

MINISTRY OF DEFENCE OF UKRAINE

MILITARY ACADEMY (ODESA)

**EDUCATIONAL PROGRAMME OF COURSES
OF PROFESSIONAL MILITARY EDUCATION**

***PROFESSIONAL COURSE OF THE TACTICAL LEVEL OF MILITARY
RECONNAISSANCE L-1B (MR)***

according to the military occupational specialty 092500, 094000, 094001, 094002. *"Command and control of military reconnaissance units"*

APPROVED

by the Academic Council of the Military Academy
(Odesa)

(Minutes of "___" _____ 20__ №___)

Chairman of the Academic Council of the Military
Academy (Odesa)

Major General

Major General Andrii

KOVALCHUK

Put into effect

by the order of the Commandant of the Military
Academy (Odesa)

from "___" _____ 20__ №___

**Odesa
2024**

APPROVAL SHEET

OF THE EDUCATIONAL PROGRAMME OF COURSES OF PROFESSIONAL MILITARY EDUCATION OF THE PROFESSIONAL COURSE OF TACTICAL LEVEL OF MILITARY RECONNAISSANCE *L-1B (MR)*

according to the military occupational specialty 092500, 094000, "Management of actions of military reconnaissance units" 094001, 094002.

APPROVED

Director of the Military Education and Science Department of the Ministry of Defence of Ukraine

Volodymyr MIRNENKO

" ____ " _____ 2024

APPROVED

Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine
colonel

Oleh PAVLOVSKYI

" ____ " _____ 2024

APPROVED BY

Commander of the Land Forces of the Armed Forces of Ukraine
Lieutenant General

Oleksandr PAVLIUK

" ____ " _____ 2024

Developed and submitted by

Head of the working group

Deputy Chief of the Intelligence Directorate of the Staff of the Land Forces Command of the Armed Forces of Ukraine.
colonel

Valerii MARKIN

" ____ " _____ 2024

FOREWORD

Developed by a working group:

Command of the Land Forces of the Armed Forces of Ukraine and the Military Academy (Odesa).

Order of the Commander of the Land Forces of the Armed Forces of Ukraine dated 24 August 2024 No. 686.

Head of the working group:

Valerii MARKIN - Colonel, Deputy Chief of the Intelligence Directorate of the Staff of the Command of the Land Forces of the Armed Forces of Ukraine.

Members of the working group:

Ihor SHUMKOV - Colonel, Head of the Department of Management of Military Reconnaissance and Special Operations Forces, Faculty of Military Reconnaissance and Special Operations Forces, Military Academy (Odesa);

Vitalii RUDYNSKYI - Lieutenant Colonel, Deputy Head of the Department of Management of Military Reconnaissance Units and Special Operations Forces of the Faculty of Military Reconnaissance and Special Operations Forces of the Military Academy (Odesa);

Yurii RYDIN - Lieutenant Colonel, Senior Lecturer of the Department of Management of Military Reconnaissance Units and Special Operations Forces of the Faculty of Military Reconnaissance and Special Operations Forces of the Military Academy (Odesa);

Dmytro PIKUS - Lieutenant Colonel, Senior Lecturer of the Department of Management of Military Reconnaissance Units and Special Operations Forces of the Faculty of Military Reconnaissance and Special Operations Forces of the Military Academy (Odesa);

Ihor ZELENYI - Lieutenant Colonel, Deputy Chief of the Faculty of Military Reconnaissance and Special Operations Forces for Education and Research - Chief of the Educational Unit of the Military Academy (Odesa);

Yurii MAKSYMENKO - Colonel, Candidate of Technical Sciences, Associate Professor, Head of the Department of Reconnaissance and Information Work and Reconnaissance Technical Facilities of the Faculty of Military Reconnaissance and Special Operations Forces Training of the Military Academy (Odesa);

Yurii HYKALO - Colonel, Candidate of Sciences in Public Administration, Chief of the Faculty of Military Reconnaissance and Special Operations Forces Training for Educational and Scientific Work - Chief of the Educational Unit of the Military Academy (Odesa).

ACCOUNTED FOR:

- 1. Professional standard of a tactical officer of the Armed Forces of Ukraine.*
- 2. Comments from internal and external stakeholders.*
- 3. Suggestions from cadets.*
- 4. Experience in combat operations.*

1. PROFILE OF THE EDUCATIONAL PROGRAMME FOR THE PROFESSIONAL COURSE FOR TACTICAL LEVEL OFFICERS OF THE MILITARY RECONNAISSANCE L-1V (VR)

1 - General information	
Full name of the higher education institution (PP HEI, MTU HEI)	Military Academy (Odesa)
Name of the document on completion and scope of the educational programme of the professional military education course	Certificate of completion of the course "PROFESSIONAL COURSE OF OFFICERS OF THE TACTICAL LEVEL OF MILITARY RECONNAISSANCE L-1B (MR)" HE 092500, 094000, 094001, 094002: 30 ECTS credits
Background.	Possession or obtaining (for cadets) a higher education qualification not lower than a bachelor's degree; completion of the basic course of tactical level L-1A; for military personnel: junior enlisted personnel or non-commissioned officers (NCOs); for civilians: health requirements for military service in the Armed Forces of Ukraine.
Language(s) of instruction	Ukrainian
Duration of the educational programme of the course of professional military education programme	Until it is updated or a new educational programme is introduced
2 - Objectives of the educational programme	
Training of highly qualified, comprehensively developed, competitive tactical level officers capable of independently organising preparation for and practical implementation of assigned tasks, timely and efficiently obtaining (collecting), processing intelligence information (intelligence data) on the situation, probable and active enemy in the areas of task performance in the interests of the military unit (subdivision), conducting reconnaissance of enemy objects, predicting their probable nature of actions, organising and providing timely intelligence reports for higher command and other sub-units for the benefit of their military unit (sub-unit)	
3 - Characteristics of the educational programme	
Subject area	Field of knowledge: "25 - Military sciences, national security and state border security"; Speciality: "253 - Military Management (by type of armed forces)"; Specialisation: "Management of Military Reconnaissance Units".
The main focus of the educational programme of the professional military education course	Professional military education in the field of military management (by type of armed forces) in the direction of managing the actions of military reconnaissance units for further military service in typical positions defined in the professional standard of the appropriate level.
Programme features	The educational programme is developed taking into account the educational programme for the basic course of the tactical level L-1A, approved by the Chief of the General Staff of the Armed Forces of Ukraine dated 29 June.2024 No. 97672 / C, and the actual experience of combat operations gained during the anti-terrorist operation, the joint

	<p>forces operation and repulsion of the full-scale invasion of Russia into the territory of Ukraine.</p> <p>Studying the procedures and methods for conducting reconnaissance missions in accordance with the doctrinal and regulatory documents of the Armed Forces of Ukraine and NATO standards, while incorporating combat experience. Studying the methodology of reconnaissance (tactical-special) training. Studying the work procedures for a reconnaissance unit (intelligence body) commander in different types of combat, using Troop Leading Procedures (TLP).</p> <p>The competency to conduct personnel parachuting using various types of parachutes is acquired through a separate course.</p>
4 - Graduates' ability to find employment and further education	
Employment opportunities	<p>Officers' positions in the specialisation of command and control of military reconnaissance units:</p> <p><i>Commander of a reconnaissance platoon of a battalion</i> (or separate battalion) (mechanised, motorised infantry, tank, mountain assault, airborne, air assault, airmobile, marine infantry) of a brigade (regiment, separate brigade) (mechanised, motorised infantry, tank, mountain assault, airborne, air assault, airmobile, marine infantry);</p> <p><i>commander of a reconnaissance platoon</i> of a reconnaissance company of a brigade (regiment, separate brigade) (mechanised, motorised infantry, tank, mountain assault, airborne, assault, airmobile, marine infantry);</p> <p><i>platoon commander</i> of a reconnaissance company of a brigade (regiment, separate brigade) (mechanised, motorised infantry, tank, mountain assault, airborne, assault, airmobile, marine infantry)</p> <p><i>commander of a platoon of technical reconnaissance means of</i> a reconnaissance company of a brigade (regiment, separate brigade) (mechanised, motorised infantry, tank, mountain assault, airborne, assault, airmobile, marine infantry);</p> <p><i>Commander of a reconnaissance platoon</i> of a reconnaissance company of a separate reconnaissance battalion;</p> <p><i>commander of a special reconnaissance platoon</i> of a special reconnaissance company of a (separate) special purpose reconnaissance battalion;</p> <p><i>commander of a platoon of technical reconnaissance means of</i> a separate reconnaissance battalion;</p> <p><i>commander of a reconnaissance platoon</i> of a separate reconnaissance battalion.</p>
Further training	<p>Training under the educational programme of the professional military education course "Command Course of the Tactical Level of Military Reconnaissance L-1C (MR)".</p>
5 - Teaching and assessment	
Teaching and learning	<p>The main types of teaching and learning activities used to teach the components of the educational programme: lectures, seminars, group sessions, practical sessions, group exercises, tactical (tactical-special, tactical-drill) exercises and training, consultations, independent work.</p>
Assessment	<p>Assessment of the learning outcomes of course applicants includes the full range of evaluation measures provided by the programmes of educational components and is carried out on a 100-point scale, ECTS scale and national scale.</p>
6 - Programme competences	

Military-specific competences (MSC)	MSC 1	The ability to apply knowledge of the typical organisational and personnel structure, weapons, military equipment and tactics of units up to and including battalion in order to perform tasks by reconnaissance units in the interests of units up to and including battalion and organise interaction between them.
	MSC 3	The ability to use technical means of reconnaissance, communication and navigation, which are in service with reconnaissance units.
	MSC 4	Ability to develop information (reporting) documents of the unit (body, military unit).
	MSC 5	Ability to plan the collection of intelligence information (data), develop an intelligence collection plan, and monitor its implementation.
	MSC 6	The ability to prepare and use firearms that are in service with reconnaissance units: small arms, collective weapons, anti-tank weapons, armament of combat vehicles, as well as advanced combat vehicles with and without targeting devices, night vision, thermal imaging, mortars (including foreign models). The ability to carry out fire control.
	MSC 7	The ability to prepare weapons and military equipment of the unit before each use (including before performing reconnaissance and special tasks), check their availability and serviceability after returning.
	MSC 8	Ability to drive combat vehicles in service with reconnaissance units, conduct rapid diagnostics of equipment (and its weapons) in order to make a decision on the possibility of its use in the performance of reconnaissance (special) tasks.
	MSC 9	Ability to perform duties at the appropriate level during internships (practice) in military units.
	MSC 10	Ability to apply knowledge, skills and practical skills in the management of actions and the use of intelligence agencies with the choice of an appropriate way to perform a reconnaissance task with available reconnaissance means in different conditions and situations.
	MSC 11	The ability to make decisions on the use of reconnaissance forces and means, intelligence agencies in accordance with the scope and scale of their application in compliance with the tasks and requirements for reconnaissance as a separate type of combat support.
	MSC 12	The ability to organise and conduct training of subordinate personnel to perform reconnaissance tasks (activities) in the forms and methods defined by instructions, guidelines and doctrinal documents on combat training in the Armed Forces of Ukraine.
	MSC 13	The ability to apply theoretical knowledge of measures and stages of organising and planning reconnaissance at the tactical level (up to and including battalion).
	MSC 14	Ability to make decisions on the use of a subordinate unit (intelligence agency), including in accordance with the troop leading procedures (TLP) or the military decision-making process (MDMP), taking into account the experience of NATO partner

		countries.
	MSC 15	Ability to prepare combat documents (graphic and textual) for decision-making for combat operations, taking into account the experience of NATO partner countries.
	MSC 16	Ability to use a subordinate reconnaissance unit (intelligence agency) during joint operations as part of joint units of the Armed Forces of Ukraine and NATO member states.
7 - Programme learning outcomes		
Professional training	LOmpt-1	Applies knowledge of the organisational structure, weapons, military equipment and tactics of units up to and including battalion in order to organise interaction and support of a subordinate unit (intelligence agency) in the interests of performing reconnaissance tasks at the tactical level.
	LOmpt-2	Knows and understand the processes of comprehensive support of the reconnaissance unit (intelligence agency), organises and takes appropriate measures to prepare the reconnaissance unit (intelligence agency) to perform assigned reconnaissance tasks.
	LOmpt-4	Uses personally and make an informed decision to select and use the required type of technical means of reconnaissance and communications in service with reconnaissance units.
	LOmpt-5	Personally uses optical, optoelectronic, radar, radio technical means, their advanced analogues and reconnaissance and signalling equipment.
	LOmpt-6	Prepares information (reporting) documents. Develops documents on the exchange of information with various degrees of access restriction in the interests of the unit (body, military unit).
	LOmpt-7	Organises the reconnaissance and information work of the unit for the effective use of forces and means in the performance of assigned tasks. Maintains documentation of the reconnaissance unit (intelligence agency).
	LOmpt-8	Knows the capabilities and tactical and technical characteristics of weapons and military equipment of military reconnaissance units; rules of firing from service weapons; the procedure for conducting fire control exercises; requirements of the Course on Small Arms and Armament of Combat Vehicles for the organisation of fire training exercises.
	LOmpt-9	Organises and carries out the correct operation, maintenance, storage and preparation of small arms and weapons of combat vehicles for combat employment; zeros small arms and combat vehicle weapons.; performs firing exercises with standard weapons and equipment; organises fire training and live-fire exercises to perform group firing exercises.
	LOmpt-10	Knows the structure, technical characteristics and procedure

		for operation and maintenance of regular military equipment, the requirements of guidelines for the storage and operation of military equipment, the rules for drawing up and maintaining technical documentation for samples of equipment.
LOmpt-11		Knows the procedure for operating the main (designated) armoured vehicles (of various types) in service with reconnaissance units and units of the Armed Forces of Ukraine; requirements of the Combat Vehicle Driving Course for organising driving lessons.
LOmpt-12		Performs duties at the appropriate level during internships (practice) in military units.
LOmpt-13		Organises and properly justifies the methods of performing reconnaissance tasks by a designated intelligence agency to ensure the accomplishment of tasks in various types of combat.
LOmpt-14		Applies skills in choosing the appropriate solution to perform a reconnaissance task with the available forces and means of the intelligence agency.
LOmpt-15		Possess the skills to manage the actions of a designated intelligence agency in accordance with the chosen method and decision to perform a reconnaissance task in different conditions and situations.
LOmpt-16		Has knowledge of the provisions of combat manuals, guidelines and doctrinal documents on forms and methods of conducting reconnaissance, standard operating procedures in accordance with the scope and scale of their application in compliance with the tasks and requirements for reconnaissance.
LOmpt-17		Knows the peculiarities of the use of reconnaissance units of mechanised and tank units of the Land Forces, reconnaissance units of airborne assault troops and marine units of the Armed Forces of Ukraine.
LOmpt-18		Possess knowledge of the organisation and methods of conducting tactical and specialised training and apply them in the training of personnel of a reconnaissance unit (intelligence agency) to perform reconnaissance tasks (activities) in the forms and methods defined by the guidelines, manuals and doctrinal documents on combat training in the Armed Forces of Ukraine.
LOmpt-19		Applies knowledge and skills in organising and planning reconnaissance at the tactical level (up to and including a line battalion), is able to define tasks for intelligence agencies, organises the collection and processing of reconnaissance.
LOmpt-20		Applies knowledge and skills in decision-making in accordance with the troop leading procedures (TLP), taking into account the experience of NATO partner countries.
LOmpt-21		Possess the skills to prepare combat documents for decision-making on performing reconnaissance tasks in various types of combat operations, taking into account the experience of NATO partner countries.

	LOmpt-22	Performs duties with a subordinate reconnaissance unit (intelligence agency) in a joint team or autonomously, during joint operations as part of joint units of the Armed Forces of Ukraine and NATO member states.
8 - Resource support for the programme implementation		
Staffing of the programme		Academic staff involved in the educational programme are full-time employees of the Military Academy, have academic degrees, academic titles and a proven level of scientific and professional competence. Professional competences are delivered by professionals with professional experience and combat experience.
Logistical and Technical Support		The material and technical base of the Military Academy (Odesa) and the Educational Support Centre of the Military Academy is used to implement the competences and learning outcomes specified in the programme. The material and technical support meets the licensing requirements for the provision of educational services in the field of higher education and is sufficient to ensure the quality of the educational process, in particular: classrooms; computer classes (laboratories); specialised laboratories; gyms, sports grounds; library, reading room; multimedia equipment; premises for research and teaching staff; barracks accommodation; dining room, etc.
Information and Educational and Methodological Support		Educational and methodological support is developed in accordance with the current regulatory and legislative documents of the Ministry of Education and Science of Ukraine and orders of the Ministry of Defence of Ukraine The library resources are used in the training, including educational materials, educational and methodological developments of pedagogical staff. The programme is implemented using the virtual learning environment of the Military Academy (Odesa), author's developments, textbooks and manuals and other teaching and methodological materials. The official website of the Academy (http://vaodesa.mil.gov.ua/) provides an opportunity to use all available resources of the library without any obstacles.

2. LIST OF COMPONENTS OF THE EDUCATIONAL PROGRAMME OF THE PROFESSIONAL MILITARY EDUCATION COURSE AND CORRESPONDENCE OF PROGRAMME COMPETENCES AND LEARNING OUTCOMES TO THE COMPONENTS OF THE EDUCATIONAL PROGRAMME

2.1. List of EP components

Code n/disc.	Components of the educational programme (disciplines)	Number of credits	Form of final control
MS 1.	Combat employment of mechanised units (battalion, separate battalion)	2,0	Credit
MS 3.	Combat employment of technical reconnaissance means and counteraction to technical reconnaissance means	2,0	Credit
MS 4.	Organisation of intelligence and information activities	1,4	Credit
MS 5.	Armament of combat vehicles of units and fire training	5,0	Credit
MS 6.	Structure and maintenance of armoured vehicles	1,3	Credit
MS 7.	Driving combat vehicles of reconnaissance units	1,3	Credit
MS 8.	Military reconnaissance	12,0	Examination
MS 9.	The troop leading procedures (TLP)	5,0	Credit
Total for the programme of credits		30,0	

2.2 Correspondence of programme competences to the components of the educational programme

	MS 1.	MS 3.	MS 4.	MS 5.	MS 6.	MS 7.	MS 8.	MS 9.
MSC 1	+							
MSC 3		+						
MSC 4			+					
MSC 5			+					
MSC 6				+				
MSC 7					+			
MSC 8						+		
MSC 9							+	
MSC 10							+	
MSC 11							+	
MSC 12							+	
MSC 13							+	
MSC 14								+
MSC 15								+
MSC 16								+

2.3 Correspondence of learning outcomes to the components of the study programme

	MS 1.	MS 3.	MS 4.	MS 5.	MS 6.	MS 7.	MS 8.	MS 9.
LOmpt-1	+							
LOmpt-2	+							
LOmpt-4		+						
LOmpt-5		+						
LOmpt-6			+					
LOmpt-7			+					
LOmpt-8				+				
LOmpt-9				+				
LOmpt-10					+			
LOmpt-11						+		
LOmpt-12							+	
LOmpt-13							+	
LOmpt-14							+	
LOmpt-15							+	
LOmpt-16							+	
LOmpt-17							+	
LOmpt-18							+	
LOmpt-19							+	
LOmpt-20								+
LOmpt-21								+
LOmpt-22								+

3. DISTRIBUTION OF EDUCATIONAL PROGRAMME COMPONENTS BY COURSES AND SEMESTERS OF STUDY

No. s/n	Code of academic discipline	Name of the discipline (module)	Final reporting (distribution by semesters)		Number of ECTS credits	Total number of hours	Contact hours (under the supervision of academic staff, instructors)				Control measure	Independent work	Distribution of classroom hours by courses and semesters														
			exams	tests			in total	including					1 course	2 course	3 course	4 course											
								lectures	group, seminars	practical, laboratory																	
																Semesters											
																1	2	3	4	5	6	7	8				
													Number of weeks in the semester														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21							
1	MS 1.	Combat employment of mechanised units (battalion, separate battalion)		7	2	60	46		34	12	4	14						14	32								
																		4	10								
																			Hall								
2	MS 3.	Combat employment of technical reconnaissance means and countering-reconnaissance means		8	2	60	58	2	34	22	4	2	16	16		2	10		6	8							
																2											
																				Hall							
3	MS 4.	Organisation of intelligence and information activities		7	1,4	42	40	16	8	16	4	2					8	10	22								
																			Hall								
4	MS 5.	Armament of combat vehicles of units and fire training		7	5	150	100	2	32	66	4	50		46	18		8	8	20								
														22	14		4	8	2								
																			Hall								
5	MS 6.	Structure and maintenance of armoured vehicles		4	1,3	40	40		34	6	4			16	10	14											
6	MS 7.	Driving combat vehicles of reconnaissance units		5	1,3	40	40		2	38	4							22	18								
7	MS 8.	Military reconnaissance	8		12	360	280	4	74	196	6	80		22	40	64	34	120									
														6	7	11	6	50									
																				E							
8	MS 9.	The troop leading procedures (TLP)		7	5	150	112		22	90	4	38		58	28				26								
														20	10				8								

4. PROGRAMMES OF ACADEMIC DISCIPLINES OF THE EDUCATIONAL PROGRAMME

COMBAT EMPLOYMENT OF MECHANISED UNITS (BATTALION, SEPARATE BATTALION)

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Combat employment of mechanised units (battalion, separate battalion)" at the courses is: training of a tactical level military management officer who understands the principles of general combat, the provisions of combat regulations and guidelines, uses them during training and combat missions, is able to conduct tactical calculations, skilfully employ the combat capabilities of units and organise interaction.

Knowledge:

principles of modern combined arms combat, provisions of military regulations and guidelines, be able to creatively apply them during the performance of assigned tasks by units; basics of organisation and conduct of tactical operations of mechanised units; organisational and personnel structure, objective, basics of organisation and conduct of tactical operations by a mechanised brigade; experience of using units of the Armed Forces of Ukraine in the anti-terrorist operation.

Skills:

make decisions and command units during combat missions; manage units in preparation for and during tactical operations; clarify tasks, assess the situation, formulate reconnaissance proposals in the main types of combat (tactical operations); be able to map decisions and set tasks to the extent necessary for units to perform assigned tasks; gain skills in working with combat graphic and text documents, their design and maintenance.

Competencies:

MSC-1 Ability to apply knowledge of the typical organisational structure, weapons, military equipment and tactics of units up to and including battalion in order to perform tasks by reconnaissance units in the interests of units up to and including battalion and organise interaction between them.

Organisational and methodological instructions:

Features of the methodology of conducting classes:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and discussion. To ensure clarity, technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used during the classroom.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities in the practical application of these theoretical provisions. Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is to be carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main goal is to ensure the level of knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to the cadets at the beginning of the course.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computers at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

The Combat Statute of the Airborne Assault Forces of the Armed Forces of Ukraine, Part II, III - K.: KDSHV, AFU, 2023.

Provisional Combat Statute of the Mechanised Forces of the Land Forces of the Armed Forces of Ukraine. Part 1: Brigade, 2022.

Doctrine "Land Forces of the Armed Forces of Ukraine" VKP 5-00(11)03.01, 2021

The Army's Combat Statute "Structure and Functioning of Control Points in Operations", approved by the Order of the Command of the Land Forces of the Armed Forces of Ukraine on 20 November 2020, No. 893 dsk

Combat Statute of the Land Forces "Samples of Combat Reports", approved by the Order of the Command of the Land Forces of the Armed Forces of Ukraine on 29 April 2020, no. 319 dsk

Doctrine of Training of the State Defence Forces VKP 7-00(01).01, K. MDU 2020

Instruction on the operational work of headquarters, part II (military unit), approved by the order of the Chief of the General Staff of the Armed Forces of Ukraine of 29.06.2016 No. 08

Temporary Procedure "Preparation of Operational (Combat) Documents", VKDP 5(3)-00(01).02, approved by the Order of the Commander-in-Chief of the Armed Forces of Ukraine No. 140 of 11 September 2020.

Titles of topics and allocation of class time by type of class

№ s/n	Types of training sessions, evaluation measures	Total hours	of which		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
		18	14	4	Topic 1: Organisational and personnel structure of a mechanised (tank) battalion.
1	Group session 1/1	2	2		<p>Lesson 1: Objective and content of the discipline "Combat employment of mechanised units (battalion, separate battalion). Basic principles of creating combined arms units in the armed forces of the leading countries of the world.</p> <p>1. The objective of teaching the discipline. Planned learning outcome. The structure of the discipline and the order of its study.</p> <p>2. Terms and definitions used in the study of the Organisational and personnel structure of units.</p> <p>3. Principles of creating an organisational structure of modern formations of combined arms battalions,</p>
2	Group session 1/2	3	2		<p>Lesson 2: Organisational and personnel structure of a mechanised (tank) battalion.</p> <p>1. Organizational and staffing structure of a mechanized battalion mounted on an infantry fighting vehicle.</p> <p>2. Organizational and staff structure of a mechanized battalion on an armoured personnel carrier.</p> <p>3. Organisational and personnel structure of a tank battalion.</p>
				1	<p>Organizational and staff structure of a mechanized (tank) battalion.</p> <p>1. Organizational and staffing structure of a mechanized battalion mounted on an infantry fighting vehicle.</p> <p>2. Organizational and staff structure of a mechanized battalion on an armoured personnel carrier.</p> <p>3. Organisational and personnel structure of a tank battalion.</p>
3	Group session 1/3	3	2		<p>Lesson 3: Weapons and military equipment of a mechanised (tank) battalion.</p> <p>1. Armament of a mechanised (tank) battalion.</p> <p>2. Military equipment of a mechanised (tank) battalion.</p>
				1	<p>Armament and military equipment of a mechanised (tank) battalion.</p> <p>1. Armament of a mechanised (tank) battalion.</p>

					2. Military equipment of a mechanised (tank) battalion.
4	Group session 1/4	3	2		Lesson 4. Mortar battery of a mechanised battalion. 1. Organisational and personnel structure and weapons of the mortar battery. 2. Purpose and basics of combat operations of artillery units. 3. Types of combat missions of a mortar battery of a mechanised battalion to destroy the enemy in the main types of combat.
				1	Mortar battery of a mechanized battalion. 1. Organizational and staff structure and weapons of the mortar battery. 2. Purpose and basics of combat operations of artillery units. 3. Types of combat missions of a mortar battery of a mechanised battalion to destroy the enemy in the main types of combat.
5	Group session 1/5	3	2		Lesson 5. Combat support units of a mechanised battalion. 1. Comprehensive support. Types of combat support and their characteristics. 2. Combat support units of the battalion. Purpose, Organisational and personnel structure. Fundamentals of combat employment in the main types of combat.
				1	Combat support units of a mechanized battalion. 1. Comprehensive support. Types of combat support and their characteristics. 2. Battalion combat support units. Purpose, Organisational and personnel structure. Fundamentals of combat employment in the main types of combat.
6	Group session 1/6	2	2		Lesson 6. Organisation of technical and logistics support in a battalion. 1. Purpose and content of technical and logistics support. 2. Units of technical and logistics support of the battalion. Purpose, Organisational and personnel structure. Basics of application in the main types of combat.
7	Group session 1/7	2	2		Lesson 7. Combat capabilities of a mechanised battalion in the main types of combat. 1. Fundamentals of combat capabilities of a mechanised battalion. 2. Characteristics of components and indicators of combat capabilities of a mechanised battalion.
		8	6	2	Topic 2. Location of the mechanised (tank) battalion on the ground and in the base camp.
8	Group session 2/1	3	2		Lesson 1. Location of a mechanised (tank) battalion on the ground. 1. The basics of the location of units on the ground. Requirements for the location area and the procedure for its preparation. 2. The area and implementation of the battalion's positioning on the ground. 3. Sentinel guard in the battalion area.
				1	Location of the mechanised (tank) battalion on the ground. 1. Basics of the location of units on site. Requirements for the location area and how to prepare it. 2. The battalion's area of operations and the implementation of the battalion's position on the ground.

					3. Sentry guard in the battalion area.
9	Group session 2/2	3	2		Lesson 2. Location of a mechanised (tank) unit in a base camp. 1. The basics of the location of units in the base camp. Requirements for the area of the base camp and the procedure for its preparation. 2. Organisation and implementation of daily activities in base camps. base camps. 3. Security and defence of the base camp.
				1	Positioning of mechanised (tank) forces in the base camp. 1. The basics of the location of units in the base camp. Requirements for the area of the base camp and the procedure for its preparation. 2. Organisation and implementation of daily activities in base camps. base camps. 3. Security and defence of the base camp.
10	Practical session 2/3	2	2		Lesson 3. Location of a mechanised (tank) battalion on the ground. 1. Preparation and equipment of the battalion's area on the ground. Drawing up a location diagram. 2. Organising the battalion's guard at the battalion's location. Drawing up a battalion guard scheme.
		8	6	2	Topic 3. Movement of a battalion (separate battalion).
11	Group session 3/1	3	2		Lesson 1: Modes of battalion movement and their characteristics. 1. Types and methods of movement of units. Characteristics of ways of movement. 2. Organisation of battalion preparation for movement depending on the chosen mode of movement. 3. Organisation and provision of the battalion's entry into the movement.
				1	Modes of battalion movement and their characteristics. 1. Types and methods of movement of units. Characteristics of ways of movement. 2. Organisation of battalion preparation for movement depending on the chosen mode of movement. 3. Organisation and provision of the battalion's en route.
12	Group session 3/2	3	2		Lesson 2. A mechanised battalion on the march 1. Basics of organising a battalion's march. Requirements for the route of advance. 2. Procedure for organising the march in anticipation of meeting the enemy and engaging in combat or out of danger of collision with the enemy. Basic calculations of the march. 3. Organisation of marching security in anticipation of meeting the enemy and engaging in combat or out of the threat of a collision with the enemy.
				1	Mechanized battalion on the march 1. Fundamentals of organising a battalion's march. Requirements for the route of advance. 2. Procedure for organising the march in anticipation of meeting the enemy and engaging in combat or out

					of danger of collision with the enemy. Basic calculations of the march. 3. Organisation of marching security in anticipation of meeting the enemy and engaging in combat or out of danger of collision with the enemy.
13	Practical session 3/3	2	2		Lesson 3. A mechanised battalion on the march. 1. The procedure for calculating the march of a mechanised battalion. 2. Building a column of a mechanised battalion in anticipation of meeting the enemy and entering into battle. Show the diagram. 3. Organisation of marching guard of the MB in anticipation of a meeting with the enemy.
		11	8	3	Topic 4. Mechanised battalion in defence.
14	Group session 4/1	3	2		Lesson 1: Mechanised battalion in defence. 1. Fundamentals of using a mechanised battalion in defensive combat. Features of preparation and conduct of positional and manoeuvre defence. 2. Battalion defence area, components and requirements for its equipment. 3. Combat security of a mechanised battalion. 4. Conducting defensive combat.
				1	Mechanised battalion in defence. 1. Fundamentals of using a mechanised battalion in defensive combat. Features of preparation and conduct of positional and manoeuvre defence. 2. Battalion defence area, components and requirements for its equipment. 3. Combat security of a mechanised battalion. 4. Conducting defensive combat.
15	Group session 4/2	3	2		Lesson 2: Preparation and conduct of defensive combat in a settlement. 1. Characteristics and types of settlements. Features of the construction of cities. 2. Features of the equipment of the battalion's defence area in settlements. 3. Peculiarities of battalion defensive combat in a settlement.
				1	Mechanised battalion in defensive combat. 1. Organisation and preparation of the battalion's defence area, its constituent elements and tactical standards for its equipment. 2. Construction of a mechanised battalion's defence (combat order, system of strongholds and firing positions, fire system, system of engineering barriers).
16	Practical session 4/3	5	4		Lesson 3. Mechanised battalion in defensive combat. 1. Organisation and preparation of the battalion's defence area, its components and tactical standards for its equipment.

					2. Draw up a scheme for the construction of a mechanised battalion defence (combat order, system of strongholds and firing positions, fire system, system of engineering barriers). Specify tactical standards.
				1	Mechanised battalion in defence. 1. The basics of using a mechanised battalion in defensive combat. Features of preparation and conduct of positional and manoeuvre defence. 2. Battalion defence area, components and requirements for its equipment. 3. Combat security of a mechanised battalion. 4. Conducting defensive combat.
		11	8	3	Topic 5. Mechanised battalion in the offensive.
17	Group session 5/1	3	2		Lesson 1 A mechanised battalion on the offensive. 1. The basics of using a mechanised battalion in an offensive battle. Peculiarities of preparing and conducting an offensive with a move from the depths (on the move) or from a position of direct contact with the enemy. 2. The initial area of the battalion, its components and requirements for its equipment, and the boundaries of deployment. 4. Conducting an offensive battle.
				1	Mechanised battalion in the offensive. 1. Fundamentals of using a mechanised battalion in an offensive battle. Peculiarities of preparing and conducting an offensive with a move from depth (on the move) or from a position of direct contact with the enemy. 2. The initial area of the battalion, its components and requirements for its equipment, and the boundaries of deployment. 4. Conducting an offensive battle.
18	Group session 5/2	3	2		Lesson 2: Preparing and conducting an offensive battle in a settlement. 1. Influence of the development of settlements on the conduct of the offensive. Features of the development of settlements and their consideration when conducting an offensive. 2. Features of battalion offensive combat in a settlement. 3. Features of combat support during an offensive in a settlement.
				1	Mechanized battalion in the offensive. 1. Preparing and conducting an offensive with a move from depth (on the move) or from a position of direct contact with the enemy. 2. Moving the battalion out of the initial area, elements and tactical standards for the designated lines. 3. Combat tasks of the battalion in an attack from depth. Tactical standards.
19	Practical session 5/3	5	4		Lesson 3. Mechanised battalion on the offensive. 1. Preparing and conducting an offensive with a move from depth (on the move) or from a position of

				<p>direct contact with the enemy.</p> <p>2. Draw up a scheme of the battalion's advance from the initial area, indicating all the constituent elements and tactical standards for the designated boundaries.</p> <p>3. Show on the diagram the combat tasks of the battalion in an attack from depth. Indicate tactical standards.</p>
			1	<p>Mechanised battalion in the offensive.</p> <p>1. The basics of using a mechanised battalion in an offensive battle. Peculiarities of preparing and conducting an offensive with advance from depth (on the move) or from a position of direct contact with the enemy.</p> <p>2. The initial area of the battalion, its components and requirements for its equipment, and the boundaries of deployment.</p> <p>4. Conducting an offensive battle.</p>
Controlling activities	4	4		Credit
Total for the educational component	60	46	14	

COMBAT EMPLOYMENT OF TECHNICAL RECONNAISSANCE MEANS AND COUNTERING-RECONNAISSANCE MEANS

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Combat employment of technical reconnaissance means and counteraction to technical reconnaissance means" is to train a tactical level military command officer who understands the structure, forms and methods of combat employment of technical reconnaissance means used by military reconnaissance and special operations units and understands the fundamental methods for countering enemy technical reconnaissance means.

Knowledge:

a comprehensive knowledge of the composition, purpose, main characteristics, and methods of combat employment of technical reconnaissance means used by reconnaissance units of the Armed Forces of Ukraine; knowledge of the procedure for preparing technical reconnaissance means for combat employment, methods of their operation and maintenance.

Skills:

use technical reconnaissance means for the effective performance of reconnaissance tasks and the transmission of reconnaissance information; to manage the activities of reconnaissance units and intelligence agencies, while performing tasks using technical reconnaissance means.

Competences:

MSC-3 Ability to use technical means of reconnaissance, communication and navigation, which are in service with reconnaissance units.

Organisational and methodological instructions:

Features of the methodology of conducting classes:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods – serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and discussion. To ensure clarity, technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used during the classroom.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities in the practical application of these theoretical provisions. Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is a system for controlling and reporting on

the quality of learning on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to cadets at the beginning of the course.

Classes are held in specialised classrooms equipped with technical teaching aids.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computing equipment at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

Dushkin Y., Maksymenko Y., Chkalov A., Galaktionov M. Lecture notes "Optical and optoelectronic means of reconnaissance." - Odesa: VA, 2022. - 120 p.

"Observation Post" Manual, General Staff of the Armed Forces of Ukraine, All-Ukrainian Military-Civilian Union "Combat Brotherhood of Ukraine." - Odesa: VA, 2022. 145 p.

Dushkin Y., Chkalov A., Tsapryka D., Galaktionov M. "Portable ground radar reconnaissance stations of the reconnaissance units of the Armed Forces of Ukraine", textbook: VA, 2022. 199 p.

Datsenko I., Sydorenko I., Stetsyk V., Dushkin Y., Maksymenko Y., et al. "Fundamentals of Training of Sergeants of Military Reconnaissance Units", manual - Kyiv. DIU, 2020. 771 p.

Korotkikh M. Training manual "Navigation equipment" Odesa, VA, 2013.

Titles of topics and distribution of training time by type of training

№ s/n	Types of training sessions, evaluation measures	Total hours	of which		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
		2	2		Topic 1: Technical means of reconnaissance of the reconnaissance units of the Armed Forces of Ukraine.
1	Lecture 1/1	2	2		<p>Lesson 1: Subject of study "Combat employment of technical reconnaissance means and counteraction to technical reconnaissance means".</p> <p>1. Subject of study of the discipline "Combat employment of technical reconnaissance means and counteraction to technical reconnaissance means", academic schedule and distribution of hours, forms of reporting for the discipline.</p> <p>2. Requirements for taking notes, completing individual tasks and course work.</p> <p>3. Forms and variants of current control of cadets' knowledge.</p> <p>4. Basic and auxiliary literature on the study of the structure and order of combat employment of technical reconnaissance means.</p>
		6	6		Topic 2. Optical means of reconnaissance.
2	Group session 2/1	2	2		<p>Lesson 1: Optical reconnaissance means of the reconnaissance units of the Armed Forces of Ukraine.</p> <p>1. Main samples of optical reconnaissance means of the reconnaissance units of the Armed Forces of Ukraine. The purpose and capabilities of conducting reconnaissance with their help.</p> <p>2. Preparation for use and work with optical reconnaissance means. Peculiarities of conducting surveillance with the help of optical reconnaissance means.</p> <p>3. The procedure for determining distances to targets using optical reconnaissance means. Application of the "thousandth" formula.</p> <p>3. The procedure for mapping the polar coordinates of objects and targets, converting them to rectangular coordinates.</p> <p>4. Peculiarities of conducting surveillance and determining the coordinates of targets based on the experience of using reconnaissance units in the performance of combat missions.</p>

3	Practical session 2/2	2	2	<p>Lesson 2: Training in determining distances to targets using optical reconnaissance means.</p> <p>1: Features of determining distances to targets using the "thousandth" formula when using optical reconnaissance means.</p> <p>2. Practical training in determining distances to targets using the thousandth formula when using optical reconnaissance means.</p>
4	Practical session 2/3	2	2	<p>Lesson 3: Practical application of optical reconnaissance means.</p> <p>1. Preparation of optical reconnaissance means for surveillance.</p> <p>2. Practical use of optical reconnaissance means in conducting surveillance and determining distances to targets.</p>
		8	8	Topic 3. Observation post.
5	Group session 3/1	2	2	<p>Lesson 1: Observation post.</p> <p>1. Purpose, composition and tasks of the observation post.</p> <p>2. Duties of the officials of the observation post.</p> <p>3. Selection of location, types of observation post, its equipment and camouflage.</p>
6	Group session 3/2	2	2	<p>Lesson 2: Procedure for conducting reconnaissance by personnel of an observation post.</p> <p>1. The procedure for drawing up a terrain diagram, features of landmarks on the diagram and ways to determine their polar coordinates.</p> <p>2. The observation log and the procedure for its maintenance.</p> <p>3. Report on the results of observation.</p> <p>4. Peculiarities of conducting reconnaissance by the personnel of the observation post during the day and at night.</p>
7	Practical session 3/3	4	4	<p>Lesson 3: Conducting reconnaissance by the personnel of the observation post.</p> <p>1. Choosing a place for an observation post.</p> <p>2. Practical arrangement and camouflage of the observation post.</p> <p>3. Conducting observation and determining the polar and rectangular coordinates of landmarks and targets, drawing them on a map (diagram). Keeping an observation log.</p> <p>4. Report on the results of observation.</p>
		12	12	Topic 4. Optical and electronic means of reconnaissance
8	Group session 4/1	2	2	<p>Lesson 1: Laser reconnaissance device LPR-1 "KARALON-M".</p> <p>1. Purpose and tactical and technical characteristics of the laser reconnaissance device LPR-1 "KARALON".</p> <p>2. Equipment of the LPR-1 "KARALON".</p> <p>3. Controls of the laser reconnaissance device LPR-1 "KARALON".</p>

				<p>4. Information board of the left eyepiece of LPR-1 "KARALON".</p> <p>5. The procedure for determining the direction using an angle measuring device.</p> <p>6. Maintenance of the laser reconnaissance device LPR-1 "KARALON".</p> <p>7. Safety measures during the operation of LPR-1 "KARALON".</p>
9	Group session 4/2	2	2	<p>Lesson 2. Laser rangefinders of reconnaissance units.</p> <p>1. Purpose, tactical and technical characteristics, equipment and procedure for the use of the automated reconnaissance complex SN-4003.</p> <p>2. Purpose, tactical and technical characteristics, equipment and procedure for the use of the quantum rangefinder KTD-2.</p> <p>3. Modern rangefinders used in the performance of combat missions.</p>
10	Group session 4/3	2	2	<p>Lesson 3: Night Reconnaissance Devices.</p> <p>1. The principle of operation of reconnaissance devices for night surveillance.</p> <p>2. Purpose, tactical and technical characteristics and safety measures during the operation of BN-1 "BLIK", BN-2 "RELIC", AN/PVS-14.</p> <p>3. Components of night reconnaissance devices, which are in service with reconnaissance units of the Armed Forces of Ukraine.</p> <p>4. Maintenance and storage of night reconnaissance devices.</p> <p>5. Procedure for conducting surveillance at night, determining the polar and rectangular coordinates of targets.</p> <p>6. Modern night reconnaissance devices, features and procedure for their combat employment based on the experience of combat operations.</p>
11	Group session 4/4	2	2	<p>Lesson 4. Thermal imaging reconnaissance devices.</p> <p>1. Principle of operation of thermal imaging devices.</p> <p>2. Purpose, tactical and technical characteristics and safety measures during operation of PULSAR XQ-50F, PULSAR XQ-50.</p> <p>3. Components of the thermal imaging surveillance device PULSAR XQ-50F, PULSAR XQ-50.</p> <p>4. Maintenance and storage of thermal imaging reconnaissance devices.</p> <p>5. The procedure for detecting objects and targets using thermal imaging reconnaissance devices. Observation and determination of polar and rectangular coordinates of targets.</p> <p>6. Modern thermal imaging reconnaissance devices, features and procedure for their combat employment based on the experience of combat operations.</p>
12	Practical session 4/5	4	4	<p>Lesson 5. Combat employment of laser rangefinders.</p> <p>1. Combat employment of the laser reconnaissance device LPR-1 "KARALON-M".</p> <p>2. Combat employment of the quantum rangefinder KTD-2.</p> <p>4. Combat employment of the automated reconnaissance complex SN-4003.</p>

					3. Determination of polar and rectangular coordinates of targets, marking targets on a map (diagram).
		4	4		Topic 5. Navigation equipment
13	Group session 5/1	2	2		Lesson 1: Modern satellite navigation systems and navigation devices. 1. General information about the organisation of the satellite navigation system. 2. Modern satellite navigation systems of the leading countries of the world. 3. Set of navigation equipment SN 3003 "BASALT". Purpose of technical specifications and capabilities. 4. Individual navigation device SN 3003MN "BASALT-M". Designation of technical specifications and capabilities. 5. Procedure for the combat employment of modern navigation devices in reconnaissance.
14	Practical session 5/2	2	2		Lesson 3: Combat employment of navigation equipment. 1. Determination of location coordinates using modern navigation devices. 2. Determination of current coordinates, direction and speed of movement. 3. Drive along the route using modern navigation devices.
		4	2	2	Topic 6. Radar means of reconnaissance.
15	Group session 6/1	4	2		Lesson 1: Ground-based radar 112L1 "Badger". Basic specifications, purpose, equipment and procedure for combat employment in solving reconnaissance tasks. 1. Purpose and tactical and technical characteristics of the 112L1 "Badger" ground radar. 2. Completeness of the 112L1 "Badger" ground radar. 3. Controls of the 112L1 "Borsuk" ground-based radar. 4. Preparation for operation, switching on and off, checking the product performance. 5. The procedure for searching and determining coordinates in different modes of operation.
				2	Ground-based radar 112L1 "Badger". Main specifications, purpose, equipment and procedure for combat employment in solving reconnaissance tasks. 1. Purpose and tactical and technical characteristics of the 112L1 "Borsuk" ground radar. 2. Completeness of the 112L1 "Badger" ground radar. 3. Controls of the 112L1 "Borsuk" ground-based radar. 4. Preparation for operation, switching on and off, checking the product performance. 5. The procedure for searching and determining coordinates in different modes of operation.
		6	6		Topic 7. Software products.
16	Group session 7/1	2	2		Lesson 1: Software products used by the Armed Forces of Ukraine. 1. General information about software products. 2. Mobile application "MilChat"

				3. Kropyva software package.
17	Practical session 7/2	4	4	Lesson 2. Application of the Kropyva software package. 1. Installing and updating applications of the software package. Loading resources. 2. Using the basic functions of the Kropyva Map application. 3. Using the capabilities of the "Battle Order" section 4. Performing practical tasks.
		4	4	Topic 8: Radio technical means of reconnaissance.
18	Group session 8/1	2	2	Lesson 1: Small-sized tactical radio reconnaissance system "PLASTUN - RP". 1. Purpose, main technical characteristics and reconnaissance capabilities of the small-sized tactical radio reconnaissance system "PLASTUN - RP". 2. Components of the small tactical radio reconnaissance system "PLASTUN - RP". 3. Controls of the small tactical radio reconnaissance system "PLASTUN - RP". 4. Procedure for combat employment of the small tactical radio reconnaissance system "PLASTUN - RP".
19	Group session 8/2	2	2	Lesson 2. VHF radio interception device based on SDR technology "MALVA". 1. Purpose, main technical characteristics and reconnaissance capabilities of the MALVA product. 2. Description and operation of the MALVA product. 3. Preparation of the MALVA product for combat employment. 4. Procedure for working with the software application of the MALVA product.
		6	6	Topic 9: Unmanned aerial vehicles and systems.
20	Group session 9/1	2	2	Lesson 1: Unmanned aerial vehicles, specifications, classification and reconnaissance capabilities. 1. General information about unmanned aerial vehicles. 2. Classification and main tactical and technical characteristics of unmanned aerial vehicles. Possibilities and features of conducting reconnaissance with their help. 3. Procedure and options for the combat employment of unmanned aerial vehicles. 4. Integrated use of unmanned aerial vehicles together with means of destruction. Correction of artillery fire.
21	Practical session 9/2	4	4	Lesson 2: Combat employment of unmanned aerial vehicles in the performance of reconnaissance tasks. 1. Planning and preparation for reconnaissance with the help of unmanned aerial vehicles. 2. Combat employment of unmanned aerial vehicles in the performance of reconnaissance tasks. 3. Analysing the information received, determining the coordinates and mapping of objects and targets. Report on the results of reconnaissance.
		8	8	Topic 10. Countering foreign technical reconnaissance means.

22	Group session 10/1	2	2	<p>Lesson 1: Characteristics, main specifications and capabilities of foreign technical reconnaissance assets.</p> <p>1. Classification of foreign technical reconnaissance.</p> <p>2. Foreign technical reconnaissance means. Basic specifications and capabilities for conducting reconnaissance.</p> <p>3. Main directions of development of foreign technical reconnaissance.</p> <p>4. Indicators for assessing the capabilities of foreign technical reconnaissance.</p>
23	Group session 10/2	2	2	<p>Lesson 2: The main ways and means of countering unmanned aerial vehicles.</p> <p>1. Methods and types of combat employment of unmanned aerial vehicles.</p> <p>2. Ways to counter unmanned aerial vehicles.</p> <p>3. Means of countering unmanned aerial vehicles.</p> <p>4. Experience in countering enemy UAVs in combat operations.</p>
Controlling measures		4	4	Credit
Total for the educational component		60	58	2

ORGANISATION OF INTELLIGENCE AND INFORMATION ACTIVITIES

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Organisation of Intelligence and Information Activities" is to prepare a tactical-level military officer who understands the basics of organising information work in tactical and operational level reconnaissance units of the Armed Forces of Ukraine, knows modern ways and methods of obtaining information, can analyse, systematise, summarise, assess the importance and practically compile intelligence documents, be able to identify intelligence objects by their characteristics, methods of activity of troops on

Knowledge:

the procedure for organising intelligence support during the planning and execution of tasks; requirements of guiding documents for the development of information (reporting and information documents) of the intelligence body; procedure for planning and collecting intelligence information; guiding documents for planning and conducting intelligence and information work in a military unit; requirements of guiding documents for organising document flow; methods of analysing tasks and intelligence information, possible sources and means of obtaining information; requirements of guiding documents

Skills:

organize the intelligence and information work of the unit, for the effective use of forces and means during the performance of assigned tasks, to maintain documentation of the intelligence (intelligence and information) unit of the headquarters of the military unit (subdivision); to analyze tasks and information, take into account the peculiarities of the situation (agent-operational situation) and the theatre of war in the interests of making decisions on planning and conducting reconnaissance; to process information, determine its reliability, completeness and priority, to

Competences:

MSC-4 Ability to develop information (reporting) documents of the unit (body, military unit).

MSC-5 Ability to plan the collection of reconnaissance information (data), develop an intelligence collection plan and monitor its implementation.

Organisational and methodological instructions:

Features of the methodology of conducting classes:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and discussion. To ensure clarity, technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used during the classes.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities in the practical application of these theoretical provisions. Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is the system of control and reporting on the quality of learning. The main goal is to ensure the level of knowledge and the strength of the skills and abilities they have developed.

The number of evaluation measures and the forms of their implementation are communicated to the cadets at the beginning of the course.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computers at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

Combat manual of the mechanised and tank troops of the Land Forces of the Armed Forces of Ukraine, Part II (company battalion). K.: KSV ZSU, 2016.

Training Organisational and personnel structure of the units of the Armed Forces of Ukraine. - Odesa: OISV, 2005. 88 p.

Organisation, armament and tactics of actions of units of a probable enemy. - Odesa: OISV, 2005. 67 p.

Development of views on the preparation and conduct of special operations in the Armed Forces. Study guide. - Sumy: "Mriya-1", LTD, 2004. – 152 p.

Current information materials of the Defence Intelligence of Ukraine.

Periodicals: "The Army of Ukraine".

Titles of topics and distribution of training time by type of training

№ s/n	Types of training sessions, control activities	Total hours	of them		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
Section 1. Organisation and conduct of information and analytical activities.					
		8	8		Topic 1: Information and Analytical Activities in the System of Special and Military Reconnaissance.
1	Lecture 1/1	2	2		Lesson 1: Subject of the discipline "Organisation of Reconnaissance and Information Activities". 1. The subject and structure of the discipline, its role in the training of the commander of an reconnaissance and analytical unit. Interrelation with other disciplines, recommendations for independent learning. 2. The legislative framework of Ukraine and NATO countries on the organisation and conduct of information and analytical activities. 3. Information and analytical activities: basics of methodology (based on NATO experience and standards).
2	Lecture 1/2	2	2		Lesson 2. The role and place of information activities as an integral part of intelligence. 1. Organisational and moral and psychological aspects of intelligence and information activities. 2. Competencies of the analyst.
3	Lecture 1/3	2	2		Lesson 3: The process of intelligence activity. 1. The essence and content of military information and requirements for it. 2. Intelligence activity and its components. 3. The cycle of intelligence activities.
4	Group session 1/4	2	2		Lesson 4. Disciplines of intelligence activities. 1. HUMINT. 2. IMINT. 3. SIGINT. 4. MASINT 5. OSINT.

				6. CI. 7. Intelligence sources.
		10	10	Topic 2. Reconnaissance Objects and Assessment of the Armed Forces of Foreign Countries.
5	Lecture 2/1	2	2	Lesson 1: Reconnaissance Objects as a Subject of Reconnaissance Activity. 1. The essence and content of the concept of "Reconnaissance Object". Classification of objects. 2. Structure of reconnaissance objects and their general characteristics. Content of information about objects. 3. Protection of troops and objects and counterreconnaissance struggle in foreign armies.
6	Group session 2/2	2	2	Lesson 2: Typology of reconnaissance features. 1. Physical features of objects and the specifics of their manifestation: heat transfer, sound, appearance, colour, etc. 2. Structural features and the specifics of their manifestation: conditional insignia, insignia, country affiliation, number of elements. 3. Tactical features and specificity of their manifestation: location, place in the combat order, use of terrain, etc. 4. Main characteristics of reconnaissance signs of objects and activities of troops.
7	Lecture 2/3	2	2	Lesson 3. Methods of assessing the armed forces of foreign countries. Assessment and forecasting of the military-political situation. 1. General assessment of the Armed Forces of foreign countries. 2. Assessment of the mobilisation capabilities of the armed forces of foreign countries. 3. Assessment of operational and combat training of the Armed Forces of foreign countries. 4. The essence of the military-political situation and its classification. 5. The main content and sequence of IDP assessment.
8	Seminar 2/4	4	4	Lesson 4. Assessment of IDPs in a particular country and region. 1. IDP actors directly related to the region. 2. Tactics of illegal armed groups. 3. Conditions for the creation, preparation for combat operations (terrorist acts, sabotage) and tactics of illegal armed groups.
Section 2. Methodology of information and analytical activities.				
		18	18	Topic 3. General research methods in reconnaissance and information activities.
9	Lecture 3/1	2	2	Lesson 1: General research methods in reconnaissance and information activities. 1. Methods of collecting and summarising information. 2. Working with sources of information.

10	Lecture 3/2	2	2		Lesson 2. Working with information sources. 1. Evaluation and verification of the source of evidence. 2. Assessment of the reliability of the source and information for reliability.
11	Practical session 3/3	4	4		Lesson 3. Application of information pre-processing methods. 1. Evaluation of sources and information. 2. Business game (information, intelligence, disinformation, information noise).
12	Practical session 3/4	4	4		Lesson 4. Preliminary information processing. 1. Methods of analysing relationships in information processing. 2. Analysis of information coming from different sources.
13	Lecture 3/5	2	2		Lesson 5. Analysis of existing methods of information processing. 1. Mental maps. 2. Method of studying chronology, 3. Link Analysis method of link analysis.
14	Practical session 3/6	4	4		Lesson 6. Practical application of general research in reconnaissance and information activities. 1. Mental maps. 2. Method of studying chronology, 3. Method of link analysis Link Analysis.
15	Controlling measures	6		2	Preparation for the test
			4		Examination
Total for the educational component		42	40	2	

ARMAMENT OF COMBAT VEHICLES, UNITS AND FIREARMS TRAINING

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Armament of combat vehicles, units and firearms training" is to prepare a tactical level military management officer who understands the general structure of armament of combat vehicles (units) and firearms training, methods of preparation and bringing to normal combat, operation of armament of combat vehicles (units) in service with military reconnaissance and special operations units.

Knowledge of:

general structure, armament of the combat reconnaissance vehicle BRM-1K, which is in service with the reconnaissance units of the Armed Forces of Ukraine; general structure, armament of the armoured personnel carrier BTR-80, which is in service with the reconnaissance units and Special Forces units of the Armed Forces of Ukraine; basics and rules of firing of weapons of combat vehicles; basics of fire control of the unit in combat; methods of conducting practical fire training.

Skills:

organise sight alignment, combat checks and bringing twin machine guns and main armament of combat vehicles to normal combat; to organise fire training; to organise and conduct firing exercises with small arms and melee weapons; to organise and conduct maintenance of weapons after firing; to control the fire of the squad in defence.

Competencies:

MSC-6 Ability to prepare and use firearms in service with reconnaissance units: small arms, collective weapons, anti-tank weapons, armament of combat vehicles, as well as advanced combat vehicles using targeting devices, night vision, thermal imaging and without them, mortars (including foreign models). To carry out fire control.

Organisational and methodological instructions:

Peculiarities of the methodology of conducting classes:

The methodology of teaching a discipline is based on the basic principles of didactics (theory of reasoning and learning). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations of them to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and discussion. To ensure clarity, technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used during the classes.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities in the practical application of these theoretical provisions. Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge among cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is a system for controlling and reporting on

the quality of learning on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to cadets at the beginning of the course.

Classes are held in specialised classrooms equipped with technical teaching aids.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computing equipment at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

DSTU V 3576-97. Operation and repair of military equipment. Terms and definitions.

Armoured personnel carrier BTR-80. Structure and basics of operation. MOD Lviv-2012.

Armoured personnel carrier BTR-3DA "Operation Manual" B1352 RE-LU 2015

Handbook of the Armoured Service of the Armed Forces of Ukraine 2013. 133 pp.

Armoured weapons. Study guide. Military Academy. 2015.

Management of technical support of units of the military unit of the Armed Forces of Ukraine, part 2. MOD Odesa-2011.

Structure and operation of basic armoured vehicles. MOD Lviv-2012.

Military repair of weapons and military equipment. IOU OISV-2004.

Evacuation of weapons and military equipment Odesa 2004. 116 p.

Titles of topics and distribution of training time by type of training

No. s/n	Types of training sessions, evaluation measures	Total hours	of which		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
Chapter 1. Structure of weapons and melee weapons.					
		2	2		Topic 1: Armament of units.
1	Lecture 1/1/1	2	2		Lesson 1: Subject and objectives of the discipline "Armament of combat vehicles and firearms training". 1. Academic discipline "Armament of combat vehicles and firearms training", its purpose and main tasks. 2. The procedure for studying the discipline. 3. A brief history of the creation of weapons and combat vehicles of units.
Section 2. Methods of fire training.					
		8	4	4	Topic 2. Methodical training of unit commanders in fire training.
2	Group session 2/2/1	4	2		Lesson 1: General provisions. 1. Objectives of fire training and forms of training. 2. Principles and methods of training. 3. General requirements for firearms training.
				2	General provisions. 1. Organisation of firearms training sessions. 2. Methodological skills. 3. Forms of firearms training.
3	Group session 2/2/2	4	2		Lesson 2: Small arms and combat vehicle firing course. 1. Purpose and structure of the firing course. 2. General provisions, requirements for the organisation, procedure and safety measures during fire training and firing. 3. The procedure for determining an individual firearms training assessment.
				2	Course of fire from small arms and combat vehicles. 1. Rules for marking firing course exercises.

					2. Organisation and conduct of firing. 3. Procedure and conditions for performing small arms firing exercises.
Section 3. Armament of combat vehicles.					
		16	8	8	Topic 3: Armament of the BRM-1K combat reconnaissance vehicle.
3	Group session 3/3/1	4	2		Lesson 1: BRM-1K combat reconnaissance vehicle. 1. Tactical and technical characteristics, personnel deployment. 2. Placement of elements of the weapons complex. Ammunition and its placement in the vehicle. 3. Guidance drives.
				2	Combat reconnaissance vehicle BRM-1K. 1. Purpose and combat capabilities of the BRM-1K. 2. Loading ammunition into the vehicle. 3. Guidance drives.
4	Group session 3/3/2	4	2		Lesson 2. 73 mm gun 2A28. 1. Purpose, combat characteristics, general structure and principle of operation of the gun. 2. Incomplete disassembly and assembly of the 2A28 gun 3. The procedure for preparing the gun for firing.
				2	73-mm gun 2A28. 1. Interaction of gun parts. 2. Structure of the PG-15V, PG-15V shot. 3. Possible malfunctions of the gun during firing and ways to eliminate them.
5	Group session 3/3/3	4	2		Lesson 3: Sight 1PN22M2. 1. General structure, controls and characteristics of the 1PN22M2 sight. 2. Preparation of the 1PN22M2 sight for operation in different modes. 3. Possible malfunctions of the sight and ways to eliminate them.
				2	TKN-3B observation device. 1. General structure, controls and characteristics of the TKN-3B device 2. Preparation of the TKN-3B sight for operation in different modes. 3. Possible malfunctions of the device and ways to eliminate them.
6	Group session 3/3/4	4	2		Lesson 4. Sight alignment and checking of combat and bringing the twin BRM-1K twin machine gun. 1. Alignment on a control target. 2. Procedure for checking the combat and bringing the PKT machine gun to normal combat. 3. Construction of the BRM-1K control target.
				2	Sight alignment and combat check and bringing the twin BRM-1K twin machine gun. 1. Verification of the BRM-1K weapon at a remote point.

					practice2. Actions of the crew during the combat check and bringing the PKT machine gun to normal combat. 3. The procedure for filling in the documentation after bringing the PKT machine gun to normal combat.
Section 4. Fire training and firing.					
		6	4	2	Topic 4. Fire training. Performing firing exercises with weapons of combat vehicles.
7	Practical session 4/4/1	8	4		Lesson 1: Crew actions when arming combat vehicles. 1. Training in crew actions when armed with BRM-1K 2. Fulfilment of standards for fire training 3. Sight alignment, combat check and bringing the twin machine gun to normal combat BRM-1K.
				2	Crew actions when arming combat vehicles. 1. Procedure for crew actions when arming BRM-1K. 2. Conditions of performance, procedure and time indicators of fire training standards. 3. Construction of a control target and filling out documentation after bringing the machine gun to normal the machine gun to normal operation.
Section 5. Fundamentals and rules of fire.					
		4	2	2	Topic 5. Fundamentals and rules of fire of weapons of combat vehicles.
8	Group session 5/5/1	4	2		Lesson 1: Rules of fire from the BRM-1K weapon. 1. Rules for assigning initial settings. 2. Rules of firing from BRM-1K weapons at emerging and moving targets. 3. Solving firing problems.
				2	Rules of fire from BRM-1K weapons. 1. Initial settings for the first shot. 2. Rules of firing from the 2A28 gun at long distances. 3. Corrections for wind and target movement.
Section 6. Fire training and firing.					
		12	10	2	Topic 6: Fire training. Performing firing exercises with small arms and melee weapons.
9	Practical session 6/6/1	2	2		Lesson 1: Techniques and methods of fire from small arms and combat vehicles. 1. Study of the main provisions of the Shooting Course. 2. Study of the conditions for performing firing exercises and safety measures. 3. Admission to the shooting exercises.
10	Practical session 6/6/2	4	4		Lesson 2: Techniques and methods of firing small arms and melee weapons during the day. 1. Checking the battle and bringing small arms to normal. 2. Performing a training exercise with ACS (AK-TK) for high-speed firing. 3. Fulfilment of fire training standards
11	Practical session 6/6/3	6	4		Lesson 3: Techniques and methods of firing small arms and melee weapons at night.

					1. Performing a training exercise with an ACS (AK-TK) for high-speed firing. 2. Fulfilment of fire training standards
				2	Maintenance of weapons after firing. 1. Routine maintenance, cleaning, lubrication. 2. Control inspection of the weapon.
		20	16	4	Topic 7. Fire training. Performing firing exercises with weapons of combat vehicles.
12	Practical session 6/7/1	8	6		Lesson 1: Crew actions when arming combat vehicles. 1. Training in crew actions when armed with BRM-1K, performing a preparatory exercise for the exercise training firing from the BRM-1K weapon on the spot at emerging targets. 2. Fulfilment of fire training standards 3. Sight alignment, combat check and bringing the twin machine gun to normal combat BRM-1K.
				2	Maintenance of weapons after firing. 1. Routine maintenance, cleaning, lubrication. 2. Control inspection of the weapon.
13	Practical session 6/7/2	8	6		Lesson 2: Techniques and methods of firing from weapons of combat vehicles during the day. 1. Sight alignment, combat check and bringing the twin machine gun to normal operation BRM-1K. 2. Execution of a training exercise on firing from the BRM-1K. 3. Fulfilment of fire training standards.
				2	Maintenance of weapons after firing. 1. Routine maintenance, cleaning, lubrication. 2. Control inspection of the weapon.
14	Practical session 6/7/3	4	4		Lesson 3: Techniques and methods of firing from weapons of combat vehicles at night. 1. Performing a training exercise of firing from BRM-1K. 2. Fulfilment of fire training standards
Section 7. Armament of combat vehicles.					
		20	10	10	Topic 8: Armament of the BTR-80 armoured personnel carrier.
15	Group session 7/8/1	4	2		Lesson 1: BTR-80 armoured personnel carrier. 1. Armament of the armoured personnel carrier BTR-80. Turreted machine gun installation BPU-1. 2. Ammunition of BTR-80 and its placement in the car. 3. Purpose, general structure and placement of the 902B system.
				2	Turreted machine gun mount BPU-1. 1. Guidance mechanisms. 2. Composition and placement of electrical equipment. 3. Possible malfunctions of the turret and ways to eliminate them.
16	Group	4	2		Lesson 2: Sight and observation devices of APCS-80.

	session 7/8/2				<ol style="list-style-type: none"> 1. Composition and placement of sighting and observation devices. 2. Purpose, characteristics and general structure of the 1PZ-2 (1PZ-7) sight. 3. Preparation for operation of the 1PZ-2 sight. Possible malfunctions of the 1PZ-2 and methods of their elimination.
				2	<p>Sight and observation devices of BTR-80.</p> <ol style="list-style-type: none"> 1. The procedure for servicing sighting and observation devices. 2. Rules of operation of the 1PZ-2 (1PZ-7) sight in night conditions. 3. Possible malfunctions of the 1PZ-2 and ways to eliminate them.
17	Group session 7/8/3	4	2		<p>Lesson 3: TKN-3.</p> <ol style="list-style-type: none"> 1. Purpose, characteristics and general structure of the TKN-3 observation device. 2. Tank searchlight OU-3GA. 3. Preparation for operation of the TKN-3 and OU-3GA, possible malfunctions of the device and ways to of their elimination.
				2	<p>TKN-3.</p> <ol style="list-style-type: none"> 1. Rules of operation of the TKN-3 observation device sight in night conditions. 2. Features of using the searchlight OU-3GA. 3. Spare parts and accessories for the TKN-3 and OU-3GA.
18	Group session 7/8/4	4	2		<p>Lesson 4. 14.5 mm heavy machine gun KPVT.</p> <ol style="list-style-type: none"> 1. Purpose, combat properties, general structure and principle of operation of the machine gun. 2. Purpose and general structure of the main parts and mechanisms of the machine gun. Operation of parts and mechanisms of the machine gun during loading and firing. 3. The procedure for incomplete disassembly and assembly of the machine gun.
				2	<p>14.5 mm heavy machine gun KPVT.</p> <ol style="list-style-type: none"> 1. Interaction of machine gun parts and mechanisms during firing. 2. Delays in firing and ways to eliminate them. 3. Conditions of performance, time indicators and procedure for incomplete disassembly and assembly of the machine gun.
19	Group session 7/8/5	4	2		<p>Lesson 5. Checking the battle and bringing the BTR-80 armament to normal combat.</p> <ol style="list-style-type: none"> 1. Checking the alignment and alignment of machine guns and sights on a control and alignment target. 2. Procedure for checking the machine guns' fire and bringing the APC to normal combat. 3. Construction of a control and verification target BTR-80
				2	<p>Checking the battle and bringing the armament of the APCS-80 to normal combat.</p> <ol style="list-style-type: none"> 1. Alignment of machine guns and sights at a remote point. 2. Actions of the crew during the checking of the machine guns and bringing the APC to normal combat. 3. The procedure for filling in the documentation after bringing the machine guns to normal combat.
Section 8. Fire training and firing.					

		8	6	2	Topic 9: Fire training. Performing firing exercises with weapons of combat vehicles.
20	Practical session 8/9/1	8	6		Lesson 1: Crew actions when arming combat vehicles. 1. Training in the actions of the crew when armed with APCS-80. 2. Fulfilment of standards for fire training 3. Checking the battle and bringing the APCS-80 armament to normal combat.
				2	Crew actions when arming combat vehicles. 1. Procedure for crew actions when arming BTR-80. 2. Conditions of performance, procedure and time indicators of fire training standards. 3. Construction of a control target and filling in the documentation after bringing machine guns to normal combat.
Section 9. Fundamentals and rules of fire.					
		4	2	2	Topic 10. Fundamentals and rules of fire of weapons of combat vehicles.
21	Group session 9/10/1	4	2		Lesson 1: Rules of fire from APCS-80 weapons. 1. Rules for assigning initial settings. 2. Rules of firing from BTR-80 weapons at targets that appear and move. 3. Solving firing problems.
				2	Rules of fire from BTR-80 weapons. 1. Initial settings for the first shot. 2. Corrections for wind and target movement. 3. Solving firing problems.
Section 10. Structure of weapons and means of close combat.					
		4	2	2	Topic 11: Armament of units.
22	Group session 10/11/1	4	2		Lesson 1: Anti-tank missile system 9K111. 1. Purpose, general structure of the 9K111 complex. 2. Purpose, technical characteristics of the 9P135M launcher, general structure of its main parts and principle of operation. 3. Purpose, combat characteristics, general structure and principle of operation of the 9M111 anti-tank missile (9M111-2, 9M113) ANTI-TANK MISSILE.
				2	Anti-tank missile system 9K111. 1. Procedure for putting the 9K111 system into a combat position. 2. Peculiarities of using the 9K111 system at night. 3. Delays in firing and the procedure for their elimination.
Section 11: Fire training and firing.					
		8	6	2	Topic 12: Fire training. Performing firing exercises with small arms and melee weapons.
23	Practical session 1/12/1	8	6		Lesson 1: Preparing the ATGM for firing. 1. Training in the performance of H-Vp-1, 2.

					2. Training in launching and targeting. 3. Verification of the 9K111 ATGM. 4. Training in the operation of the UTS 111-1, Corsair.
				2	Maintenance of weapons after firing. 1. Routine maintenance, cleaning, lubrication. 2. Control inspection of weapons.
Section 12. Fire control.					
		8	4	4	Topic 13. Fire control of the unit in combat.
24	Group session 12/13/1	4	2		Lesson 1: Fundamentals of fire control. 1. The essence of fire management and its organisation. 2. Basic fire evaluation measures during combat. 3. Fire as a way to destroy the enemy.
				2	Fundamentals of fire control. 1. Manoeuvre with fire. 2. Fire system of the unit.
25	Group session 12/13/2	4	2		Lesson 2: Organising group fire in an ambush. 1. The work of the group commander in organising fire. 2. Drawing up a fire card. 3. The procedure for assigning landmarks.
				2	Organising the fire of a group in an ambush. 1. Measures to establish a system of fire. 2. Determination of the fire line. 3. Components of a fire card.
Section 13. Fire training and firing.					
		8	4	4	Topic 14: Fire training. Performing firing exercises with small arms and melee weapons.
26	Practical session 13/14/1			2	Techniques and methods of firing from small arms and combat vehicles. 1. Study of the main provisions of the Shooting Course. 2. Study of the conditions for performing firing exercises and safety measures.
		8	4		Lesson 1: Techniques and methods of firing small arms and melee weapons during the day. 1. Checking the battle and bringing small arms and grenade launchers to normal. 2. Performing a training exercise with an AK (AK-TK) for high-speed firing. 3. Fulfilment of fire training standards.
				2	Maintenance of weapons after firing. 1. Routine maintenance, cleaning, lubrication. 2. Control inspection of the weapon.
		12	10	2	Topic 15: Fire training. Performing firing exercises with weapons of combat vehicles.

27	Practical session 13/15/1	6	6		Lesson 1: Techniques and methods of firing from weapons of combat vehicles during the day. 1. Checking the battle and bringing the armament of the APCS-80 to normal combat. 2. Performing a preparatory exercise of firing from an APCS-80. 3. Fulfilment of fire training standards.
28	Practical session 13/15/2	6	4		Lesson 2: Techniques and methods of firing from weapons of combat vehicles at night. 1. Exercise of training firing from APCS-80. 2. Fulfilment of standards for fire training.
				2	Maintenance of weapons after firing. 1. Routine maintenance, cleaning, lubrication. 2. Control inspection of the weapon.
		4	4		Topic 16. Methods of conducting practical firearms training.
29	Practical session 13/16/1	4	4		Lesson 1: Conducting an instructional and methodological session on fire control. 1. The procedure for conducting fire control exercises. 2. Procedure for determining the grade for fire control exercises (training). 3. Requirements for the organisation and conduct of live fire exercises and live firing exercises.
		6	6		Topic 17. Fire control in combat.
30	Practical session 13/17/1	6	6		Lesson 1. The work of the squad leader in controlling the fire of the squad in defence. (BSVid). 1. Setting a combat mission by the squad leader on the defensive. 2. Setting tasks for personnel and firepower of the squad. 3. Training in giving commands to open fire and setting fire tasks.
Controlling activities		4	4		Credit
Total for the educational component		150	100	50	

STRUCTURE AND MAINTENANCE OF ARMoured VEHICLES

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Structure and Maintenance of Armoured Vehicles" is to prepare a tactical-level military management officer who understands the general structure of armoured vehicles, methods of maintenance of armoured weapons and equipment in service with military reconnaissance and special operations units.

Knowledge of:

general structure of tracked combat vehicles in service with reconnaissance units of the Armed Forces of Ukraine; basic provisions for the maintenance of armoured weapons and equipment.

Skills:

organise maintenance of armoured weapons and equipment in peacetime and wartime; organise and carry out measures to self-pull and increase the passability of vehicles; check the technical condition of tracked combat vehicles in service with reconnaissance units of the Armed Forces of Ukraine; check the completeness of vehicles and spare parts, draw up documentation for acceptance of the vehicle.

Competences:

MSC-7 Ability to prepare weapons and military equipment of the unit before each use (including before performing reconnaissance and special tasks), check their availability and serviceability after returning.

Organisational and methodological instructions:

Features of the methodology of conducting classes:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets perform tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and discussion. To ensure clarity, technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used during the classroom.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities in the practical application of these theoretical provisions. Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is to be carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is a system for controlling and reporting on the quality of learning on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to cadets at the beginning of the course. Classes are held in specialised classrooms equipped with technical teaching aids.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computing equipment at the rate of one workstation for every two cadets and training grounds of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

DSTU V 3576-97. Operation and repair of military equipment. Terms and definitions.

Armoured personnel carrier BTR-80. Structure and basics of operation. MOD Lviv-2012.

Armoured personnel carrier BTR-3DA "Operation Manual" B1352 RE-LU 2015

Handbook of the Armoured Service of the Armed Forces of Ukraine 2013. 133 pp.

Armoured weapons. Study guide. Military Academy. 2015.

Management of technical support of units of the military unit of the Armed Forces of Ukraine, part 2. MOD Odesa-2011.

Structure and operation of basic armoured vehicles. MOD Lviv-2012.

Military repair of weapons and military equipment. IOU OISV-2004.

Evacuation of weapons and military equipment Odesa 2004. 116 p.

Titles of topics and distribution of training time by type of training

No s/n	Types of training sessions, evaluation measures	Total hours	of which		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
Section 1 General structure and characteristics of armoured vehicles.					
		2	2		Topic 1: General structure of combat vehicles.
1	Group session 1/1	2	2		Lesson 1: General structure of combat vehicles. 1. Combat and technical characteristics of tracked combat vehicles, layout. 2. Purpose of the main components and systems of tracked vehicles. 3. Combat and technical characteristics of wheeled combat vehicles, layout. 2. Purpose of the main components and systems of wheeled vehicles.
		2	2		Topic 2. Systems for ensuring the operation of engines.
2	Group session 2/1	2	2		Lesson 1: Systems for ensuring the operation of engines. 1. Purpose, technical characteristics, structure and operation of the engine fuel supply system. 2. Purpose, technical characteristics, structure and operation of the engine air supply system. 3. Purpose, technical characteristics, structure and operation of the engine lubrication system. 4. Purpose, technical characteristics, structure and operation of the cooling system.
		2	2		Topic 3: Running gear of tracked combat vehicles.
3	Group session 3/1	2	2		Lesson 1: Running gear of tracked combat vehicles. 1. Purpose, technical characteristics, structure and operation of the tracked propulsion system of tracked fighting vehicles. 2. Purpose, technical characteristics, structure and operation of the suspension of tracked combat vehicles.
		2	2		Topic 4. Chassis of wheeled combat vehicles.
4	Group session 4/1	2	2		Lesson 1: Chassis of wheeled combat vehicles. 1. Purpose, technical characteristics, structure and operation of the suspension of wheeled combat vehicles. 2. Purpose, technical characteristics, structure of wheels and tyres of wheeled combat vehicles.
		2	2		Topic 5. Electrical equipment.
5	Group session	2	2		Lesson 1. Electrical equipment of combat vehicles.

	5/1				<ol style="list-style-type: none"> 1. Purpose, technical characteristics, general structure of electrical equipment. 2. Purpose, technical characteristics, structure and operation of batteries. The procedure for checking the technical condition. 3. Purpose, technical characteristics, structure and operation of generator sets.
		2	2		Topic 6. Special equipment of caterpillar and wheeled vehicles.
6	Group session 6/1	2	2		Lesson 1: Special equipment of tracked and wheeled vehicles. <ol style="list-style-type: none"> 1. Purpose, technical characteristics, structure and operation of equipment for floating combat vehicles. 2. Purpose, technical characteristics, structure and operation of the smoke exhaust system. 3. Purpose, technical characteristics, structure and operation of the system of protection against weapons of mass destruction. 4. Purpose, technical characteristics, structure and operation of the winch.
Section 2: Fundamentals of armoured vehicles and equipment operation.					
		2	2		Topic 7. Basic provisions for the operation of armoured vehicles and equipment.
14	Group session 7/1	2	2		Lesson 1: Basic operating instructions. <ol style="list-style-type: none"> 1. Definition of "armoured weapons", "armoured vehicles". 2. The concept of "machine operation", "machine life cycle". Stages of operation and types of operation. 3. Distribution of armoured weapons and equipment by groups of operation and annual rates of consumption of motor resources. 4. Safety measures when working with armoured weapons and equipment.
		6	6		Topic 8: Maintenance of armoured vehicles and equipment.
15	Group session 8/1	2	2		Lesson 1: Spare parts of BTOT samples. <ol style="list-style-type: none"> 1. Purpose and classification of maintenance facilities for fuel assemblies. 2. Sets of spare parts and accessories: purpose, composition, procedure for use, accounting, write-off and replenishment. 3. Purpose, composition and placement of spare parts on the machine.
16	Group session 8/2	2	2		Lesson 2. Operation of machines in summer and winter. <ol style="list-style-type: none"> 1. Conditions and features of machine operation in summer and winter. 2. Works performed on BTOT in preparation for summer and winter operation. 3. Rules of operation of BTOT in summer and winter operation in summer and winter. 4. Organisation of the transfer of BTOT to summer and winter operation.
	Practical session 8/3	2	2		Lesson 3: Preparation of BTOT for operation in summer and winter. <ol style="list-style-type: none"> 1. Performing work on the preparation of machines for operation in summer and winter. 2. Registration of completed work in the documentation for the machine.

		6	6		Topic 9: Preparation of the machine for overcoming water obstacles.
16	Group session 9/1	2	2		Lesson 1: Preparation of wheeled and tracked vehicles for overcoming water obstacles. 1. Requirements for the technical condition of vehicles when overcoming water obstacles. 2. The scope and procedure of work performed on machines in preparation for overcoming water obstacles. 3. The procedure for checking the readiness of machines to overcome water obstacles. 4. Preparation of the machine for movement after overcoming the water obstacle.
	Practical session 9/2	4	4		Lesson 2: Practical performance of works on preparation of vehicles for floating. 1. Performing work on preparing the car to overcome the water obstacle. 2. Prepare the machine for movement after overcoming the water obstacle.
		4	4		Topic 10. Evacuation of vehicles.
	Group session 10/1	2	2		Lesson 1: Types of vehicle jams and their classification. 2. Means of evacuation of battalion vehicles and their technical characteristics. 3. Use of technical means of evacuation. 4. Features of evacuation of vehicles in the course of combat operations.
	Group session 10/2	2	2		Lesson 2: Transportation of armoured weapons and equipment. 1. Basic provisions for the transport of armoured vehicles. 2. Organisation of loading of armoured vehicles on vehicles and methods of their fastening. 3. Protection of military cargo during transport. 4. Organisation of unloading of warheads from vehicles.
		6	6		Topic 11. Acceptance and transfer of machines.
17	Group session 11/1	2	2		Lesson 1: Basic provisions on acceptance and transfer of machines. 1. Requirements for machines to be transferred. 2. Procedure for acceptance and transfer of vehicles by the commanders of the content modules. 3. Features of acceptance of vehicles in storage.
18	Practical session 11/2	4	4		Lesson 2: Practical performance of work on acceptance (transfer) of machines. 1. Checking individual documentation for the machine. 2. Checking the technical condition of machines. 3. Checking the completeness of the machine with spare parts and accessories.
Evaluation measures		4	4		Credit
Total for the educational component		40	40		

DRIVING COMBAT VEHICLES OF RECONNAISSANCE UNITS

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Driving combat vehicles of reconnaissance units" is to prepare a tactical level military command officer who understands the general structure of armoured vehicles, operation of armoured weapons and equipment, driving rules, safety measures when driving vehicles in different conditions, which are in service with military reconnaissance and special operations units.

Knowledge of:

driving rules, safety measures when driving vehicles in various conditions; basics of movement and driving rules of wheeled armoured personnel carriers and tracked combat vehicles in service with the reconnaissance units of the Armed Forces of Ukraine; rules for overcoming natural obstacles and driving rules of BMPs.

Skills:

drive wheeled armoured personnel carriers and tracked combat vehicles in service with the reconnaissance units of the Armed Forces of Ukraine; overcome natural obstacles while driving combat vehicles.

Competencies:

MSC-8 The ability to drive combat vehicles in service with reconnaissance units, to conduct rapid diagnostics of equipment (and its weapons) in order to make a decision on the possibility of its use in the performance of reconnaissance (special) tasks.

Organisational and methodological instructions:

Features of the methodology of conducting classes:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the group leader poses a problem to the cadets, solves it himself, but at the same time shows the ways of solving it, reveals the course of his thought. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and discussion. To ensure clarity, technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used during the classroom.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through the individual performance of specially designed tasks and promotes the development of skills and abilities in the practical application of these theoretical provisions. Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is to be carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is a system for controlling and reporting on the quality of learning on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to cadets at the beginning of the course. Classes are held in specialised classrooms equipped with technical teaching aids.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computing equipment at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

DSTU V 3576-97. Operation and repair of military equipment. Terms and definitions.

Armoured personnel carrier BTR-80. Structure and basics of operation. MOD Lviv-2012.

Armoured personnel carrier BTR-3DA "Operation Manual" B1352 RE-LU 2015

Handbook of the Armoured Service of the Armed Forces of Ukraine 2013. 133 pp.

Armoured weapons. Study guide. Military Academy. 2015.

Management of technical support of units of the military unit of the Armed Forces of Ukraine, part 2. MOD Odesa-2011.

Structure and operation of basic armoured vehicles. MOD Lviv-2012.

Military repair of weapons and military equipment. IOU OISV-2004.

Evacuation of weapons and military equipment Odesa 2004. 116 p.

Titles of topics and distribution of training time by type of training

No · s/n	Types of training sessions, evaluation measures	Total hours	of which		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
Section 1. Developing and improving driving skills.					
		14	14		Topic 1: Fundamentals of driving.
1	Practical session 1/1	6	6		Lesson 1: Preparatory exercise No. 1 on the BMP-2 simulator. 1. Controls of the combat vehicle, control and measuring devices and rules for their use. 2. Preparing the vehicle for movement, starting the engine, moving off, braking and stopping the vehicle on the BMP-2 simulator. 3. Rules of driving combat vehicles. Procedure for giving marks for driving technique and speed.
2	Practical session 1/2	4	4		Lesson 2: Performing preparatory exercise No. 1 on the technique in the afternoon. 1. Practical performance of preparatory exercise No. 1 on BMP-2(1) in the afternoon. 2. Practicing the technique of stopping the vehicle in a designated place (obstacle # 8) and reversing. 3. Rules of driving combat vehicles. Procedure for equipping the training ground and the procedure for using it.
3	Practical session 1/3	4	4		Lesson 2: Performing preparatory exercise No. 1 on the vehicle during the day. 1. Practical performance of preparatory exercise No. 1 on an armoured personnel carrier during the day. 2. Practicing the technique of stopping the vehicle in a designated place (obstacle No. 8) and reversing. 3. Rules for driving combat vehicles. The tank range duty officer and his duties.
		14	14		Topic 2. Techniques for overcoming natural obstacles.
4	Practical session 2/1	6	6		Lesson 1: Preparatory exercise No. 2 on the BMP-2 simulator. 1. Practical performance of preparatory exercise № 2 on the BMP-2 simulator. 2. Preparation for launch and launch of the heater (H-Tx-5). 3. Rules for driving combat vehicles. Assessment of the training unit for single driving.
5	Practical session 2/2	4	4		Lesson 2: Performing preparatory exercise No. 2 on the technique in the afternoon. 1. Practical performance of preparatory exercise No. 2 on BMP-2(1) in the afternoon. 2. Technique of stopping the vehicle in a specified place (obstacle No. 8) and turning between the posts

				(obstacle No. 7). 3. Rules of driving combat vehicles. Evaluation for the fulfilment of the standards.
6	Practical session 2/3	4	4	Lesson 3: Performing preparatory exercise No. 2 on the technique in the afternoon. 1. Practical performance of preparatory exercise № 2 on an armoured personnel carrier during the day. 2. Practicing the technique of stopping the vehicle in a specified place (obstacle No. 8) and turning between the posts (obstacle No. 7). 3. Rules of driving combat vehicles. Tank range equipment and the procedure for using it.
		4	4	Topic 3: Driving in confined spaces.
7	Practical session 3/1	4	4	Lesson 1: Performing preparatory exercise No. 3 on the technique in the afternoon. 1. Practical performance of preparatory exercise No. 3 on BMP-2(1) in the afternoon. 2. Putting the vehicle in and out of a trench (standard 4). 3. Rules of driving combat vehicles. Standards that are worked out during the exercises of the driving course.
		4	4	Topic 4. Driving in difficult terrain conditions.
8	Practical session 4/1	4	4	Lesson 1: Performing training exercise No. 1 on the technique in the afternoon. 1. Practical execution of training exercise No. 1 on BMP-2(1) in the afternoon. 2. Loading vehicles onto the railway platform from the end ramp and side platform and unloading from it (standard No. 5) 3. Rules for driving combat vehicles. List of vehicle breakdowns caused by the trainee that will result in the exercise being considered incomplete.
9	Controlling activities	4	4	Credit
Total for the educational component		40	40	

MILITARY RECONNAISSANCE

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "Military Reconnaissance" is to prepare a tactical-level military management officer who understands the principles of general combat, the provisions of military regulations and guidelines, uses them during training and combat missions, knows the organisation, combat and numerical composition, weapons, military equipment, tactics of action of reconnaissance units, methods, techniques and methods of obtaining reconnaissance in various types of modern general combat.

Knowledge:

Methods of performing reconnaissance tasks by the reconnaissance body in various conditions; basic provisions of combat regulations and guidelines; operational planning procedures used in the armies of the world's leading countries; combat capabilities and tactics of units (reconnaissance, mechanised, motorised infantry, tank, mountain assault, airborne, air assault, airmobile, marine) their organisation, combat capabilities, tactics of action; organisation, tactics of action and tactical and technical characteristics of weapons and military equipment of the enemy army units.

Skills:

apply the provisions of combat regulations and guidelines while performing reconnaissance tasks; assess the situation; conduct tactical calculations (including with the help of a computer); make informed decisions; conduct reconnaissance; set combat tasks for intelligence agencies, organize their interaction; use combat capabilities of military reconnaissance units, their regular weapons and military equipment; control fire and combat subgroups while performing reconnaissance tasks; use individual and group weapons and combat equipment.

Competencies:

MSC-9 The ability to perform duties at the appropriate level during internships (practice) in military units.

MSC-10 Ability to apply knowledge, skills and practical skills in managing actions and using intelligence agencies with the choice of an appropriate way to perform an reconnaissance task with available reconnaissance means in different conditions and situations.

MSC-11 Ability to make decisions on the use of reconnaissance forces and means, intelligence agencies in accordance with the scope and scale of their use in compliance with the tasks and requirements for reconnaissance as a separate type of combat support.

MSC-12 The ability to organise and conduct training of subordinate personnel to perform reconnaissance tasks (activities) in the forms and methods defined by the instructions, guidelines and doctrinal documents on combat training in the Armed Forces of Ukraine.

MSC-13 Ability to apply theoretical knowledge of measures and stages of organisation and planning of reconnaissance at the tactical level (up to and including a line battalion).

Organisational and methodological instructions:

Features of the methodology of conducting classes:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations to achieve a certain level of learning, determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the basis of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom session during which the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and conversation in the form of discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classroom.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through individual performance of specially designed tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

Practical exercises should be aimed at consolidating and deepening the knowledge acquired by cadets in lectures and group sessions, as well as during independent work, and developing skills in solving practical problems of everyday military activities.

Independent work is to be carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is a system for controlling and reporting on the quality of learning on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to cadets at the beginning of the course.

Classes are held in specialised classrooms equipped with technical teaching aids.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computing equipment at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

MR 2-77(04).02, Combat Statute of Military Reconnaissance Units of the Land Forces, Airborne Assault Forces, and Marine Corps of the Navy of the Armed Forces of Ukraine, March 2022.

MR 3-77(04)56.01, Temporary Combat Statute of Military Reconnaissance Units of the Land Forces, Air Assault Forces, and Marine Corps of the Naval Forces of the Armed Forces of Ukraine, K.: RU of the CSR Staff of the Armed Forces of Ukraine, November 2021

Guidelines on tactical reconnaissance, (N CSR of the Armed Forces of Ukraine №246 of 03.06.17) K.: CSR of the Armed Forces of Ukraine, 2017

Close Combat - Lives. Street, lessons and battle and exercises. Combat in urbanised areas, lesson 01-10, Infantry Battle School, 2022.

Close Combat - Livability. Street, lessons and battle and exercises. Combat in urban areas, lesson 11, Infantry Battle School, 2022.

Close Combat - Livability. Street, Lessons and Battle and Exercises. Considerations for breaking out of an encirclement, Infantry Battle School, 2022.

Methodological manual "Organisation of reconnaissance in the headquarters of a separate mechanised (tank, motorised infantry, mountain infantry) brigade, separate reconnaissance battalion" K.: GUR. Inv. no. 1737dsk. 2017.

Temporary Procedure for the Preparation of Operational (Combat) Documents (Order of the General Staff of the Armed Forces of Ukraine of 11.09.2020 No. 140).

Tactical reconnaissance in combat examples based on the experience of the ATO in Donetsk and Luhansk regions. K.: GUR. Inv. no. 1781dsk. 2017.

Methodical manual "Organisation of reconnaissance in the headquarters of a separate mechanised (tank, motorised infantry, mountain infantry) brigade, separate reconnaissance battalion" K.: GUR. Inv. no. 1737dsk. 2017.

Correction of artillery fire and targeting of army aviation strikes - Odesa: OISV, 2004. 120-150 p.

Rules of firing and fire control of ground artillery (division, battery, platoon, gun), approved by the Order of the General Staff of the Armed Forces of Ukraine of 05.01.2018 No. 6.

Provisional guidelines for the combat work of optical reconnaissance units. Lviv 2018.

Guidelines for the combat work of artillery firing units, approved by the Order of the General Staff of the Armed Forces of Ukraine No. 6 of 03.01.2019.

Artillery fire spotter, NAFA Training Manual - Lviv 2016.

Titles of topics and distribution of training time by type of training session

	Types of training sessions, individual tasks and their numbers, evaluation measures	Total hours	Of which		Semester numbers, section titles, topics, study questions
			Contact hours	Independent work	
	2	3	4	5	6
Section 1. Basic training of a reconnaissance soldier.					
Topic 1: Single training.					
	Lecture 1/1	3	2		Lesson 1: The order of studying the discipline. 1. Subject of study of the discipline "Military Reconnaissance". Academic schedule and distribution of hours, reporting forms for the discipline. 2. The structure of the discipline, the sequence of its study and the relationship with other disciplines. 3. Types of reconnaissance. Reconnaissance tasks. 4. Organisational and personnel structure of units and management bodies (CSR reconnaissance).
				1	Independent work. Individual training. 1. The structure of the discipline, the sequence of its study and the relationship with other disciplines. 2. Types of reconnaissance. Tasks of reconnaissance. 3. The essence, tasks, organisation, management, characteristics and peculiarities of the use of reconnaissance of the Armed Forces of Ukraine.
	Group session 1/2	3	2		Lesson 2. Ensuring the combat capability and sustainment of reconnaissance men. 1. Duties of a reconnaissance man. 2. Individual equipment, the procedure of camouflage. 3. Conditional signals of tactical communication.
				1	Independent work. Single training. 1. Duties of a reconnaissance man. 2. Individual equipment, the procedure of camouflage. 3. Conditional signals of tactical communication.

Group session 1/3	3	2		Lesson 3: Methods of covert and silent movement. 1. Ways and options for movement in different conditions. 2. Choosing routes of movement. 3. Light camouflage during movement.
			1	Independent work. Single training. 1. Ways and options for movement in different conditions. 2. Choosing routes of movement. 3. Light camouflage during movement.
Practical session 1/4	7	6		Lesson 4. Ensuring the combat capability and vital activity of reconnaissance men, methods of covert and silent movement (Day). 1. Preparation of weapons and equipment. 2. Tactical communication signals. 3. Movement in different conditions in different ways. 4. Exit to the halt area. Taking food. Organisation of security and surveillance.
			1	Independent work. Single training. 1. Preparation of weapons and equipment. 2. Tactical communication signals. 3. Movement in different conditions.
Practical session 1/5	5	4		Lesson 5. Ensuring the combat capability and vital activity of reconnaissance men, methods of covert and silent movement (night). 1. Preparation of weapons and equipment. 2. Tactical communication signals 3. Movement in different conditions in different ways. 4. Exit to the halt area. Taking food. Organisation of security and surveillance.
			1	Independent work. Single training. 1. Preparation of weapons and equipment. 2. Tactical communication signals. 3. Movement in different conditions.
Practical session 1/6	7	6		Lesson 6. The procedure for overcoming obstacles. 1. Overcoming artificial obstacles. 2. The procedure for overcoming the scout's strip (by individual elements).
			1	Independent work. Single training. 1. Overcoming natural obstacles. 2. Overcoming artificial obstacles.

					3. The procedure for overcoming the scout's lane (by individual elements).
Total for topic 1	28	22	6		
Topic 2. Fundamentals of intelligence.					
Lecture 2/1	2	2			Lesson 1: Fundamentals of intelligence. 1. Intelligence. Scope and scope of application. 2. The purpose and objectives of intelligence. Requirements for intelligence. 3. Forces and means of intelligence of units (subunits).
Group session 2/2	5	4			Lesson 2: Military intelligence agencies. 1. Intelligence agencies and their capabilities. Conventional designations of intelligence agencies and methods of conducting intelligence. 2. Objects of tactical intelligence and their intelligence features. 3. Methods of conducting military intelligence.
			1		Independent work. Fundamentals of intelligence. 1. The purpose and tasks of intelligence. Requirements for intelligence. 2. Intelligence agencies and their capabilities. Conventional designations of intelligence agencies and methods of conducting intelligence. 3. Intelligence features of tactical intelligence objects.
Total for Topic 2.	7	6	1		
Topic 3. Actions of the reconnaissance man in reconnaissance.					
Group session 3/1	3	2			Lesson 1: Duties of a soldier (scout). 1. Duties of a soldier (reconnaissance man) in conducting reconnaissance. 2. Duties of the observer. Instructions to the observer when setting the task. 3. Techniques and methods of location (choice of place and location) of the observer.
			1		Independent work. Actions of the reconnaissance man in reconnaissance. 1. Duties of a soldier (reconnaissance man) in conducting reconnaissance. 2. Duties of the observer. Instructions to the observer when setting a task. 3. Techniques and methods of location (choice of place and location) of the observer.
Group session 3/2	3	2			Lesson 2: Movement on the battlefield. Observing the enemy and the terrain. 1. Movement of a reconnaissance man (group of reconnaissance men), assignment of sectors for observation, conducting observation during movement. 2. Choosing a route to a settlement and approaching it.

				1	<p>Independent work. Actions of the reconnaissance man in reconnaissance.</p> <p>1. Movement of a reconnaissance man (group of reconnaissance men), assignment of sectors for observation, conducting observation during movement.</p> <p>2. Choosing a route to a settlement and approaching it.</p>
Practical session 3/3	7	6			<p>Lesson 3: Techniques and methods of movement on the battlefield on different terrain, in any conditions.</p> <p>1. Choosing options for movement and the way of movement.</p> <p>2. Overcoming natural obstacles and engineering barriers (overcoming the complex of obstacles "Scout's Path").</p> <p>3. The order of location of reconnaissance men on board, sectors of observation, the order of leaving the board.</p>
				1	<p>Independent work. Actions of the reconnaissance man in reconnaissance.</p> <p>1. Choosing options for movement and the way of movement.</p> <p>2. Overcoming natural obstacles and engineering barriers. (Overcoming the complex of obstacles "Path of the scout").</p> <p>3. The order of location of reconnaissance men on board of transport, sectors of observation, the order of leaving the board.</p>
Practical session 3/4	7	6			<p>Lesson 4. Movement of reconnaissance men in a settlement.</p> <p>1. Choosing an approach option to a settlement and planning a route of movement during the execution of a task.</p> <p>2. Reconnaissance of a district, street, house within the city based on the experience of the armed conflict in the east of the country.</p> <p>3. Designation of assembly points and access to them.</p>
				1	<p>Independent work. Actions of the reconnaissance man in reconnaissance.</p> <p>1. Choosing the option of approaching a settlement and planning the route of movement during the task.</p> <p>2. Reconnaissance of a district, street, house within the city based on the experience of the armed conflict in the east of the country.</p> <p>3. Designation of assembly points and access to them.</p>
Total for Topic 3.		20	16	4	
Topic 4. Observation post (OP).					
Group session 4/1	4	2			<p>Lesson 1: Composition and tasks of the observation post (OP).</p> <p>1. Purpose, composition and tasks of the OP. Choice of location, types of SP, its equipment and camouflage based on the experience of repelling armed aggression of the Russian Federation.</p> <p>2. Duties of the officials of the SP. Instructions to the senior observation post when setting the task.</p> <p>3. Capabilities of the intelligence agencies to allocate a JV, the surveillance system and interaction between regular JVs and JVs of the branches of the armed forces.</p> <p>4. Peculiarities of conducting reconnaissance by the personnel of the observation post during the day and at night.</p>
Practical session	9	6			Lesson 2: Procedure for conducting reconnaissance by personnel of an observation post.

	4/2				<ol style="list-style-type: none"> 1. Choosing a place of joint venture, practical equipment and camouflage. 2. Drawing up a terrain map, marking landmarks on the terrain map and determining their coordinates. 3. Keeping an observation log. Reporting the results of reconnaissance.
Total for Topic 4.		8	8		
Topic 5. Actions of reconnaissance men in the field (tactics of small groups).					
	Group session 5/1	3	2		Lesson 1. Location of scouts on the ground. <ol style="list-style-type: none"> 1. Definition of Patrol Base and order of equipment. 2. Definition of Rally Point and the procedure for entering it. 3. The definition of Object Rally Point and the procedure for entering it.
				1	
	Practical session 5/2	9	8		Lesson 2. Location of scouts on the ground. <ol style="list-style-type: none"> 1. Definition of Patrol Base and order of equipment. 2. Definition of Rally Point and the procedure for entering it. 3. The definition of Object Rally Point and the procedure for entering it.
				1	
Total for the topic 5		12	10	2	
Section 2. Training of the commander of the reconnaissance unit.					
Topic 6. Actions of a patrol unit.					
	Group session 6/1	3	2		Lesson 1: Composition and tasks of a patrol unit (vehicle). Conducting reconnaissance of the enemy and the terrain by a patrol unit. <ol style="list-style-type: none"> 1. Purpose, composition and tasks of a patrol unit. 2. Conducting reconnaissance by a patrol (foot patrol) based on the experience of repulsing the armed aggression of the Russian Federation. 3. The use of a patrol unit in various types of combat.
				1	

					3. The use of a patrol unit in various types of combat.
Group session 6/2	5	4			Lesson 2: Procedure for a squad (vehicle) commander to receive a task to act as part of a patrol. 1. Step 1: Receiving a combat task (combat order (OPORD)). 2. Step 2: Issuance of a preliminary combat order (preliminary combat order (WARNO)). 2. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 3. Step 5: Issuance of a combat order. Steps 6-8.
			1		Independent work. Preparation of the commander of the reconnaissance unit. 1. Step 1: Receive a combat mission (operational order (OPORD)). 2. Step 2: Issuance of a preliminary combat order (preliminary combat order (WARNO)). 2. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 3. Step 5: Issuance of a combat order. Steps 6-8.
Practical session 6/3	7	6			Lesson 3: Preparation for actions in the reconnaissance of a patrol unit (Day) 1. Preparation for actions as part of a patrol unit. Organisation of interaction. 2. Giving a combat order by the commander of a patrol unit. 3. Conducting reconnaissance of the enemy and the terrain.
			1		Independent work. Preparation of the commander of a reconnaissance unit. 1. Formation of combat order, location of scouts on equipment, sectors of observation, order of abandonment of equipment. 2. Actions of foot patrols, the order of abandonment of equipment, communication and control with them. 3. Reconnaissance of the enemy and the terrain. Overcoming (blocking) dangerous areas.
Practical session 6/4	6	6			Lesson 4. Actions of a patrol in reconnaissance (Night) 1. Formation of combat order, location of scouts on equipment, observation sectors, order of abandonment of equipment. 2. Actions of foot patrols, the order of abandonment of equipment, communication and control. 3. Reconnaissance of the enemy and the terrain. Overcoming (blocking) dangerous areas.
Total for Topic 6.	21	18	3		
Topic 7. Ambush of a unit.					
Group session 7/1	3	2			Lesson 1: Composition and tasks of an ambush unit. Procedure of actions of the unit in an ambush. 1. Purpose, composition and tasks of the unit in an ambush. Features of ambushes based on the experience of repulsing the armed aggression of the Russian Federation. 2. Procedure and sequence of actions of the elements of the combat order of the reconnaissance body assigned to the ambush. 3. The procedure for withdrawal after completing the task and reporting the results.
			1		Independent work. The unit in an ambush.

					<ol style="list-style-type: none"> 1. The purpose, composition and tasks of the unit in an ambush. Features of ambushes based on the experience of repelling armed aggression of the Russian Federation. 2. Procedure and sequence of actions of the elements of the combat order of the reconnaissance body assigned to the ambush. 3. The procedure for withdrawal after completing the task and reporting the results.
Group session 7/2	3	2		<p>Lesson 2: Procedure of the squad commander assigned to ambush.</p> <ol style="list-style-type: none"> 1. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 2. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 3. Step 5: Issuance of a combat order. Steps 6-8. 	
			1	<p>Independent work. A unit in an ambush.</p> <ol style="list-style-type: none"> 1. Step 1: Receiving a combat mission (operational order (OPORD)). 2. Step 2: Issuing a preliminary combat order (preliminary combat order (WARNO)). 2. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 3. Step 5: Issuance of a combat order. Steps 6-8. 	
Practical session 7/3	6	6		<p>Lesson 3: Organising and setting up an ambush as part of a squad.</p> <ol style="list-style-type: none"> 1. Combat order for ambush. 2. Concealed movement to the ambush area, location of personnel (equipment), camouflage, organisation of observation and fire systems. 3. Sudden attack on the enemy. Capture of prisoners, documents, samples of weapons and military equipment. Departure after completion of the task, report on the results of reconnaissance. 	
Total for Topic 7.	12	10	2		
Topic 8: Reconnaissance group (RG) (tactics of small groups).					
Group session 8/1	3	2		<p>Lesson 1: Actions of a reconnaissance group (RG).</p> <ol style="list-style-type: none"> 1. Purpose, composition and tasks of the RG, preparation for the task. 2. Methods and order of withdrawal of the RG behind enemy lines. 3. Methods of performing reconnaissance tasks of the WG, destruction (disabling) of objects behind enemy lines. 	
			1	<p>Independent work. Reconnaissance group (RG) (Tactics of small groups).</p> <ol style="list-style-type: none"> 1. The purpose, composition and tasks of the RG, preparation for the task. 2. Methods and order of withdrawal of the RG to the enemy's rear. 3. Methods of performing reconnaissance tasks of the WG, destruction (disabling) of objects in the enemy's rear. 	
Practical session 8/2	6	6		<p>Lesson 2. Basing as a way of deriving WGs.</p> <ol style="list-style-type: none"> 1. Movement to the area of basing. 2. Equipment of the base. 3. Organisation of security and surveillance. Actions of the group in case of a sudden enemy attack. 	

Group session 8/3	3	2		Lesson 3. WG in preparation for a reconnaissance search. 1. Reconnaissance search - as a way of performing reconnaissance tasks. Ways to conduct a reconnaissance search. 2. Combat order during a reconnaissance search. 3. Peculiarities of conducting a search on helicopters and UAVs.
			1	Independent work. Reconnaissance group (RG) (tactics of small groups). 1. Reconnaissance search - as a way of conducting reconnaissance. Methods of conducting reconnaissance search. 2. Combat order during reconnaissance search. 3. Features of helicopter and UAV search.
Practical session 8/4	7	6		Lesson 4. WG during reconnaissance search. 1. Combat order during a reconnaissance search. Organisation of interaction during a reconnaissance search. 2. Searching for an object in the course of a task. 3. The procedure for conducting additional reconnaissance of the search object.
			1	Independent work. Reconnaissance group (RG) (tactics of small groups). 1. Combat order during a reconnaissance search. Organisation of interaction during a reconnaissance search. 2. Searching for an object in the course of a task. 3. The procedure for conducting additional reconnaissance of the search object.
Group session 8/5	3	2		Lesson 5. WG in preparation for a raid. 1. Raiding as a way of conducting reconnaissance and performing reconnaissance and special tasks. 2. Combat order of the WG for the raid. 3. Duties and tasks of subgroups during a raid.
			1	Independent work. Reconnaissance group (RG) (tactics of small groups). 1. Raid - as a way of conducting reconnaissance and performing reconnaissance and special tasks. 2. Combat order of the RG for conducting a raid. 3. Duties and tasks of subgroups during a raid.
Practical session 8/6	6	6		Lesson 6. WG during a raid. 1. Organisation of interaction during a raid. 2. Procedure of actions of the WG during the raid. 3. Conducting a raid on a stationary enemy object.
Total for Topic 8.	28	24	4	
Topic 9: Methodological training of the squad leader.				
Group session 9/1	3	2		Lesson 1: Methods of preparing and conducting classes with the department. 1. Purpose, tasks of tactical training. Forms and methods of training. 2. Methods of preparation and conducting TOT with the department. 3. Plan-concept of the TSS.

				1	<p>Independent work. Methodological training of the squad commander.</p> <p>1. Purpose, tasks of tactical training. Forms and methods of conducting classes.</p> <p>2. Methods of preparation and conducting TOT with the squad.</p> <p>3. Plan-concept of the TSS.</p>
	Practical session 9/2	6	6		<p>Lesson 2. Methods of preparing and conducting classes with the personnel of the department.</p> <p>1. Study of the schedule of classes. Determination of the topic of the lesson and educational issues.</p> <p>2. Selecting and studying the area of the lesson. Instructions to personnel on preparing for the lesson.</p> <p>2. Drawing up a plan-concept for conducting a TCD with the department.</p>
Total for Topic 9.		9	8	1	
Topic 10. Organisation, combat and strength of reconnaissance units.					
	Group session 10/1	5	4		<p>Lesson 1: Organisational and personnel structure of a reconnaissance platoon (battalion, brigade).</p> <p>1. Purpose, Organisational and personnel structure of a reconnaissance platoon (battalion, brigade), capabilities for the allocation of OR and the performance of tasks.</p> <p>2. Purpose, Organisational and personnel structure of a reconnaissance company (Brigade), capabilities for the allocation of OR and execution of tasks.</p> <p>3. Purpose, Organisational and personnel structure of a reconnaissance company and a deep reconnaissance company (orb), capabilities for the allocation of OR and the performance of tasks.</p>
				1	<p>Independent work. Organisation, combat and numerical composition of reconnaissance units.</p> <p>1. Purpose, Organisational and personnel structure of a reconnaissance platoon (battalion, brigade), capabilities for the allocation of OR and execution of tasks.</p> <p>2. Purpose, Organisational and personnel structure of a reconnaissance company (Brigade), capabilities to allocate OR and perform tasks.</p> <p>3. Purpose, Organisational and personnel structure of a reconnaissance company and a deep reconnaissance company (RR), capabilities for the allocation of OR and execution of tasks.</p>
Total for Topic 10.		5	4	1	
Section 3. Training of a reconnaissance platoon commander.					
Topic 11. Work of the reconnaissance platoon commander.					
	Group session 11/1	3	2		<p>Lesson 1: The platoon leader's work procedure in preparation for a mission.</p> <p>1. The content of the platoon leader's work in preparation for the task.</p> <p>2. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO).</p> <p>3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief.</p> <p>4. Step 5: Issuance of the combat order.</p> <p>3. Step 6: Starting the movement (Initiating the manoeuvre). Step 7: Conducting reconnaissance.</p> <p>5. Step 8: Control and improvement.</p>

			1	<p>Independent work. The work of a reconnaissance platoon commander.</p> <p>1. The content of the platoon leader's work in preparation for the task. 2. Step 1: Receiving a combat task (combat order (OPORD)). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. 3. Step 6: Starting the movement (Initiating the manoeuvre). Step 7: Conducting reconnaissance. 5. Step 8: Control and improvement.</p>
Group session 11/2	7	6		<p>Lesson 2: The platoon leader's work procedure in preparation for a mission.</p> <p>1. The content of the platoon leader's work in preparation for the task. 2. Step 1: Obtaining the combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. 3. Step 6: Starting the movement (Initiating the manoeuvre). Step 7: Conducting reconnaissance. 5. Step 8: Control and improvement.</p>
			1	<p>Independent work. The work of a reconnaissance platoon commander.</p> <p>1. The content of the platoon leader's work in preparation for the task. 2. Step 1: Receiving a combat task (combat order (OPORD)). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. 3. Step 6: Starting the movement (Initiating the manoeuvre). Step 7: Conducting reconnaissance. 5. Step 8: Control and improvement.</p>
Practical session (in class) 11/3	6	6		<p>Lesson 3: The platoon leader's work procedure in preparation for a task.</p> <p>1. The content of the platoon leader's work in preparation for the task. 2. Step 1: Obtaining the combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. 3. Step 6: Starting the movement (Initiating the manoeuvre). Step 7: Conducting reconnaissance. 5. Step 8: Control and improvement.</p>
Total for Topic 11.	16	14	2	
Topic 12: A platoon in an ambush.				
Group session 12/1	3	2		<p>Lesson 1: Composition and tasks of a platoon in an ambush. Procedure of actions of a platoon in an ambush.</p> <p>1. The purpose, composition and tasks of the platoon in an ambush. 2. Movement of the reconnaissance body to the ambush area and its reconnaissance. Selecting the location and</p>

				<p>position of the platoon in an ambush.</p> <p>3. Clarification of tasks for elements of the combat order, camouflage of personnel (equipment), organisation of observation and fire system.</p> <p>4. Procedure for platoon actions in an ambush based on the experience of combat operations in the east of the country. The procedure for withdrawing after completing a task and reporting the results.</p>
			1	<p>Independent work. Platoon in an ambush.</p> <p>1. The purpose, composition and tasks of a platoon in an ambush.</p> <p>2. Moving the reconnaissance body into the ambush area and studying it. Selecting the location and position of the platoon in an ambush.</p> <p>3. Clarification of tasks for elements of the combat order, camouflage of personnel (equipment), organisation of observation and fire system.</p> <p>4. Procedure for platoon actions in an ambush based on the experience of combat operations in the east of the country. The procedure for withdrawal after completing a task and reporting the results.</p>
	Group session 12/2	3	2	<p>Lesson 2: Procedure for a platoon leader assigned to an ambush.</p> <p>1. The content of the platoon leader's work in preparation for the task.</p> <p>2. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO).</p> <p>3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief.</p> <p>4. Step 5: Issuance of the combat order. Steps 6-8.</p>
			1	<p>Independent work. A platoon in an ambush.</p> <p>1. Preparation of working maps, drawing of the situation.</p> <p>2. Clarification of the task. Calculation of time.</p> <p>3. Assessment of the situation.</p> <p>4. Making a decision (mapping the decision).</p>
	Practical session 12/3	7	6	<p>Lesson 3: Platoon actions in an ambush (Day)</p> <p>1. Concealed movement to the area of ambush.</p> <p>2. Location of personnel (equipment), camouflage, organisation of observation and fire systems.</p> <p>3. Sudden attack on the enemy. Capture of prisoners, documents, samples of weapons and military equipment.</p> <p>4. Departure after completion of the task. Reporting the results of the ambush.</p>
			1	<p>Independent work. Platoon in ambush.</p> <p>1. Concealed movement to the area of ambush.</p> <p>2. Positioning of personnel (equipment), camouflage, organisation of observation and fire systems.</p> <p>3. Sudden attack on the enemy.</p> <p>4. Withdrawal after completing the task. Reporting the results of the ambush.</p>
	Practical session 12/4	7	6	<p>Lesson 4. Platoon actions in an ambush (Day)</p> <p>1. Combat order to conduct an ambush. Setting (clarifying) the task to the elements of the combat order</p>

					<p>2. Concealed movement into the ambush area. Location of personnel (equipment), camouflage, organisation of observation and fire systems.</p> <p>3. Sudden attack on the enemy. Capture of prisoners, documents, samples of weapons and military equipment.</p> <p>4. Departure after completion of the task. Reporting the results of the ambush.</p>
				1	<p>Independent work. Platoon in ambush.</p> <p>1. Decision-making, report to the senior commander (drawing the decision on the map).</p> <p>2. Formation and preparation for giving a combat order (writing a combat order in a workbook). Organisation of interaction, management and comprehensive support.</p> <p>3. Organisation of interaction, management and comprehensive support.</p>
	Practical session 12/5	4	4		<p>Lesson 5. Platoon actions in an ambush (night)</p> <p>1. Combat order to conduct an ambush. Setting (clarifying) the task to the elements of the combat order</p> <p>2. Concealed movement into the ambush area. Location of personnel (equipment), camouflage, organisation of observation and fire systems.</p> <p>3. Sudden attack on the enemy. Capture of prisoners, documents, samples of weapons and military equipment.</p> <p>4. Withdrawal after completing the task. Reporting the results of the ambush.</p>
Total for Topic 12.		24	20	4	
Topic 13: Platoon in a raid.					
	Group session 13/1	3	2		<p>Lesson 1: Composition and tasks of a platoon in an attack. Procedure for platoon actions in an attack.</p> <p>1. The purpose, composition and tasks of a platoon in a raid. Conducting raids based on the experience of modern warfare.</p> <p>2. Covert approach to the object and its study, determination (clarification) of options for subgroups.</p> <p>3. Procedure of actions of elements of the combat order. The order of withdrawal after completing the task and reporting the results.</p>
				1	<p>Independent work. Platoon in a raid.</p> <p>1. The purpose, composition and tasks of a platoon in a raid.</p> <p>2. Covert approach to the object and its study, determination (clarification) of options for subgroups.</p> <p>3. Procedure of actions of elements of the combat order. The order of withdrawal after the mission and reporting the results.</p>
	Group session 13/2	3	2		<p>Lesson 2: Procedure for a platoon leader assigned to a raid.</p> <p>1. The content of the platoon leader's work in preparation for the task.</p> <p>2. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO).</p> <p>3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief.</p> <p>4. Step 5: Issuance of the combat order. Steps 6-8.</p> <p>5. Peculiarities of the work of the commander of an reconnaissance body assigned to raid operations.</p>

			1	<p>Independent work. Platoon in a raid.</p> <ol style="list-style-type: none"> 1. The content of the platoon commander's work in preparation for the task. 2. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. Steps 6-8. 5. Peculiarities of the work of the commander of an reconnaissance body assigned to raid operations.
Practical session 13/3	7	6		<p>Lesson 3: Platoon actions in a raid (Day)</p> <ol style="list-style-type: none"> 1. Identification (selection) of an object for an attack. Organisation of observation of the object on the ground. 2. Raid on the object. Capture of prisoners, documents, samples of weapons and military equipment. 3. Departure after completion of the task. Reporting the results of the reconnaissance.
			1	<p>Independent work. Platoon in a raid.</p> <ol style="list-style-type: none"> 1. Identification (selection) of an object for raid. Organisation of observation of the object on the ground. 2. Raid on the object. Capture of prisoners, documents, samples of weapons and military equipment. 3. Departure after completion of the task. Reporting the results of the reconnaissance.
Practical session 13/4	7	6		<p>Lesson 4. Platoon actions in a raid. (Day)</p> <ol style="list-style-type: none"> 1. Identification (selection) of an object for an attack. Organisation of observation of the object on the ground. 2. Decision-making, report to the senior commander. Setting combat tasks (forming and preparing to give a combat order). 3. Raid on the object. Capture of prisoners, documents, weapons and military equipment. 4. Retreat after completing the task. Reporting the results of the reconnaissance.
			1	<p>Independent work. The platoon in the attack.</p> <ol style="list-style-type: none"> 1. Identification (selection) of an object for raid. Organisation of observation of the object on the ground. 2. Raid on the object. Capture of prisoners, documents, samples of weapons and military equipment. 3. Departure after completion of the task. Reporting the results of the reconnaissance.
Practical session 13/5	5	4		<p>Lesson 5. Platoon actions in a raid. (Night)</p> <ol style="list-style-type: none"> 1. Identification (selection) of an object for an attack. Organisation of observation of the object on the ground. 2. Decision-making, report to the senior commander. Setting combat tasks (forming and preparing to give a combat order). 3. Raid on the object. Capture of prisoners, documents, weapons and military equipment. 4. Retreat after completion of the task. Reporting the results of the reconnaissance.
			1	<p>Independent work. The platoon in the attack.</p> <ol style="list-style-type: none"> 1. Identification (selection) of an object for raid. Organisation of observation of the object on the ground. 2. Raid on the object. Capture of prisoners, documents, samples of weapons and military equipment. 3. Departure after completion of the task. Reporting the results of the reconnaissance.

Total for Topic 13.	25	20	5	
Topic 14: A platoon in search.				
Group session 14/1	3	2		Lesson 1: Composition and tasks of a platoon in search. 1. Military search. The purpose, composition and tasks of the platoon. 2. Reconnaissance search. The purpose, composition and tasks of the platoon. 3. The procedure for developing a search plan. Procedure for conducting a reconnaissance (military) search. 4. Preparation and procedure of actions in the search based on the experience of repulsing the armed aggression of the Russian Federation.
			1	Independent work. Platoon in search. 1. Military search. The purpose, composition and tasks of the platoon. 2. Reconnaissance search. The purpose, composition and tasks of the platoon. 3. The procedure for developing a search plan. Procedure for conducting a reconnaissance (military) search.
Group session 14/2	3	2		Lesson 2: Procedure of the platoon leader assigned to search operations. 1. The content of the platoon leader's work in preparation for the task. 2. Step 1: Obtaining the combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. Steps 6-8. 5. Peculiarities of the work of the commander of an reconnaissance body assigned to search operations.
			1	Independent work. Platoon in search. 1. Receiving and clarifying the task. Calculation of time. 2. The procedure for preparing for the task. 3. Assessment of the situation. Decision-making, report to the senior commander. Formation and preparation for giving a combat order. 4. Organisation of interaction, management and comprehensive support.
Practical session 14/3	7	6		Lesson 3: Platoon actions in a military search (Day) 1. Receiving a task (object) for a military search. Organisation of training. 2. Observation of the object of military search. Deployment of the reconnaissance body to the object of military search, deployment of groups. 3. Sudden (silent) attack on the object, capture, retreat. Reporting the results of the search.
			1	Independent work. Platoon in search. 1. Receiving a task to conduct a military search. Organisation of training. Giving a combat order. 2. Moving the reconnaissance body to the location of the search object. Observation of the object, positioning of groups, access to the object. 3. Sudden (silent) attack, capture, and retreat. Reporting the results of the search.
Practical session	7	6		Lesson 4. Platoon actions in military search. (Day).

14/4				<ol style="list-style-type: none"> 1. Receiving a task (object) for a military search. Organisation of observation of the object of military search. 2. Decision-making, report to the senior commander. Setting combat tasks (forming and preparing to give a combat order). 3. Deployment of the reconnaissance body to the object of military search, deployment of groups. 4. Sudden (silent) attack on the object, capture, retreat. Reporting the results of the search.
				<p>1 Independent work. Platoon in search.</p> <ol style="list-style-type: none"> 1. Receiving a task to conduct a military search. Organisation of training. Giving a combat order. 2. Moving the reconnaissance body to the location of the search object. Observation of the object, positioning of groups, access to the object. 3. Sudden (silent) attack, capture, and retreat. Reporting the results of the search.
Practical session 14/5	4	4		<p>Lesson 5. Platoon actions in a military search (night).</p> <ol style="list-style-type: none"> 1. Receiving a task (object) for a military search. Organisation of observation of the object of military search. 2. Decision-making, report to the senior commander. Setting combat tasks (forming and preparing to give a combat order). 3. Deployment of the reconnaissance body to the object of military search, deployment of groups. 4. Sudden (silent) attack on the object, capture, retreat. Reporting the results of the search.
Practical session 14/6	7	6		<p>Lesson 6. Platoon actions in reconnaissance search.</p> <ol style="list-style-type: none"> 1. Receiving a task to conduct a reconnaissance search. Organisation of training. 2. Withdrawal of the reconnaissance body to the enemy's rear. Movement to the area of reconnaissance search. 3. Search and detection of the object of reconnaissance search. Choosing the option of direct action (raid, ambush, calling and adjusting the fire of destruction means). 4. Retreat and evacuation. Reporting the results of the search.
			1	<p>Independent work. Platoon in search.</p> <ol style="list-style-type: none"> 1. Receiving a task to conduct a reconnaissance search. 2. Withdrawal of the reconnaissance body to the enemy's rear. Movement to the area of reconnaissance search. 3. Searching for and identifying the object of reconnaissance search. Choosing the option of direct action (raid, ambush, calling and adjusting the fire of destruction means). 4. Retreat and evacuation. Reporting the results of the search.
Practical session 14/7	5	4		<p>Lesson 7. Platoon actions in reconnaissance search (Day).</p> <ol style="list-style-type: none"> 1. Receiving a task to conduct a reconnaissance search. 2. Decision-making, report to the senior commander. Setting combat tasks (formation and preparation for giving a combat order). 3. Withdrawal of the reconnaissance body behind enemy lines. Movement to the area of reconnaissance search. 4. Search and detection of the reconnaissance object. Choosing the option of direct action (raid, ambush, calling and adjusting the fire of destruction means).

					5. Retreat and evacuation. Reporting the results of the search.
			1		<p>Independent work. Platoon in search.</p> <p>1. Receiving a task to conduct a reconnaissance search.</p> <p>2. Withdrawal of the reconnaissance body to the enemy's rear. Movement to the area of reconnaissance search.</p> <p>3. Searching for and identifying the object of reconnaissance search. Choosing the option of direct action (raid, ambush, calling and adjusting the fire of destruction means).</p> <p>4. Retreat and evacuation. Reporting the results of the search.</p>
	Practical session 14/8	4	4		<p>Lesson 8. Platoon actions in reconnaissance search (night).</p> <p>1. Receiving a task to conduct a reconnaissance search.</p> <p>2. Decision-making, report to the senior commander. Setting combat tasks (formation and preparation for giving a combat order).</p> <p>3. Withdrawal of the reconnaissance body behind enemy lines. Movement to the area of reconnaissance search.</p> <p>4. Search and detection of the reconnaissance object. Choosing the option of direct action (raid, ambush, calling and adjusting the fire of destruction means).</p> <p>5. Retreat and evacuation. Reporting the results of the search.</p>
Total for Topic 14.		40	34	6	
Topic 15: Platoon in reconnaissance watch.					
	Group session 15/1	3	2		<p>Lesson 1: Platoon in reconnaissance patrol in defence.</p> <p>1. The purpose, composition and tasks of a platoon in reconnaissance patrol.</p> <p>2. Procedure and methods of conducting reconnaissance in defence before the enemy's offensive, during a defensive battle.</p> <p>3. Procedure and methods of reconnaissance of the enemy and the terrain based on the experience of repulsing the armed aggression of the Russian Federation.</p>
			1		<p>Independent work. Platoon in reconnaissance patrol.</p> <p>1. The purpose, composition and tasks of a platoon in reconnaissance patrol.</p> <p>2. Procedure and methods of conducting reconnaissance in defence before the enemy's offensive, during a defensive battle.</p> <p>3. Procedure and methods of conducting reconnaissance during the transition to defence without collision with the enemy.</p>
	Group session 15/2	3	2		<p>Lesson 2: A platoon in reconnaissance alert on the offensive.</p> <p>1. The purpose, composition and tasks of a platoon in reconnaissance patrol.</p> <p>2. The procedure and methods of conducting reconnaissance in preparation for and during the offensive.</p> <p>3. Procedure and methods of conducting reconnaissance in the offensive from the position of direct contact with the enemy and with the advance from the depths.</p>

			1	<p>Independent work. The platoon in reconnaissance.</p> <ol style="list-style-type: none"> 1. The purpose, composition and tasks of a platoon in reconnaissance patrol. 2. Procedure and methods of conducting reconnaissance in preparation and during the offensive. 3. Procedure and methods of conducting reconnaissance in the offensive from the position of direct contact with the enemy and with the advance from the depths.
Group session 15/3	5	4		<p>Lesson 3: Procedure of the platoon commander assigned to the RD in defence.</p> <ol style="list-style-type: none"> 1. Preparation of a working map for work. Drawing the initial situation. 2. Features of applying the situation on plastic type Overlay. 3. Features of the work of the RD commander during the preparation and conduct of defensive combat.
			1	<p>Independent work. The platoon in reconnaissance patrol.</p> <ol style="list-style-type: none"> 1. Preparation of the working map for work. Drawing the initial situation. 2. Features of applying the situation on plastic type Overlay. 3. Features of the work of the RD commander during the preparation and conduct of defensive combat.
Group session 15/4	6	4		<p>Lesson 4. Procedure for the work of a platoon commander assigned to the RD in defence.</p> <ol style="list-style-type: none"> 1. The content of the platoon leader's work in preparation for the task. 2. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. Steps 6-8. 5. Peculiarities of the work of the commander of the intelligence agency assigned to the RD, in defence
			1	<p>Independent work. Platoon in reconnaissance patrol.</p> <ol style="list-style-type: none"> 1. The content of the platoon commander's work in preparation for the task. 2. Step 1: Obtaining a combat mission (OPORD). 2. Step 2: Issuing a preliminary combat order (WARNO). 3. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 4. Step 5: Issuance of the combat order. Steps 6-8. 5. Making a decision and drawing it on the working map.
			1	<p>Independent work. A platoon in reconnaissance patrol.</p> <ol style="list-style-type: none"> 1. Formation and preparation for giving a combat order (writing a combat order in a workbook). 2. Organisation of interaction, management and comprehensive support.
Practical session 15/5	7	6		<p>Lesson 5. Conducting reconnaissance of the RD in defence (Day).</p> <ol style="list-style-type: none"> 1. Giving a combat order. 2. Reconnaissance of the enemy on the front line. Search for ways to penetrate the RD into the enemy's rear. 3. Crossing the line of contact between the parties, conducting reconnaissance in the territory controlled by the enemy, based on the experience of modern combat operations. 4. Detection of objects, determination of coordinates, report on the results of reconnaissance.

				1	<p>Independent work. Platoon in reconnaissance patrol.</p> <p>1. Formation and preparation for giving a combat order (writing a combat order in a workbook).</p> <p>2. Organisation of interaction, management and comprehensive support.</p>
Practical session 15/6	4	4			<p>Lesson 6. Conducting reconnaissance of the RD in defence (Night).</p> <p>1. Giving a combat order.</p> <p>2. Reconnaissance of the enemy on the front line. Search for ways to penetrate the RD into the enemy's rear.</p> <p>3. Crossing the line of contact between the parties, conducting reconnaissance in the territory controlled by the enemy, based on the experience of modern combat operations.</p> <p>4. Detection of objects, determination of coordinates, report on the results of reconnaissance.</p>
Group session 15/7	3	2			<p>Lesson 7. Organisation and conduct of reconnaissance on the march.</p> <p>1. The purpose, tasks, methods of conducting reconnaissance in the interests of ensuring the movement of units (units) in the absence of collision with the enemy.</p> <p>2. Procedure and methods of conducting reconnaissance during the march in the envisaged engagement.</p> <p>3. Procedure and methods of conducting reconnaissance on the march according to the experience of modern combat operations.</p>
			1		
Group session 15/8	7	6			<p>Lesson 8. Procedure for the work of a platoon leader assigned to the RD in the interests of ensuring the movement of units (units).</p> <p>1. Preparation of the working map for work. Drawing the initial situation. Features of applying the situation on plastic of the Overlay type.</p> <p>2. Peculiarities of the work of the RD commander in the interests of ensuring the movement of units (units).</p> <p>3. The content of the platoon commander's work in preparation for the task.</p> <p>4. Step 1: Receiving a combat task (combat order (OPORD)). 2. Step 2: Issue a preliminary combat order (WARNO).</p> <p>5. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and backbrief.</p> <p>6. Step 5: Issuance of the combat order. Steps 6-8.</p> <p>7. Peculiarities of the work of the commander of the reconnaissance body assigned to the RD in the interests of ensuring the movement of units (units)</p>

				1	<p>Independent work. Platoon in reconnaissance patrol.</p> <ol style="list-style-type: none"> 1. Preparation of the working map for work. Drawing the initial situation. 2. Features of applying the situation on plastic type Overlay. 3. Features of the work of the RD commander in the interests of ensuring the movement of units (units). 4. Development and design of course work.
Practical session 15/9	7	6			<p>Lesson 9. Conducting reconnaissance as part of the RD on the march (Day)</p> <ol style="list-style-type: none"> 1. Giving a combat order for actions in the RD. 2. Conducting reconnaissance of the area, routes of advance, road permeability and ways to bypass them. 3. Identification of objects and determination of their coordinates. Arranging ambushes and conducting raids.
				1	<p>Independent work. Platoon in reconnaissance patrol.</p> <ol style="list-style-type: none"> 1. Step 1: Receiving a combat task (operational order (OPORD)). 2. Step 2: Issuance of a preliminary combat order (preliminary combat order (WARNO)). 2. Step 3(a). Analysis of the combat mission. Step 4: Finalise the plan and issue a backbrief. 3. Step 5: Issuance of a combat order. Steps 6-8.
Practical session 15/10	4	4			<p>Lesson 10. Conducting reconnaissance as part of the RD on the march.</p> <ol style="list-style-type: none"> 1. Giving a combat order for actions in the RD. 2. Conducting reconnaissance of the area, routes of advance, road permeability and ways to bypass them. 3. Detection of objects and determination of their coordinates. Arranging ambushes and conducting raids.
Total for Topic 15.	49	40	9		
Topic 16. Methodical training of a reconnaissance platoon commander.					
Group session 16/1	3	2			<p>Lesson 1: Forms and methods of tactical training.</p> <ol style="list-style-type: none"> 1. Forms of tactical training with a reconnaissance platoon. 2. Methods of conducting tactical training with a reconnaissance platoon.
				1	<p>Independent work. Methodical training of a reconnaissance platoon commander.</p> <ol style="list-style-type: none"> 1. Forms of conducting tactical training with a reconnaissance platoon. 2. Methods of conducting tactical training with a reconnaissance platoon.
Group session 16/2	3	2			<p>Lesson 2. Methods of preparing and conducting tactical exercises with platoon personnel.</p> <ol style="list-style-type: none"> 1. The procedure for preparing for the exercise. 2. Methods of conducting tactical exercises with a platoon.
				1	<p>Independent work. Methodical training of a reconnaissance platoon commander.</p> <ol style="list-style-type: none"> 1. The order of preparation for the training. 2. Methods of conducting tactical exercises with a platoon.
Practical session	5	4			Lesson 3. Methods of preparing and conducting tactical exercises with platoon personnel.

	16/3				1. Determination of initial data and material and technical support for the exercise. 2. Development and drawing up a plan for conducting TK.
			1		Independent work. Methodical training of a reconnaissance platoon commander. 1. Determination of initial data and material and technical support for the exercise. 2. Development and drawing up a plan for conducting the task.
	Group session 16/4	3	2		Lesson 4. Methods of preparing and conducting combat firing with squad personnel. 1. Preparation of live fire, reconnaissance, drawing up a plan for live fire. 2. Drawing up a target situation, calculating targets, calculating the number of rounds. 3. Preparation of officials (squad leaders) for live fire.
			1		Independent work. Methodical training of a reconnaissance platoon commander. 1. Preparation for live fire, reconnaissance, drawing up a plan for live fire. 2. Drawing up a target situation, calculating targets, calculating the number of rounds. 3. Preparation of officials (squad leaders) for live fire.
Total for Topic 16.		14	10	4	
Topic 17. Reconnaissance support of combat in a battalion.					
	Group session 17/1	3	2		Lesson 1: Peculiarities of reconnaissance support in a combined arms battalion. 1. Functioning of the S2 section of the battalion headquarters (command post) . 2. Reconnaissance documents developed and maintained in the battalion. 3. The concept and structure of TTD. The structure and procedure for providing reconnaissance reports and summaries.
			1		Independent work. Reconnaissance support of combat in the battalion. 1. Functioning of the S2 section of the battalion headquarters (control centre). 2. Reconnaissance documents developed and maintained in the battalion. 3. The concept and structure of the TTD. The structure and procedure for providing reconnaissance reports and summaries.
	Group session 17/2	3	2		Lesson 2: Peculiarities of reconnaissance support in a separate reconnaissance battalion. 1. Functioning of the S-structure of the headquarters (control centre) of the battalion. 2. Documents developed and maintained in the ORB on the organisation and conduct of reconnaissance. 3. Peculiarities of setting reconnaissance tasks in the ORB (based on the experience of modern combat operations).
			1		Independent work. Reconnaissance support of combat in the battalion. 1. Functioning of the S-structure of the headquarters (control centre) of the ORB. 2. Documents that are developed and maintained in the ORB on the organisation and conduct of reconnaissance. 3. Peculiarities of setting reconnaissance tasks in the ORB (based on the experience of modern combat operations).
	Group session	6	6		Lesson 3: Procedure for setting tasks for reconnaissance in orbits.

	17/3				1. Bringing the initial data. 2. Processing of the initial situation on the maps. 3. Formation of a combat task for the orbital reconnaissance body (bodies)
Total for Topic 17.		12	10	2	
	Examination	30		6	Independent work. Preparation for the exam. 1. Preparation for the exam.
				6	Independent work. Preparation for the exam. 1. Preparation for the exam.
				6	Independent work. Preparation for the exam. 1. Preparation for the exam.
				6	Independent work. Preparation for the exam. 1. Preparation for the exam.
			6		Examination

TROOP LEADING PROCEDURES (TLP)

General objective of the educational programme component:

Objective:

The objective of teaching the discipline "The process of command and control of military units (TLP)" is to prepare a tactical level military management officer who understands the organisation of unit management, the content and technologies of substantiation and decision-making, planning processes and organisation of reconnaissance support of the combat area according to NATO standards.

Knowledge of

the procedure for managing actions and employment of intelligence agencies with the choice of an appropriate way to perform a reconnaissance task with available reconnaissance assets in various conditions and situations; the procedure and sequence of steps for making decisions on the employment of reconnaissance forces and assets, intelligence agencies - in accordance with the requirements of normative documents of the Armed Forces of Ukraine, as well as to know the procedures for making decisions according to NATO standards; the procedure for developing and executing combat graphic documents on planning the employment of reconnaissance forces and assets (intelligence agencies) with

Skills:

organise and methodically correctly show and justify: ways to perform reconnaissance tasks by the reconnaissance body to ensure different types of combat in different conditions in accordance with the standards used in the armies of NATO member states; apply the principles of general combat, provisions of military regulations and guidelines, while performing reconnaissance tasks; assess the situation; make informed decisions; conduct reconnaissance; set combat tasks for intelligence agencies, organise their interaction; use the state of

Competencies:

MSC-14 Ability to make decisions on the use of a subordinate unit (intelligence agency) in accordance with the troop leading procedures (TLP), taking into account the experience of NATO partner countries.

MSC-15 Ability to prepare combat documents (graphic and textual) for decision-making on the conduct of combat operations, taking into account the experience of NATO partner countries.

MSC-16 Ability to use a subordinate reconnaissance unit (intelligence agency) during joint operations as part of joint units of the Armed Forces of Ukraine and NATO member states.

Organisational and methodological instructions:

The methodology of teaching the discipline is based on the basic didactic principles (the theory and practice of teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations of them to achieve a certain level of learning, and determines the conditions for their most effective use.

To achieve the main learning objective, the programme provides for the following forms of learning:

frontal form, when all cadets perform the same task at the same time under the supervision of the teacher;

group form, when cadets are combined into groups (departments) depending on the staffing structure of the unit, which work in parallel;

individual form, when cadets complete tasks sequentially, one by one.

In this case, depending on the need to achieve levels of knowledge or skills, the teacher should use the following methods:

Verbal and visual methods - when the teacher systematically and consistently presents the educational material, shows (demonstrates) the subjects being studied to help cadets gain new knowledge and form the appropriate imagination.

Training (reproductive) - in the performance of complex actions in accordance with the algorithm determined by the group leader (in a pre-established order) to develop the necessary skills and ensure the coherence of military organisational structures.

Situational and cognitive methods - in reviewing and discussing real (probable) actions, getting acquainted with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is a method where the instructor presents a problem to the cadets and solves it while simultaneously demonstrating the thought process and methods used. The immediate result should be that the student learns the method and logic of solving a particular problem, but not yet the ability to apply them independently. This method teaches cadets how to search for knowledge and helps them develop creative thinking skills.

Search (heuristic) methods - serve the objective of gradually bringing cadets closer to solving problems on their own by first teaching them how to perform certain elements of the solution. It is used in group exercises when the method of finding the optimal solution is determined by the group leader, but the solution is found by the student.

Problem-based methods provide a deep assimilation of knowledge at the level of their creative application, mastering the methods of creative thinking, and practical experience.

The following types of classes are held during the study of the discipline.

Lecture is the main type of classroom teaching designed to master the theoretical material of the topic.

The main objective of the lecture is to systematise the foundations of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of management activities of a military leader, to focus on the most complex and nodal issues of the educational material. The lecture should be problem-based, stimulate active cognitive activity of cadets, and promote creative thinking.

A group session is a type of classroom where the teacher presents new educational material in a verbal and visual way, controls the cadets' learning of this material by questioning them and helps to consolidate it.

Group sessions are held for the objective of detailed study by cadets of the issues and problems discussed in lectures and detailed consideration of topical issues of the educational material. The main teaching methods used are explanation with demonstration and conversation in the form of discussion. Technical means of information transmission, tables, diagrams, slides, diagrams and posters should be used to ensure visualisation during the classroom.

A practical session is a type of training session during which the teacher organises the mastering of the theoretical provisions of the topic through individual performance of specially designed tasks and promotes the development of skills and abilities to apply these theoretical provisions in practice.

Independent work is carried out with the aim of practicing and mastering the educational material; consolidating and deepening knowledge, skills and abilities; preparing for the next classes and evaluation measures; forming a culture of mental work, independence and initiative in the search, acquisition and enrichment of knowledge in cadets. Independent work should be provided with educational literature, study guides, assignments and methodological recommendations. All teaching and learning materials should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and peculiarities of current control, general procedure for determining the grade for current control

An integral part of the professional military education courses for officers of the Armed Forces of Ukraine is a system for controlling and reporting on the quality of learning on the quality of learning. The main purpose of the control is to ensure the scientific level of the acquired knowledge and the strength of the skills and abilities developed.

The number of evaluation measures and the forms of their implementation are communicated to cadets at the beginning of the course.

Classes are held in specialised classrooms equipped with technical teaching aids.

Material and technical support:

Classes are held in specialised classrooms, which must be equipped with personal electronic computing equipment at the rate of one workstation for every two cadets and the training ground of the educational process support centre. It is mandatory to use technical training aids during the training sessions.

Information and methodological support:

"Nordic UN Tactical Manual";

Ranger Handbook TC 3-21.76;

Field Manual FM 1-02. Operational Terms and Graphics;

Field Manual FM 3-0. Operations;

Field Manual FM 5-0. Army Planning and Orders Production;

Field Manual FM 6-0. Mission Command: Command and Control of Army Forces;

The Battle Staff SMARTBOOK;

Guidelines for operational planning (GOP), Final revision.

Titles of topics and distribution of class time by type of class

No. s/n	Types of training sessions, evaluation measures	Total hours	of them		Title of the topic and study questions
			Contact hours	Independent work	
1	2	3	4	5	6
Chapter 1. The basics of troop leading procedures (TLP).					
		32	24	8	Topic 1: Maps, symbols, overlays and brief descriptions of maps (terrain) according to NATO standards.
1	Group session 1/1	3	2		Lesson 1: NATO maps and the MGRS coordinate system. 1. NATO maps. NATO compass. 2. Coordinates and azimuth in the MGRS system.
				1	NATO maps and MGRS coordinate system. 1. NATO maps and compass. 2. MGRS coordinates and azimuth.
2	Practical session 1/2	7	6		Lesson 2: NATO tactical signs. 1. Basics of NATO tactical signs. 2. Other NATO tactical signs. Identification of NATO tactical signs. 3. NATO maps. NATO compass. Coordinates and azimuth in the MGRS system.
				1	Tactical signs of NATO. 1. NATO tactical signs. 2. Other NATO tactical signs. Identification of NATO tactical signs.
3	Practical session 1/3	6	4		Lesson 3. Working with a map on an overlay. 1. Types of overlays. ISTAR. 2. Preparation and development of the overlay.
				2	Working with the map on the overlay. 1. Preparation and development of the overlay. 2. Developing an overlay according to the situation.
4	Practical session 1/4	8	4		Lesson 4. Briefing the situation on the cards. 1. Key components of the map situation briefing. 2. Demonstration of briefing the situation on the cards.

				2	Briefing the situation by maps. 1. Key components of a map situation briefing. 2. Preparation for the exam.
5	Practical session 1/5			2	Fundamentals of military decision-making. 1. NATO maps and compass. Coordinates and azimuth according to the MGRS system. 2. Preparation and development of overlay. Briefing the situation on maps and overlay.
		8	8		Lesson 5. Fundamentals of military decision-making. 1. NATO maps and compass. Coordinates and azimuth according to the MGRS system. 2. Preparation and development of overlay. Briefing the situation on maps and overlay.
		46	34	12	Topic 2. Combat order according to NATO standards and troop leading procedures (TLP).
6	Group session 2/1	8	6		Lesson 1: Form and format of the NATO Battle Order (SMESC) and introduction to the Troop Leading Procedures (TLP). 1. Introduction to the troop leading procedures (TLP). The format of SMESC orders. 2. Step 1: Obtaining a combat mission (OPORD). 3. Step 2: Issuance of a preliminary combat order (WARNO).
				2	The form and format of the combat order according to NATO standards (SMESC) and the introduction to the TLP. 1. Step 1: Obtaining a combat task (operational order (OPORD)). 2. Step 2: Issue a preliminary combat order (WARNO). 3. Development of the WARNO.
7	Practical session 2/2	8	6		Lesson 2. Developing a preliminary plan (Step 3(a)) (TLP). 1. Step 3(a). Analysis of the combat mission. 2. Analysis of factors (METT-TC). 3. Begin conducting factor analysis and mission analysis.
				2	Developing a preliminary plan (3(a)) (TLP). 1. Step 3(a). Analyse the combat mission. 2. Completion of the factor analysis (METT-TC). 3. Completion of the factor analysis and mission analysis.
8	Practical session 2/3	12	8		Lesson 3. Developing a preliminary plan (3(b-e)) (TLP). 1. Step 3(b): Developing a preliminary plan (developing options). 2. Step 3(c): Analyse the options. 3. Step 3(d): Comparing the options. 4. Step 3(e): Select an action option. 5. Begin development of the options for action (OPORD).
				2	Developing a tentative plan (3(a-e)) (TLP).

					<ol style="list-style-type: none"> 1. Development of options for action (OPORD). 2. Analysis of the combat mission, development of a preliminary plan. 3. Analysis of options, comparison of options, selection of an option.
				2	Developing a preliminary plan (3(a-e)) (TLP). <ol style="list-style-type: none"> 1. Development of options for action (OPORD). 2. Analysis of the combat mission, development of a preliminary plan. 3. Analysis of options, comparison of options, selection of an option.
9	Practical session 2/4	10	6		Lesson 4. Development of a combat order (TLP). <ol style="list-style-type: none"> 1. Step 4: Completing the plan and backbrief. 2. Step 5: Issuing a combat order. 3. Step 6: Initiate the movement (manoeuvre initiation). 4. Step 7: Conducting reconnaissance. 5. Step 8: Control and improvement.
				2	Development of a combat order (TLP). <ol style="list-style-type: none"> 1. Steps 4-8. 2. Developing a combat order according to NATO standards (OPORD) 3. Preparation for the exam.
				2	Development of a combat order (TLP). <ol style="list-style-type: none"> 1. Steps 4-8. 2. Developing a combat order according to NATO standards (OPORD) 3. Preparing for the exam.
10	Practical session 2/5	8	8		Lesson 5. Issuing a combat order (TLP). <ol style="list-style-type: none"> 1. Steps 1-8. 2. Developing and issuing an operational order (OPORD).
		38	28	10	Topic 3: Tactical exercises without troops (field practice).
11	Practical session 3/1	6	4		Lesson 1. OPORD (TLP). <ol style="list-style-type: none"> 1. Practical implementation of Step 1-2. 2. Practical implementation of standard operating procedures (SOP).
				2	OPORD (TLP). <ol style="list-style-type: none"> 1. Practical implementation of Step 1-2. 2. Practical implementation of standard operating procedures (SOPs).
12	Practical session 3/2	8	6		Lesson 2. OPORD (TLP). <ol style="list-style-type: none"> 1. Practical implementation Step 3. 2. Practical implementation of standard operating procedures (SOP).

				2	OPORD (TLP). 1. Practical implementation of Step 3. 2. Practical implementation of standard operating procedures (SOPs).
13	Practical session 3/3	6	4		Lesson 3. OPORD (TLP). 1. Practical implementation Steps 4-8. 2. Practical implementation of standard operating procedures (SOP).
				2	OPORD (TLP). 1. Practical implementation of Steps 4-8. 2. Practical implementation of standard operating procedures (SOPs).
14	Practical session 3/4	10	6		Lesson 4. OPORD (TLP). 1. Issuance of a combat order. 2. Establish standard operating procedures (SOPs) for actions (field exercises).
				2	OPORD (TLP). 1. Issuance of a combat order. 2. Establish standard operating procedures (SOPs) for the action (field exercise).
15	Practical session 3/5			2	Field exercises. 1. Reconnaissance missions. 2. Echeloning of equipment.
		8	8		Lesson 5. Field exercises. 1. Steps 1-8. 2. Practical implementation of standard operating procedures (SOPs).
Section 2: Fundamentals of the Military Decision Making Process (MDMP).					
		30	22	8	Topic 6. NATO standards combat order and troop leading procedures (TLP) (MDMP/SDMP).
16	Group session 6/1	9	6		Lesson 1: The order of battle (OOB) (MDMP/SDMP). Step 1-2. 1. Troop leading procedures (TLP). MDMP/SDMP standards. 2. Step 1: Awareness of the task. (Notify headquarters; Prepare headquarters for planning; Conduct initial situation assessment; Determine time for planning; Commander's Directive - (CDR)'S GUIDANCE; Issue a preliminary WARNING ORDER-1 (WARNO-1). 3. Step 2: Analysis of the task (1. Analysis of the task of the higher headquarters; 2. IPOE (IPB)).
				3	The procedure for the management of troops (MDMP/SDMP). Step 1-2. 1. Step 1: Awareness of the task. (Alerting headquarters; Preparing headquarters for planning; Conducting an initial situation assessment; Determining the time for planning; Commander's Directive - (CDR)'S GUIDANCE; Issuing a preliminary WARNING ORDER-1 (WARNO-1). 2. Step 2: Analysis of the task (1. Higher Headquarters task analysis; 2. IPOE (IPB)).

17	Group session 6/2	6	4		Lesson 2: The order of battle (OOB) (MDMP/SDMP). Step 2. 1. Step 2: Task analysis (3. Task analysis; 4. Asset analysis; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Commander's critical information requests (CCIR); 9. Developing an initial reconnaissance plan; 10. Paraphrasing the task. 11. Initial command intent; 12. Commander's planning guidance; 13. Issuing a preliminary order WARNING ORDER-2 (WARNO-2))
				2	The procedure for the management of troops (MDMP/SDMP). Step 2. 1. Step 2: Task analysis (3. Task analysis; 4. Asset analysis; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Commander's critical information requests (CCIR); 9. Developing an initial reconnaissance plan; 10. Paraphrasing the task. 11. Initial command intent; 12. Commander's planning guidance; 13. Issuing a preliminary order WARNING ORDER-2 (WARNO-2))
18	Practical session 6/3	9	6		Lesson 3: Troop leading procedures (TLP) (MDMP/SDMP). Step 3-4. 1. Step 3: Developing courses of action (1. Firepower analysis; 2. Developing options; 3. Allocating your forces; 4. Organisation of forces; 5. Development of control constraints; 6. Preparation of sketches and diagrams). 2. Step 4: Wargame.
				3	The procedure for the management of troops (MDMP/SDMP). Step 3-4. 1. Step 3: Development of courses of action (1. Firepower analysis; 2. Development of options; 3. Distribution of forces; 4. Organisation of forces; 5. Development of control constraints; 6. Preparation of sketches and diagrams). 2. Step 4: Wargame.
19	Practical session 6/4	6	6		Lesson 4. The order of battle (OOB) (MDMP/SDMP). Steps 5-7. 1. Step 5: COA Comparison (1. Advantages and disadvantages analysis; 2. COA comparison; 3. Commander's concept briefing). 2. Step 6: Selecting a COA (1. Commander's decision; 2. Commander's final planning guidance; 3. Issuance of a preliminary WARNING ORDER-3 (WARNO-3)). 3. Step 7: Development of the plan and combat order (OPORD). Development of a combat order for the operation OPORD.
Controlling activities		4	4		Credit
Total for the educational component		150	112	38	