within the scope of its authority, guarantees its observance and implementation. The following academic freedoms are ensured at the University:

Scientific creativity is a fundamental right of every staff member;

Any scientific research shall be free from covert or overt repressive influence by bureaucratic, political, religious, or financial directives, including those from the University administration;

Freedom to choose the research topic, even if it does not align with the University's general scientific agenda;

Freedom to select research methods;

Freedom to form independent opinions and express differing views on the obtained scientific results;

Freedom to choose the place of conducting research activities, based on the appropriateness and relevance to the research;

Freedom to choose the means and methods of presenting research results, including the right to and equal access to information resources available at the University;

Equal and open access to information sources within the University.

### **13. Professional Development of the Permanent Staff of the University**

13.1. The professional development of the permanent staff, academic and teaching personnel, servicemen, and employees of the Armed Forces of Ukraine at the University is carried out with the aim of enhancing their professional growth in accordance with the requirements of the legislation.

The professional development of academic and teaching staff of the University is an integral part of the internal system for ensuring the quality of education and educational activities. The procedures for preparing, organizing, and conducting the professional development of academic and teaching staff of the University is defined by the Regulations on the Professional Development of Academic and Teaching Staff of the University.

### **14. Scientific and Scientific-Technical Activities**

14.1. Scientific and scientific-technical activities constitute an integral part of the educational activity of the University. Their primary purpose is the acquisition of new scientific knowledge through research and development, and its application to solving issues related to ensuring the defense capability of Ukraine, creating and implementing new competitive technologies, and improving the quality of training of military specialists.

14.2. The subjects, main objectives, types, directions, principles of organization, management, and support of scientific and scientific-technical activities at the University are defined by the Regulations on the Organization of Scientific and Scientific-Technical Activities at the University.

14.3. A component of the scientific and scientific-technical activities of the University is the research work of learners pursuing higher education degrees, which, in accordance with current legislation, includes types of scientific (scientific-technical) work that are integrated into the educational process (course papers, theses, practical and laboratory sessions, internships with research elements, etc.), as well as work carried out outside of class hours.

14.4. The activities of the Cadets' and Students' Military Scientific Society at the University are carried out in accordance with the Regulations on the Scientific Work of Cadets and Students of the University.

To organize and conduct scientific work of learners pursuing higher education degrees, relevant Cadets' and Students' Military Scientific Societies have been established at the faculties of the University.

The Military Scientific Societies of the faculties comprise academic research groups formed within the departments. In addition, separate academic research groups have been established at university-wide departments. Design bureaus for cadets and students have been established within scientific groups of departments and research divisions of the Air Force Scientific Center.

14.5. Study at the second (master's) level of higher education is conducted in accordance with relevant educational and scientific programs, which must include a research (scientific) component comprising no less than 30 percent of the total program volume.

14.6. The training of learners pursuing the degree of Doctor of Philosophy is conducted:

within the University's adjuncture, under the state order, for officers of the Armed Forces of Ukraine in full-time (daytime) study;

outside the adjuncture – for officers and personnel of the Armed Forces of Ukraine who are employed full-time at the University and are professionally engaged in scientific, scientific-technical, or scientific-pedagogical activities.

PhD training under the state order is conducted exclusively within the adjuncture in the full-time (daytime) form of study.

The primary professional and qualification body ensuring the educational process at the third (educational and scientific) level of higher education is the Programme Support Group for the specific speciality. The Programme Support Group is responsible for the training of learners pursuing the degree in a particular speciality.

The guarantor of the educational and scientific programme acts as the Head of the Programme Support Group, meets all the criteria for group membership, and holds a scientific degree, academic title in the relevant speciality, and at least 10 years of academic and/or research experience.

The mechanism and specific aspects of training learners at the third (educational and scientific) level for the purpose of obtaining the Doctor of Philosophy degree, aimed at staffing the University with academic and research personnel with scientific degrees, are defined in the Regulations on the Training of Learners Pursuing the Degrees of Doctor of Philosophy and Doctor of Sciences at the University.

## **15. Psychological, Moral, and Social Support for Participants of the Educational Process**

15.1. Psychological, moral, and social support for participants in the educational process at the University constitutes an integral part of that process. It includes organizational, psychological, moral, and social activities aimed at developing moral readiness and psychological resilience in higher education learners to fulfill their assigned duties.

15.2. The main objectives of psychological, moral, and social support for participants in the educational process at the University are as follows:

fostering in higher education learners a deep sense of love for Ukraine and its people; cultivating in them combat qualities, as well as spiritual and psychological readiness to defend the Ukrainian State with arms in hand; instilling patriotism, responsibility and personal accountability for the defence and security of Ukraine;

nurturing respect among participants in the educational process at the University for the Constitution of Ukraine and the laws of Ukraine, encouraging conscious adherence to the Military Oath and the statutes of the Armed Forces of Ukraine, as well as compliance with the orders of the Ministry of Defence of Ukraine, the Commander-in-Chief of the Armed Forces of Ukraine, and the General Staff of the Armed Forces of Ukraine;

cultivating a conscientious attitude towards academic study among higher education learners;

fostering high moral and combat qualities, as well as psychological resilience, based on the historical traditions of the Ukrainian people; encouraging a conscious approach to duty performance, loyalty to military traditions and the Battle Flag, and effective use of military rituals for this purpose;

organizing leisure activities for University personnel;

conducting psychological assessments of University personnel;

ensuring psychological adaptation of all categories of University personnel according to their specialisation and individual psychological characteristics, and carrying out relevant preventive work;

studying the psychological, moral, and social climate in the University's structural units, analysing proposals from commanders (heads) at all levels regarding improvements in psychological, moral, and social work with cadets, students, and adjuncts;

correcting the psychological, moral, and social environment in the University's structural units through psychological, moral, and social activities aimed at strengthening military discipline;

organizing and conducting activities to implement the requirements of Ukrainian legislation on the social and legal protection of service members and their families, as well as civilian employees of the Armed Forces of Ukraine;

fostering a creative atmosphere, high moral standards, and a sense of responsibility within the academic and teaching staff;

fostering in cadets, students, and adjuncts the qualities essential for an officer capable of effectively training and mentoring subordinates, strengthening military discipline and order, maintaining constant combat readiness, skillfully uniting military units, and operating effectively under conditions of democratization within the armed forces.

## **16. Material and Technical Base**

16.1. The material and technical base of the University includes the following elements: armament, military equipment and logistics assets, equipped training facilities (including terrain areas, training grounds, command posts), infrastructure for physical and sports training intended to support the training of learners in accordance with curriculum and syllabus, modern technologies and teaching methods, as well as the conduct of scientific research.

The University's material and technical base is divided into a permanent (stationary) material and technical base and a field training base.

16.2. The material and technical base of the University is developed and improved in accordance with the needs of the University and must ensure the fulfilment of the following tasks:

- acquisition by learners of general and professional (military-professional and military-specialized) competences, as defined by higher education standards for the relevant specialty, professional standards for respective military occupational specialties, and educational programs;

- effective implementation by learners of educational programs, curriculum, academic plans and course syllabi;

- provision of high-quality general military training and the development of professional skills across all specialties (specializations) and educational programs in accordance with curriculum and subject syllabi;

- support for conducting all types and formats of training sessions aimed at developing practical skills in military command (of troops, forces, or units), and the use and maintenance of appropriate armament and military equipment;

- development of learners' skills in command and control of military units, coordination and interoperability, operation of command posts, and combat stations;

- practical training of learners in actions under conditions involving electronic warfare and weapons of mass destruction;

- provision for firearms training with individual small arms;

- achievement of a high level of field training and physical readiness of the University's personnel;

- development of moral resilience and psychological readiness of learners to perform combat missions.

16.3. The main components of the University's material and technical resources include:

- classrooms (lecture halls), specialized classrooms, offices, laboratories, libraries, reading rooms, halls for course and diploma design, faculty rooms, and other educational and auxiliary facilities;

- armaments and military equipment;

- educational and laboratory facilities (including laboratory equipment, measuring and computing equipment, technical training and control devices, and visual aids);

- field training base (training aviation brigade with faculty training complexes, training grounds);

- printing facilities;

- training and production workshops and laboratories;

- facilities for conducting scientific research such as research laboratories, information and computing centers, etc.;

- textbooks and educational manuals, scientific and reference literature, statutes, manuals, technical descriptions, firing and driving courses, regulatory documents and educational-methodological materials;

sports complexes and facilities, training areas, as well as drill squares, shooting ranges, and other facilities for general military training;

barracks and dormitories;

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

16.4. Structural subdivisions of the University that provide training in general military, military-professional, and military-specialized disciplines may establish command posts, simulation and modeling centers, training and laboratory complexes, and training classrooms.

16.5. The University's Training Complex is a set of specialized premises, as well as facilities and structures equipped with simulators, deployed samples of armaments and military equipment. It is designed for conducting practical, laboratory, tactical (tactical-special), and group exercises in disciplines of general-professional, military-professional, and military-specialized training. It is also intended for improving practical skills related to the use, operation, maintenance, and restoration of armaments and military equipment.

The University's Training and Laboratory Complex is a set of specialized premises equipped with samples of armaments and military equipment, including their cutaway and functional components, units, blocks, and specialized functional training stands. It is intended for laboratory and practical exercises in disciplines of general-professional, military-professional, and military-specialized training, as well as for improving practical skills in maintenance, restoration, and operation.

16.6. For medium-term planning, the University develops a Five-Year Prospective Plan for the Development and Improvement of the Material and Technical Base.

The development of the Prospective Plan is organized by the Deputy Commandant of the University, in cooperation with the Deputy Commandant for Armaments – Head of Armaments, and the Deputy Commandant for Logistics – Head of Logistics.

All Deputy Commandants of the University, the Rector of the ICA, heads of faculties, relevant departments and services, heads of wide-university departments, and commanders of units responsible for educational process support participate in the development of the Prospective Plan according to their areas of responsibility.

The Prospective Plan for the Development and Improvement of the Material and Technical Base is signed by the Commandant of the University, the deputy of the Commandant, and the Assistant Commander – Head of the Financial and Economic Service. It is approved by the Commander of the Air Force of the Armed Forces of Ukraine and agreed with relevant support services, military specialist training customers, structural units of the Ministry of Defence of

Ukraine, and the General Staff of the Armed Forces of Ukraine responsible for implementing budget programs (subprograms) of the Ministry of Defence of Ukraine, as well as the Central Directorate of Higher Education and Science of the General Staff of the Armed Forces of Ukraine.

If necessary, amendments and additions to the Prospective Plan may be made in accordance with changes in the state order for training military specialists.

16.7. The development and improvement of the material and technical base are carried out in accordance with changes in the training programs for military specialists.

The logistical (material and technical) support of the educational process is provided by the respective services of the University, which are responsible for identifying needs, placing orders, and receiving the necessary armaments, equipment, material resources, and other military-educational assets.

## **17. Organization of the Educational Environment**

17.1. The University ensures the safety of the educational environment for the life and health of learners studying at the University and promotes the satisfaction of their needs and interests.

To ensure an adequate level of safety in the educational environment for the life and health of learners, the University implements the following measures:

Scheduled and unscheduled occupational safety briefings during classes, independent work, and practical training;

Measures for the prevention of mental disorders among learners and provision of psychological assistance by a qualified staff psychologist;

Ensuring appropriate living conditions and the safety of learners in their accommodation facilities.

The University provides educational, organizational, informational, consultative, and social support to education applicants studying at the University.

Measures to provide educational, organizational, informational, consultative, and social support to learners shall be conducted according to plans approved by the established procedure and individually, if necessary. Course commanders, course officers, and academic group curators shall monitor learners' academic performance and social adaptation within groups, facilitate learners' access to information, support the organization of the educational process, and, using a personality-oriented approach, promote socialization and professional orientation of learners, ensuring a comfortable psychological atmosphere in academic groups with the assistance of a psychologist.

17.2. The Cadet and Student Councils of the University, as bodies of cadet and student self-government, ensure the protection of rights and interests, the participation of learners in public life, and in the management of the University

through support and involvement in social activities, including the organization of extracurricular events.

Information exchange between academic staff and learners is ensured, and conditions are created for acquiring skills in educational, professional, communicative, and cultural spheres.

The body representing the scientific interests of cadets, students, adjuncts, postgraduate students, doctoral candidates, and young scientists at the University is the Young Scientists' Council. It is an advisory and consultative body, an innovative structural unit of the University created to facilitate the realization of the constitutional rights of cadets, students, adjuncts, postgraduate students, doctoral candidates, and young scientists (under 35 years old) to participate in the development and implementation of the University's scientific, scientific-technical, educational (within the framework of third-level educational and scientific programs), and innovative activities.

17.3. The University creates conditions, in accordance with established national construction standards, to ensure unhindered access to academic buildings and premises for learners with special educational needs, to guarantee their right to education with consideration of their individual needs and capabilities.

The Regulation on the Procedure for Accompanying (Providing Assistance) to Persons with Disabilities and Other Low-Mobility Groups in the University was developed and approved by the order of the Head of the University dated March 11, 2021, No. 368. Assistance to persons with disabilities and other low-mobility groups is carried out by volunteers among academic staff and learners, coordinated by the relevant faculties (departments) and the psychologist.

An educational space and a personal hygiene room, compliant with sanitary requirements and accessibility standards for persons with special needs and marked by the international accessibility symbol, are located on the first floor of the academic building. The main entrance to the academic building is equipped with a ramp with handrails and a call button for contacting the University duty officer.

For persons with special educational needs, the possibility of distance and individual forms of education is provided. The University ensures accessibility and convenience of learning for persons with special educational needs by using modern information technologies in the educational process, applying interactive educational platforms, virtual courses of academic disciplines, and a distance learning portal with personalized access.

All students have the opportunity to receive academic support through free access to electronic educational and methodological materials hosted in the University Library repository and the Moodle distance learning system. Individual consultations by academic staff are provided for persons with special educational needs through electronic correspondence and other accessible means.

## **18. Policy and Procedures for Resolving Conflict Situations**

18.1. The University ensures constructive resolution of conflict situations based on the principles of fairness, transparency, liberalism, humanity, and openness. To this end, the University organizes the activities of psychologists who provide psychological assistance to learners and staff, promoting a high level of psychological culture among them.

18.2. The University regularly organizes educational events and invites representatives of legislative and executive authorities, as well as local government bodies, with the aim of acquainting learners with the current provisions of relevant legislative acts of Ukraine, the procedures and specifics of their implementation, and providing professional counseling to education applicants on designated topics.

18.3 To resolve conflict situations among management staff, academic and other employees, and learners — including cases of bullying, sexual harassment, discrimination, and corruption — the parties are guided by the Regulation on the Policy and Procedure for Conflict Resolution at the University and the University's Anti-Corruption Program.

The Regulation on the Policy and Procedure for Conflict Resolution at the University provides for the appointment of authorized persons responsible for:

- Preventing and counteracting violence and discrimination;
- Gender policy issues;
- Anti-corruption activities.

## **19. International Cooperation**

19.1. The University has the right to conduct international cooperation in accordance with the procedure established by the current legislation of Ukraine.

The goals and directions for developing international cooperation in the educational sphere are defined by the University's Internationalization Strategy.

A priority direction is the continuation of cooperation and participation in events (seminars, trainings, courses) under the NATO Defence Education Enhancement Program (DEEP) aimed at improving military education in partner countries.

19.2. The main directions of the University's internationalization include:  
Creation of joint educational and scientific programs with foreign higher military educational institutions (higher education institutions), research institutes, and organizations;

Participation in international educational and scientific programs;

Organization and conduct of joint scientific research;

Organization and participation in international conferences, symposia, seminars, and other events;

Joint publishing activities;

Participation in bilateral and multilateral interstate exchange programs of students, academic and research staff;

Business trips abroad of the University's academic and research staff for scientific and pedagogical activities in accordance with international agreements of Ukraine;

Involvement of academic and research staff from foreign higher military educational institutions (higher education institutions) to participate in the University's scientific and pedagogical work;

Training, retraining, and professional development of military personnel (specialists) from other countries;

Training, retraining, and professional development of foreign students;

Training, retraining, and internships of academic and research staff, and students in other countries;

Conducting international weeks (information days) involving academic staff of foreign higher military educational institutions (higher education institutions);

Other directions and forms not prohibited by law.

19.3. The training of military specialists from foreign countries at the University is carried out in accordance with the requirements of the current legislation of Ukraine and international agreements of the Ministry of Defense of Ukraine with other states.

## **20. Entry into Force of the Regulation Draft, Amendments and Additions**

20.1. The draft Regulation is agreed upon by the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, the Chief of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and approved by the Academic Council of the University.

20.2. The Regulation shall enter into force by order of the Commandant of the University. After coming into force, the Regulation shall be published on the University's website in the section "Public Information", under the subsection "Documents of the Higher Education Institution Regulating the Procedure of the Educational Process".

20.3. Amendments to the Regulation are made by the Academic Council of the University and enacted in a revised version by orders of the Commandant of the University.

Amendments may include:

replacement of words, numbers, addition or removal of words or numbers;

a new wording of the relevant structural units (sections, subsections, paragraphs, subparagraphs, sentences);

additions or removals of relevant structural units (sections, subsections, paragraphs, subparagraphs, sentences).

20.4. In justified cases (primarily for minor amendments of up to 10% of the Regulation's text), changes may be introduced by order of the Commandant of the University and set out in the operative part of the order with the consent of the Head of the Academic Council of the University.

The draft order to introduce such changes without their consideration by the Academic Council is submitted by the Head of the Academic Department on the basis of changes in legislation.

It is not permitted to recognize structural units of the Regulation as invalid. If necessary, such structural units are excluded by making corresponding amendments to the Regulation.

In case of significant amendments exceeding 10% by volume or substantially affecting the content, the Regulation shall be issued in a new edition. In such a case, the previous Regulation shall be deemed invalid, and the introduction of significant amendments and additions shall be carried out through the development, approval, and entry into force of a new version of the Regulation in accordance with clauses 20.1 and 20.2 of the Regulation.