

MINISTRY OF DEFENCE OF UKRAINE

MILITARY ACADEMY (ODESA)

**EDUCATIONAL PROGRAMME OF COURSES
PROFESSIONAL MILITARY EDUCATION**

***SPECIALISED COURSE OF TACTICAL LEVEL OF SPECIAL OPERATIONS
L-1B (SO)***

**for military occupational
speciality**

*081000, 082000, "Management of Special
094100, 094200 Operations Units"*

APPROVED

By the Academic Council of the Military Academy
(Odesa)

(Minutes No. 1 dated 27 August 2024)

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

Major General

Andrii KOVALCHUK

Enacted

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

dated 27 August 2024 No. 696

AGREEMENT SHEET

OF THE EDUCATIONAL PROGRAMME OF COURSES PROFESSIONAL MILITARY EDUCATION SPECIALISED COURSE OF TACTICAL LEVEL OF SPECIAL OPERATIONS L-1B (SO)

**for military occupational
speciality**

081000, 082000, "Management of Special
094100, 094200 Operations Units"

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

Head of the Central Administration of
Military Education and Science of the
General Staff of the Armed Forces of
Ukraine
Colonel

Volodymyr MIRNENKO

Oleg PAVLOVSKY

“ _____ ” _____ 2024

“ _____ ” _____ 2024

APPROVED

Commander of Military Unit A0987
Brigadier General

Alexander TREPAK

“ _____ ” _____ 2024

Developed and submitted

Head of the working group

Deputy Chief of Staff of Military Unit
A0987
Colonel

Dmytro SVISHCHOV

“ _____ ” _____ 2024

FOREWORD

Developed by a working group:

Command of Military Unit A0987 and Military Academy (Odesa).

Head of the working group:

Dmytro SVISHCHOV - Colonel, Deputy Chief of Staff of Military Unit A0987.

Members of the working group:

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

Igor ZELENY – Lieutenant Colonel, Deputy Head of the Faculty of Military Reconnaissance and Special Operations Forces Training in Educational and Scientific Work – Head of the Training Department of the Military Academy (Odesa);

Igor SHUMKOV – Colonel, Head of the Department of Military Reconnaissance and Special Operations Forces Unit Management, Faculty of Military Reconnaissance and Special Operations Forces Training, Military Academy (Odesa);

Vitaliy RUDYNSKYI – Lieutenant Colonel, Deputy Head of the Department of Military Reconnaissance and Special Operations Forces Unit Management at the Faculty of Military Reconnaissance and Special Operations Forces Training at the Military Academy (Odesa);

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Sergey TRUTNEV – Lieutenant Colonel, Senior Lecturer at the Department of Military Reconnaissance and Special Operations Forces of the Faculty of Military Reconnaissance and Special Operations Forces of the Military Academy (Odesa);

Volodymyr GERICH – Major, Lecturer at the Department of Military Reconnaissance and Special Operations Forces Management, Faculty of Military Reconnaissance and Special Operations Forces, Military Academy (Odesa);

Oleksandr MANOILO – Associate Professor of the Department of Management of Daily Activities of Units of the Military Academy (Odesa), Candidate of Military Sciences, Associate Professor.

TAKING INTO ACCOUNT:

- 1. Professional standard for tactical-level officers of the Armed Forces of Ukraine.*
- 2. Comments from internal and external stakeholders.*
- 3. Proposals from students.*
- 4. Combat experience.*

**I. PROFILE OF THE EDUCATIONAL PROGRAMME
OF THE PROFESSIONAL COURSE FOR TACTICAL-LEVEL OFFICERS
SPECIAL OPERATIONS L-1B (SOF)**

1 – General information	
Full name of the military higher educational institution (ZFPVO, VNP ZVO)	Military Academy (Odesa)
Name of the document certifying completion and scope of the professional military education course	Certificate of completion of the "Professional Course for Tactical Level Special Operations Officers L-1B (SO)" under MOS 081000, 082000, 094100, 094200. Scope of the educational programme: 30 ECTS credits.
Prerequisites	Possession or acquisition (for cadets) of a higher education degree not lower than a bachelor's degree; completion of the basic tactical level course L-1A; for military personnel: completion of military service as a private, sergeant (senior sergeant); for civilians: fitness for military service in the Armed Forces of Ukraine.
Language(s) of instruction	Ukrainian
Duration of the educational programme for professional military education	Until the renewal or introduction of a new educational programme
2 – Objectives of the educational programme	
Training highly qualified, well-rounded, competitive tactical-level officers capable of performing special tasks and conducting special reconnaissance, making decisions on the execution of reconnaissance tasks, and providing comprehensive support in accordance with NATO principles and standards	
3 – Characteristics of the educational programme	
Subject area	Field of knowledge: 25 - Military sciences, national security, state border security Speciality: 253 - Military management (by type of Armed Forces) Specialisation: Management of Special Operations Units.
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 management of special operations units for further military service in typical positions defined in the professional standard of the corresponding level.
Features of the programme	The educational programme has been developed taking into account the educational programme of the basic tactical level course L-1A, approved by the Chief of the General Staff of the Armed Forces of Ukraine on 29 June 2024 No. 97672/C, and the current experience of combat operations gained during the anti-terrorist operation, the joint forces operation and the repulsion of a full-scale invasion of Ukraine by the Russian Federation. Study of the procedures and methods for performing reconnaissance and special tasks in accordance with the doctrinal and regulatory documents of the Armed Forces of Ukraine and NATO standards,

	<p>taking into account combat experience. Study of tactical and special training methods. Studying the procedures for the work of the commander of a special forces group of the Special Operations Forces in various types of combat in accordance with troop command procedures (TLP).</p> <p>Competence in personal parachuting using human parachutes (various types) is acquired through a separate course.</p>
4 – Employment and further training opportunities for graduates	
Employment opportunities	<p>Officer positions specialising in the management of special operations units:</p> <p><i>commander of a SpP group of</i> a SpP company of a SpO detachment; <i>commander of a group (diver)</i> of the Special Operations Unit of the Special Operations Squadron; <i>senior officer of the operational planning group</i> of the special operations unit;</p>
Further training	<p>Training under the educational programme of the professional military education course "Tactical Level Military Reconnaissance Command Course L-1C (SOF) "Captains' Course".</p>
5 – Teaching and assessment	
Teaching and training	<p>The main types of training activities used to teach the components of the educational programme: lectures, seminars, group work, practical exercises, group exercises, tactical (tactical-special, tactical-formation) classes and training, consultations, independent study.</p>
Assessment	<p>Assessment of the learning outcomes of course participants includes the entire range of control measures provided for in the educational component programmes and is carried out on a 100-point scale, the ECTS scale and the national scale.</p>
6 – Programme competences	
Military special competences (MSC)	<p>MSC 1 Ability to apply knowledge of the typical organisational and staffing structure, armament, military equipment and tactics of units up to battalion level in order to organise cooperation, withdraw special forces to enemy rear areas, provide fire cover during combat missions and return (evacuate) special forces after completing their mission.</p>
	<p>MSC 3 Ability to use technical means of reconnaissance, communications and navigation that are in service with special operations units.</p>
	<p>MSC 4 Ability to analyse and process information (reporting) documents received from a unit (part, formation) in order to perform assigned tasks.</p>
	<p>MSC 5 Ability to assess the situation for further planning and execution of assigned tasks.</p>
	<p>MSC 6 Ability to prepare and use weapons and equipment in service with special operations units: small arms, collective weapons, anti-tank weapons, combat vehicle armament, as well as promising combat vehicles using targeting devices, night vision and thermal imaging devices, mortars (including foreign models). Conduct fire control.</p>
<p>MSC 7 Ability to prepare weapons and military equipment before each use (including before reconnaissance and special missions), check their availability and serviceability upon return.</p>	

	MSC 8	Ability to operate combat vehicles in service with special operations units, perform rapid diagnostics of equipment (and its armament) in order to make decisions on its suitability for use during reconnaissance (special) missions.
	MSC 9	Ability to perform duties in accordance with job description.
	MSC 10	Ability to analyse (understand) combat tasks. Based on knowledge, skills and practical experience, ability to develop plans for the use of special purpose groups, including the preparation of planning and reporting documents in accordance with the guidelines and doctrine of the Special Operations Forces of the Armed Forces of Ukraine.
	MSC 11	Ability to organise and conduct direct training of a special forces group.
	MSC 12	Ability to withdraw a special forces group to the enemy's rear by various means and methods.
	MSC 13	Ability to command a special operations group during special and reconnaissance missions.
	MSC 14	Ability to return (evacuate) a special forces group from the area of operation by various means and methods.
	MSC 15	Ability to make decisions on the use of a special operations group in accordance with the troop leadership procedure (TLP), taking into account the experience of NATO partner countries.
	MSC 16	Ability to prepare combat documents (graphical and textual) for decision-making on conducting special reconnaissance, taking into account the experience of NATO partner countries.
	MSC 17	Ability to plan and manage the use of subordinate units during joint operations as part of combined units of the Armed Forces of Ukraine and NATO member states in accordance with standard military decision-making procedures (MDMP).
7 – Programme learning outcomes		
Professional training	LOMS 1	Apply knowledge of the organisational and staffing structure, armament, military equipment and tactics of units up to battalion level in order to organise cooperation to ensure the withdrawal to the rear of the enemy or the return (evacuation) of the SpP group after completing the task.
	LOMS 2	Know and understand the process of organising cooperation for the fire support of a special purpose group during the performance of a combat mission.
	LOMS 4	Apply personally and make informed decisions on the selection and use of the necessary technical means of reconnaissance and communication available to special operations units.
	LOMS 5	Apply optical, optoelectronic, radar, radio engineering equipment, their promising analogues, and reconnaissance and signalling equipment.
	LOMS 6	Develop options for the use of special operations units using information (reporting) documents received from the unit (part, formation).

	LOMS 7	Organise the collection of reconnaissance information in the subordinate unit for the effective use of forces and means during the performance of assigned tasks.
	LOMS 8	Know the capabilities and tactical and technical characteristics of weapons and military equipment used by the SpP group; rules for firing standard weapons; procedures for conducting fire control training; requirements of the Small Arms and Combat Vehicle Weapons Firearms Training Course for organising firearms training.
	LOMS 9	Organise and carry out the proper operation, maintenance, storage and preparation of small arms and combat vehicle weapons for combat use; bring small arms and combat vehicle weapons to normal combat readiness; perform shooting exercises with standard weapons and equipment; organise fire training and combat shooting exercises involving group shooting exercises.
	LOMS 10	Know the structure, technical characteristics and operating and maintenance procedures for standard military equipment, the requirements of regulatory documents for the storage and operation of military equipment, and the rules for the preparation and maintenance of technical documentation for equipment models.
	LOMS 11	Know the operating procedures for the main (specified) types of armoured vehicles (of various types) in service with special operations units and units of the Armed Forces of Ukraine; the requirements of the Combat Vehicle Driving Course for the organisation of driving training.
	LOMS 12	Perform duties at the appropriate level while undergoing training (internship) in military units.
	LOMS 13	Be able to analyse combat orders and develop plans for the execution of combat missions by special operations groups in accordance with the procedures set out in the governing documents for special operations units; prepare planning and reporting documents on the execution of missions in accordance with the governing and doctrinal documents of the Special Operations Forces of the Armed Forces of Ukraine.
	LOMS 14	Be able to issue combat orders to subordinate personnel, organise cooperation and conduct training of the Special Forces group for the period of the combat mission.
	LOMS 15	Organise and carry out the preparation of weapons, equipment, means of withdrawal and other necessary equipment for use.
	LOMS 16	Be able to manage a special operations unit during deployment to an operational area by various means and methods, depending on the available means of deployment.
	LOMS 17	Know the procedure for organising and executing special and reconnaissance tasks by a unit, combat groups (subgroups).

	LOMS 18	Be able to manage the personnel of the unit during the performance of tasks, respond promptly to sudden changes in the situation and make informed and non-standard decisions on actions in critical situations that may arise during the performance of combat tasks.
	LOMS 19	Be able to organise and manage the actions of the group's personnel during the return (evacuation) of the SpP group after completing the task, depending on the available means of evacuation.
	LOMS 20	Prepare a report on the results of the combat mission in accordance with the guiding and doctrinal documents of the Special Operations Forces of the Armed Forces of Ukraine.
	LOMS 21	Apply knowledge and skills in decision-making in accordance with the troop leadership procedure (TLP), taking into account the experience of NATO partner countries.
	LOMS 22	Prepare combat documents on decision-making for the performance of reconnaissance or special tasks, taking into account the experience of NATO partner countries.
	LOMS 23	Be able to perform duties in a joint team or independently during joint operations as part of combined units of the Armed Forces of Ukraine and NATO member states in accordance with standard military decision-making procedures (MDMP).
8 – Resource provision for programme implementation		
Staff	The scientific and teaching 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 activity. Professional competencies are developed by professionals with experience in their field and combat experience.	
Material and technical support	<p>The material and technical resources of the Military Academy (Odesa) and the Military Academy's Centre for Educational Support are used to implement the competencies and learning outcomes specified in the programme.</p> <p>The material and technical support meets the licensing requirements for the provision of educational services in higher education and is sufficient to ensure the quality of the educational process, in particular: classrooms; computer classrooms (laboratories); specialised laboratories; sports halls, sports grounds; library, reading room; multimedia equipment; premises for scientific and teaching staff; barracks; canteen, etc.</p>	
Information and teaching aids	<p>Teaching and methodological support has been 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.</p> <p>The library fund, including teaching materials and teaching aids developed by teaching staff, is used in the training process.</p> <p>The programme is implemented using the virtual learning environment of the Military Academy (Odesa), original materials, textbooks, teaching aids and other educational and methodological materials.</p> <p>The official website of the academy (http://vaodesa.mil.gov.ua/) provides unhindered access to all available library resources.</p>	

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

2.1. List of components of the educational programme

Code	Components of the educational programme (academic disciplines)	Number of credits	Form of final assessment
MS 1	Combat use of mechanised units (battalion, separate battalion)	2	Credit
MS 2	Combat use of technical reconnaissance means and countermeasures against technical reconnaissance means	2	Credit
MS 3	Organisation of reconnaissance and information activities	1	Credit
MS 4	Armament of combat vehicles of units and fire training	5	Exam
MS 5	Structure and maintenance of armoured vehicles	1	Test
MS 6	Driving armoured personnel carriers	1	Exam
MS 7	Special Reconnaissance	11	Exam
MS 8	Military Decision-Making Processes	5	Credit
Total according to the credit programme		3	

2.2 Compliance of programme competencies with the components of the educational programme

	MS 1	MS 2	MS 3	MS 4	MS 5	MS 6	MS 7	MS 8
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								+
MSC 17								+

2.3 Compliance of learning outcomes with the components of the educational programme

	MS 1	MS 2	MS 3	MS 4	MS 5	MS 6	MS 7	MS 8
LOMS-1	+							
LOMS-2	+							
LOMS-3								
LOMS-4		+						
LOMS-5		+						
LOMS-6			+					
LOMS-7			+					
LOMS-8				+				
LOMS-9				+				
LOMS-10					+			
LOMS-11						+		
LOMS-12							+	
LOMS-13							+	
LOMS-14							+	
LOMS-15							+	
LOMS-16							+	
LOMS-17							+	
LOMS-18							+	
LOMS-19							+	
LOMS-20							+	
LOMS-21								+
LOMS-22								+
LOMS-23								+

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

No	Code of academic discipline	Name of academic discipline (module)	Final assessment (distribution by semesters)		Number of ECTS credits	Total number of hours	Classroom hours (under the supervision of NPP, instructors)					Control measure	Independent work	Distribution of classroom hours by courses and semesters											
			Exams	tests			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 a semester											
											14	15	16	17	18	19	20	21							
1	MS 1	Combat use of mechanised units (battalion, separate battalion)		7	2	6	4		3	12	4	14						14	32						
2	MS 2	Combat use of technical reconnaissance means and countermeasures against technical reconnaissance means		8	2	60	5	2	30	2	4	2	16	16		2	10		6	8					
3	MS 3	Organisation of reconnaissance and information activities		8	1	4	4	16	8	12	4							18	2						
4	MS 4	Armament of combat vehicles and fire training		7	5	15	1		4	5	6	5		2	18		12	10	34						
5	MS 5	Structure and maintenance of armoured vehicles		5	1	4	4		3	4	6			14	8	18									
6	MS 6	Armoured personnel carrier driving		5	1	4	40		2	34	4					2	18								
7	MS 7	Special Reconnaissance	8		1	340	29	2	42	242	6	4		20	40	70	30	60	32	40					
8	MS 8	Military Decision-Making Processes		8	5	1	1		18	9	4	5					28	34							
Total					30	900	736	2	20	476	38	16	16	12	136	12	114	167	161	58					
Total			1	7	30	900	736	20	20	476	38	16	16	12	136	12	114	167	161	58					
Number of hours per week													45	45	45	45	45	45	45	45					
Number of exams																				1					
Number of tests																1	1	1	3	1					

4. PROGRAMMES OF ACADEMIC DISCIPLINES OF THE EDUCATIONAL PROGRAMME

COMBAT USE OF MECHANISED UNITS (BATTALION, SEPARATE BATTALION)

General objective of the educational programme component:

Objective

The objective of teaching the academic discipline "Combat use of mechanised units (battalion, separate battalion)" in the courses is to train tactical-level military command officers who know the principles of general military combat, the provisions of combat regulations and instructions, use them when performing training and combat tasks, are able to perform tactical calculations, skilfully use the combat capabilities of units and organise interaction.

Knowledge:

principles of modern general combat, provisions of combat regulations and instructions, ability to creatively apply them during the performance of tasks assigned to units; the basics of organising and conducting tactical operations of mechanised units; the organisational and staffing structure, purpose, and basics of organising and conducting tactical operations by a mechanised brigade; experience in the use of units of the Armed Forces of Ukraine in anti-terrorist operations.

Skills:

make decisions and manage units during combat missions; manage units during the preparation and conduct of tactical operations; clarify tasks, assess the situation, formulate proposals based on reconnaissance in the main types of combat (tactical operations); be able to plot decisions on a map and set tasks to the extent necessary for units to accomplish their assigned tasks; acquire skills in working with combat graphic and text documents, their formatting and maintenance.

Competencies:

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

Organisational and methodological guidelines:

Features of the teaching methodology:

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

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

Verbal-visual - in which the teacher systematically and consistently presents the material, showing (demonstrating) the subjects being studied so that learners acquire new knowledge and form the appropriate mental images.

Training (reproductive) - performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military-organisational structures.

Situational-cognitive - conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches ways of searching for knowledge and helps learners acquire creative thinking skills.

Search (heuristic) - serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the teacher, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lecture – the main type of educational activity designed to help students master the theoretical material of the topic.

The main purpose of the lecture is to systematise the fundamentals of scientific knowledge and practical experience on the topic, the state and prospects of the development of management science, the theory and practice of military leadership, and to focus attention on the most complex and crucial issues of the course material. Lectures should be problem-oriented, stimulate active cognitive activity among students, and contribute to the development of creative thinking.

A group class is a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work should be carried out with the aim of practising and assimilating the training material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; and developing a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among students. Independent work should be supported with educational literature, teaching aids, assignments and

methodological recommendations. All teaching and methodological materials for classes should be available in electronic form. Methodological materials for independent work should allow for self-assessment.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

An integral part of professional military education courses for officers of the Armed Forces of Ukraine is a 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 acquired.

The number of control measures and the forms in which they are carried out are communicated to students at the beginning of the course.

Material and technical support:

Classes are held in specialised classrooms equipped with personal computers at a ratio of one workstation per two students and at the training centre's training ground. Technical training aids must be used during training sessions.

Information and methodological support:

Combat Regulations of the Airborne Assault Troops of the Armed Forces of Ukraine, Parts II and III, Kyiv: KDSH, VA ZSU, 2023.

Temporary Combat Regulations of the Mechanised Forces of the Land Forces of the Armed Forces of Ukraine. Part 1. Brigade, 2022

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

Combat Regulations of the Land Forces "Structure and Functioning of Command Posts in Operations", approved by Order of the Command of the Land Forces of the Armed Forces of Ukraine No. 893 dsk on 20 November 2020

Combat Regulations of the Land Forces "Samples of Combat Reports (Reports)", approved by Order of the Command of the Land Forces of the Armed Forces of Ukraine No. 319 dsk on 29 April 2020 Doctrine for the Training of State Defence Forces VKP 7-00(01).01, K. GUP ZSU 2020

Instructions on the operational work of headquarters, part II (military unit), approved by order of the Chief of the General Staff of the Armed Forces of Ukraine dated 29 June 2016 No. 08

Temporary procedure "Preparation of operational (combat) documents", VKDP 5(3)-00(01).02, approved by order of the Commander-in-Chief of the Armed Forces of Ukraine on 11 September 2020 No. 140.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
1	2	3	4	5	6
		18	14	4	Topic Title 1. Organisational and staffing structure of a mechanised (tank) battalion.
1	Group session 1	2	2		Lesson 1. Purpose and structure of the course "Combat use of mechanised units (battalion, separate battalion). Basic principles of creating general military units in the armed forces of leading countries of the world. 1. Purpose of teaching the course. Planned learning outcomes. Structure of the course and order of study. 2. Terms and definitions used in the study of the organisational and staffing structure of units. 3. Principles of creating the organisational structure of modern formations of general military battalions,
2	Group session 1/2	3	2		Lesson 2. Organisational and staffing structure of a mechanised (tank) battalion. 1. Organisational and staffing structure of a mechanised battalion on IFVs. 2. Organisational and staffing structure of a mechanised battalion on armoured personnel carriers. 3. Organisational and staffing structure of a tank battalion.
				1	Organisational and staffing structure of a mechanised (tank) battalion. 1. Organisational and staffing structure of a mechanised battalion on IFVs. 2. Organisational and staffing structure of a mechanised battalion on armoured personnel carriers. 3. Organizational and staffing structure of a tank battalion.
3	Group session 1	3	2		Lesson 3. Weapons and military equipment of a mechanised (tank) battalion. 1. Weapons of a mechanised (tank) battalion. 2. Military equipment of a mechanised (tank) battalion.
				1	Weapons and military equipment of a mechanised (tank) battalion. 1. Armament of a mechanised (tank) battalion. 2. Military equipment of a mechanised (tank) battalion.
4	Group session	3	2		Lesson 4. Mortar battery of a mechanised battalion. 1. Organisational and staffing structure and armament of a mortar battery.

	1				2. Purpose and basics of combat operations of artillery units. 3. Types of combat tasks of a mechanised battalion mortar battery for fire destruction of the enemy in the main types of combat.
				1	Mortar battery of a mechanised battalion. 1. Organisational and staffing structure and armament of a mortar battery. 2. Purpose and basics of combat operations of artillery units. 3. Types of combat tasks of a mechanised battalion mortar battery for fire destruction of the enemy in the main types of combat.
5	Group session 1	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 a battalion. Purpose, organisational and staffing structure. Basics of combat use in the main types of combat.
				1	Combat support units of a mechanised battalion. 1. Comprehensive support. Types of combat support and their characteristics. 2. Combat support units of a battalion. Purpose, organisational and staffing structure. Basics of combat use in the main types of combat.
6	Group session 1	2	2		Lesson 6. Organisation of technical and logistical support in a battalion. 1. Purpose and content of technical and logistical support. 2. Technical and logistical support units of the battalion. Purpose, organisational and staffing structure. Basics of application in the main types of combat.
7	Group session 1	2	2		Lesson 7. Combat capabilities of a mechanised battalion in basic types of combat. 1. Basics of the combat capabilities of a mechanised battalion. 2. Characteristics of the components and indicators of the combat capabilities of a mechanised battalion.
		8	6	2	Topic Title 2. Location of a mechanised (tank) battalion in the field and at base camp.
8	Group session 2	3	2		Lesson 1. Location of a mechanised (tank) battalion in the field. 1. Basics of the location of units on site. Requirements for the location area and the procedure for its preparation. 2. Area of deployment and deployment of the battalion on site. 3. Guard duty in the battalion's location area.
				1	Location of a mechanised (tank) battalion in position. 1. Basics of unit deployment in the field. Requirements for the deployment area and how to get it ready. 2. Location and deployment of the battalion on site. 3. Guard duty in the battalion's area of location.
9	Group session 2	3	2		Lesson 2. Location of mechanised (tank) units in the base camp. 1. Basics of the location of units in the base camp. Requirements for the location of the base camp and the procedure for its preparation.

					2. Organisation and implementation of daily activities in base camps camps. 3. Security and defence of the base camp.
				1	Location of mechanised (tank) units in the base camp. 1. Basics of the location of units in the base camp. Requirements for the location of the base camp and the procedure for its preparation. 2. Organisation and implementation of daily activities in base camps 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 site. 1. Preparation and equipping of the battalion's location area on site. Drawing up a location plan. 2. Organisation of sentry guard when the battalion is in position. Drawing up a sentry guard plan for the battalion.
		8	6	2	Topic Title 3. Movement of the battalion (separate battalion).
11	Group session 3	3	2		Lesson 1. Methods of battalion movement and their characteristics. 1. Types and methods of unit movement. Characteristics of methods of movement. 2. Organisation of battalion preparation for movement depending on the chosen method of movement. 3. Organisation and provision of the battalion during movement.
				1	Methods of battalion movement and their characteristics. 1. Types and methods of unit movement. Characteristics of movement methods. 2. Organising the battalion's preparation for movement depending on the chosen method of movement. 3. Organisation and provision of the battalion during movement.
12	Group session 3	3	2		Lesson 2. Mechanised battalion on the march 1. Basics of organising a battalion march. Requirements for the route. 2. Procedure for organising a march in anticipation of encountering the enemy and engaging in combat or when there is no threat of encountering the enemy. Basic march calculations. 3. Organisation of marching security in anticipation of encountering the enemy and engaging in combat or when there is no threat of encountering the enemy.
				1	Mechanised battalion on the march 1. Basics of organising a battalion march. Requirements for the route of advance. 2. Procedure for organising a march in anticipation of an encounter with the enemy and engagement in combat or when there is no threat of encountering the enemy. Basic calculations for the march. 3. Organisation of marching security in anticipation of encountering the enemy and engaging in combat or when there is no threat of encountering the enemy.

13	Practical session 3	2	2		<p>Lesson 3. Mechanised battalion on the march.</p> <p>1. Procedure for calculating the march of a mechanised battalion.</p> <p>2. Formation of a mechanised battalion column in anticipation of encountering the enemy and entering into combat. Show with a diagram.</p> <p>3. Organisation of a marching guard for a mechanised battalion in anticipation of an encounter with the enemy.</p>
		11	8	3	<p>Topic Title 4. Mechanised battalion in defence.</p>
14	Group session 4	3	2		<p>Lesson 1. Mechanised battalion in defence.</p> <p>1. Basics of using a mechanised battalion in defensive combat. Features of preparing and conducting positional and manoeuvrable defence.</p> <p>2. Battalion defence area, constituent elements and requirements for its equipment.</p> <p>3. Combat security of a mechanised battalion.</p> <p>4. Conducting defensive combat.</p>
				1	<p>Mechanised battalion in defence.</p> <p>1. Basics of using a mechanised battalion in defensive combat. Features of preparing and conducting positional and manoeuvrable defence.</p> <p>2. Battalion defence area, constituent elements and requirements for its equipment.</p> <p>3. Combat security of a mechanised battalion.</p> <p>4. Conducting defensive combat.</p>
15	Group session 4	3	2		<p>Lesson 2. Preparation and conduct of defensive combat in a populated area.</p> <p>1. Characteristics and types of populated areas. Features of city construction.</p> <p>2. Features of equipping a battalion's defence area in populated areas.</p> <p>3. Features of conducting a defensive battle by a battalion in a populated area.</p>
				1	<p>Mechanised battalion in defensive combat.</p> <p>1. Organisation and preparation of the battalion's defence area, constituent elements and tactical standards for its equipment.</p> <p>2. Defence structures of a mechanised battalion (order of battle, system of strongpoints and firing positions, fire system, system of engineering obstacles).</p>
16	Practical session 4	5	4		<p>Lesson 3. Mechanised battalion in defensive combat.</p> <p>1. Organisation and preparation of the battalion's defence area, constituent elements and tactical standards for its equipment.</p> <p>2. Draw up a diagram of the mechanised battalion's defence structure (order of battle, system of strongpoints and firing positions, fire system, system of engineering obstacles). Indicate tactical standards.</p>

				1	<p>Mechanised battalion in defence.</p> <p>1. Basics of using a mechanised battalion in defensive combat. Features of preparing and conducting positional and manoeuvrable defence.</p> <p>2. Battalion defence area, constituent elements and requirements for its equipment.</p> <p>3. Combat security of a mechanised battalion.</p> <p>4. Conducting defensive combat.</p>
		11	8	3	<p>Topic Title 5. Mechanised battalion on the offensive.</p>
17	Group session 5	3	2		<p>Lesson 1 Mechanised battalion on the offensive.</p> <p>1. Basics of using a mechanised battalion in offensive combat. Features 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 battalion's starting area, its components and equipment requirements, deployment lines.</p> <p>4. Conducting offensive combat.</p>
				1	<p>Mechanised battalion in an offensive.</p> <p>1. Basics of using a mechanised battalion in offensive combat. Features 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 battalion's starting area, constituent elements and requirements for its equipment, deployment lines.</p> <p>4. Conducting offensive combat.</p>
18	Group session 5	3	2		<p>Lesson 2. Preparation and conduct of offensive combat in a populated area.</p> <p>1. The impact of urban development on offensive operations. Features of urban development and their consideration when conducting offensive operations.</p> <p>2. Features of conducting an offensive battle by a battalion in a populated area.</p> <p>3. Specific features of combat support when conducting an offensive in a populated area.</p>
				1	<p>Mechanised battalion on the offensive.</p> <p>1. Preparation and conduct of an offensive with advance from depth (on the move) or from a position of direct contact with the enemy.</p> <p>2. Advancement of the battalion from the starting area, elements and tactical standards for designated lines.</p> <p>3. Combat tasks of the battalion during an advance from depth. Tactical standards.</p>
19	Practical session 5	5	4		<p>Lesson 3. Mechanised battalion on the offensive.</p> <p>1. Preparation and conduct of an attack with advance from depth (on the move) or from a position of direct contact with the enemy.</p> <p>2. Draw up a diagram of the battalion's advance from the starting area, indicating all the constituent elements and tactical standards for the designated lines.</p> <p>3. Show on the diagram the combat tasks of the battalion during an attack with advance from depth. Indicate tactical standards.</p>

				1	Mechanised battalion on the offensive. 1. Basics of using a mechanised battalion in offensive combat. Features of preparing and conducting an attack with advance from depth (on the move) or from a position of direct contact with the enemy. 2. The battalion's starting area, its components and equipment requirements, deployment lines. 4. Conducting offensive combat.
Control measures		4	4		Credit
Total for the educational component		6	4	1	

COMBAT USE OF TECHNICAL RECONNAISSANCE MEANS AND COUNTERMEASURES AGAINST TECHNICAL RECONNAISSANCE MEANS

General objective of the educational programme component:

Objective

The aim of teaching the academic discipline "Combat use of technical reconnaissance means and countermeasures against technical reconnaissance means" is to train tactical-level military command officers who are familiar with the structure, forms and methods of combat use of technical reconnaissance means in service with military reconnaissance and special purpose units, and who are proficient in the basic methods of countering enemy technical reconnaissance means.

Knowledge:

knowledge of the composition, purpose, main characteristics and methods of combat use of technical reconnaissance equipment in service with reconnaissance units and subunits of the Armed Forces of Ukraine; knowledge of the procedure for preparing technical reconnaissance equipment for combat use, methods of its operation and maintenance.

Skills

apply technical reconnaissance equipment for the effective performance of reconnaissance tasks and the transmission of reconnaissance information; manage the activities of reconnaissance units and reconnaissance bodies during the performance of tasks using technical reconnaissance equipment.

Competencies:

MSC-3 Ability to use technical reconnaissance, communications and navigation equipment in service with reconnaissance units.

Organisational and methodological guidelines:

Features of the teaching methodology:

The methodology for teaching this subject is based on the basic principles of didactics (theory of justification and teaching). It provides a scientific and pedagogical description of the forms and methods of teaching, indicates the most appropriate combinations for achieving a specific level of learning, and determines the conditions for their most effective use.

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

Verbal-visual - in which the teacher systematically and consistently presents the material, showing (demonstrating) the subjects being studied so that learners acquire new knowledge and form the appropriate mental images.

Training (reproductive) - performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military-organisational structures.

Situational-cognitive - conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches ways of searching for knowledge and helps learners acquire creative thinking skills.

Search (heuristic) - serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the teacher, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lecture – the main type of educational activity designed to help students master the theoretical material of the topic.

The main purpose of the lecture is to systematise the fundamentals of scientific knowledge and practical experience on the topic, the state and prospects of the development of management science, the theory and practice of military leadership, and to focus attention on the most complex and crucial issues of the course material. Lectures should be problem-oriented, stimulate active cognitive activity among students, and contribute to the development of creative thinking.

A group class is a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work - carried out with the aim of practising and assimilating the learning material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; forming a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among learners. Independent work should be supported by educational literature, teaching aids, assignments and methodological recommendations. All teaching and methodological materials for classes should be available in electronic form. Methodological materials for independent work should provide for self-assessment.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

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

quality of learning material. The main purpose of control is to ensure the scientific level of acquired knowledge and the strength of the skills and abilities formed in students.

The number of control measures and the forms in which they are carried out are communicated to students 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 computers at a ratio of one workstation per two students and a training centre for the educational process. Technical teaching aids must be used during classes.

Information and methodological support:

Dushkin Yu., Maksimenko Yu., Chkalov A., Galaktionov M. Lecture notes "Optical and optoelectronic reconnaissance means". – 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 Yu., Chkalov A., Tsaprika D., Galaktionov M. Portable Ground-Based Radar Reconnaissance Stations of the Reconnaissance Units of the Armed Forces of Ukraine, training manual. – Odesa: VA, 2022. – 199 p.

Datsenko, I., Sydorenko, I., Stetsyk, V., Dushkin, Yu., Maksymenko, Yu., et al. Fundamentals of Training Sergeants of Military Reconnaissance Units, manual – Kyiv. Main Reconnaissance Directorate of the Ministry of Defence of Ukraine, 2020 – 771 p.

Korotkikh, M. Training manual, Navigation Equipment, Odesa, VA, 2013.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
1	2	3	4	5	6
		2	2		Topic Title 1. Technical means of reconnaissance of reconnaissance units of the Armed Forces of Ukraine.
1	Lecture 1	2	2		Lesson 1. Subject of study: "Combat use of technical reconnaissance means and countermeasures against technical reconnaissance means." 1. Subject of study of the discipline "Combat use of technical reconnaissance means and countermeasures against technical reconnaissance means", study schedule and distribution of hours, forms of reporting for the discipline. 2. Requirements for taking notes, completing individual assignments and coursework. 3. Forms and options for ongoing assessment of cadets' knowledge. 4. Main and supplementary literature on the structure and combat use of technical reconnaissance means.
		6	6		Topic Title 2. Optical reconnaissance equipment.
2	Group session 2	2	2		Lesson 1. Optical reconnaissance equipment used by reconnaissance units of the Armed Forces of Ukraine. 1. Main types of optical reconnaissance equipment used by reconnaissance units of the Armed Forces of Ukraine. Purpose and capabilities for conducting reconnaissance with their help. 2. Preparation for use and operation of optical reconnaissance equipment. Features of observation using optical reconnaissance equipment. 3. Procedure for determining distances to targets using optical reconnaissance equipment. Application of the "thousandth" formula. 3. Procedure for plotting polar coordinates of objects and targets on a map and converting them into rectangular coordinates. 4. Features of conducting observation and determining the coordinates of targets based on the experience of reconnaissance units in performing combat missions.
3	Practical session 2	2	2		Lesson 2. Training in determining distances to targets using optical reconnaissance means. 1. Features of determining distances to targets using the "thousandth" formula when using optical reconnaissance means.

				2. Practical training in determining distances to targets using the "thousandth" formula when using optical reconnaissance means.
4	Practical session 2	2	2	Lesson 3. Practical application of optical reconnaissance equipment. 1. Preparation of optical reconnaissance equipment for observation. 2. Practical use of optical reconnaissance equipment for observation and determining distances to targets.
		8	8	Topic Title 3. Observation post.
5	Group session 3	2	2	Lesson 1. Observation post. 1. Purpose, composition and tasks of the observation post. 2. Duties of observation post officers. 3. Selection of location, types of observation posts, their equipment and camouflage.
6	Group session 3	2	2	Lesson 2. Procedure for conducting reconnaissance by personnel at an observation post. 1. Procedure for drawing up a map of the area, features of marking landmarks on the map and methods for determining their polar coordinates. 2. Observation log and procedure for keeping it. 3. Report on the results of observation. 4. Features of conducting reconnaissance by personnel of an observation post during the day and at night.
7	Practical session 3	4	4	Lesson 3. Conducting reconnaissance by observation post personnel. 1. Selecting a location for an observation post. 2. Practical arrangement and camouflage of the observation post. 3. Conducting observation and determining the polar and rectangular coordinates of landmarks and targets, plotting them on a map (diagram). Keeping an observation log. 4. Reporting on the results of observation.
		12	12	Topic Title 4. Optical and electronic reconnaissance equipment
8	Group session 4	2	2	Lesson 1. LPR-1 "KARALON-M" laser reconnaissance device. 1. Purpose and tactical and technical characteristics of the LPR-1 "KARALON" laser reconnaissance device. 2. LPR-1 "KARALON" configuration. 3. Controls of the LPR-1 "KARALON" laser reconnaissance device. 4. Information panel of the left eyepiece of the LPR-1 "KARALON". 5. Procedure for determining direction using an angle measuring device. 6. Maintenance of the LPR-1 "KARALON" laser reconnaissance device. 7. Safety precautions when operating the LPR-1 "KARALON".
9	Group session 4	2	2	Lesson 2. Laser rangefinders for reconnaissance units. 1. Purpose, tactical and technical characteristics, configuration and procedure for using the SN-4003 automated reconnaissance complex. 2. Purpose, tactical and technical characteristics, configuration and procedure for using the KTD-2

				quantum rangefinder. 3. Modern rangefinders used in combat missions.
10	Group session 4	2	2	Lesson 3. Night reconnaissance devices. 1. Principle of operation of reconnaissance devices for night observation. 2. Purpose, tactical and technical characteristics, and safety precautions for operating the BN-1 "BLIK", BN-2 "RELIKVIA", and AN/PVS-14. 3. Equipment of night reconnaissance devices in service with the reconnaissance units of the Armed Forces of Ukraine. 4. Maintenance and storage of night vision devices. 5. Procedure for conducting night observation, determining polar and rectangular coordinates of targets. 6. Modern night vision devices, their features and combat use based on combat experience.
11	Group session 4	2	2	Lesson 4. Thermal imaging reconnaissance devices. 1. Principle of operation of thermal imaging devices. 2. Purpose, tactical and technical characteristics, and safety precautions for operating the PULSAR XQ-50F and PULSAR XQ-50. 3. Components of the PULSAR XQ-50F and PULSAR XQ-50 thermal imaging observation devices. 4. Maintenance and storage of thermal imaging reconnaissance devices. 5. Procedure for detecting objects and targets using thermal imaging reconnaissance devices. Observation and determination of polar and rectangular coordinates of targets. 6. Modern thermal imaging reconnaissance devices, their features and combat use based on combat experience.
12	Practical session 4	4	4	Lesson 5. Combat use of laser rangefinders. 1. Combat use of the LPR-1 "KARALON-M" laser reconnaissance device. 2. Combat use of the KTD-2 quantum rangefinder. 4. Combat use of the SN-4003 automated reconnaissance complex. 3. Determination of polar and rectangular coordinates of targets, plotting targets on a map (diagram).
		4	4	Topic Title 5. Navigation equipment
13	Group session 5	2	2	Lesson 1. Modern satellite navigation systems and navigation devices. 1. General information about the organisation of satellite navigation systems. 2. Modern satellite navigation systems of leading countries. 3. SN 3003 "BAZALT" navigation equipment set. Purpose, technical characteristics and capabilities. 4. Individual navigation device SN 3003MN "BAZALT-M". Purpose, technical characteristics and capabilities. 5. Procedure for combat use of modern navigation devices during reconnaissance.
14	Practical session 5	2	2	Lesson 3. Combat use of navigation equipment. 1. Determining location coordinates using modern navigation devices.

					2. Determining current coordinates, direction and speed of movement. 3. Moving along a route using modern navigation devices.
		4	2	2	Topic Title 6. Radar reconnaissance equipment.
15	Group session 6	4	2		Lesson 1. Ground-based radar 112L1 "Borsuk". Main technical characteristics, purpose, equipment and combat use in reconnaissance missions. 1. Purpose and tactical and technical characteristics of the 112L1 Borsuk ground-based radar. 2. Components of the 112L1 "Borsuk" ground-based radar. 3. Control units of the 112L1 Borsuk ground-based radar. 4. Preparation for operation, switching on and off, checking the operability of the product. 5. Procedure for searching and determining coordinates in different operating modes.
					2
		6	6		Topic Title 7. Software products.
16	Group session 7	2	2		Lesson 1. Software products used by the Armed Forces of Ukraine. 1. General information about software products. 2. Mobile application "MilChat" 3. Kropiva software complex.
1	Practical session 7	4	4		Lesson 2. Application of the Kropiva software package. 1. Installing and updating software applications. Downloading resources. 2. Using the basic functions of the Kropiva Map application. 3. Using the features of the "Battle Order" section 4. Performing practical tasks.
		4	4		Topic Title 8. Radio reconnaissance equipment.

1	Group session 8	2	2	<p>Lesson 1. Small-sized tactical radio reconnaissance system "PLASTUN-RP".</p> <p>1. Purpose, main technical characteristics and capabilities of the small-sized tactical radio reconnaissance system "PLASTUN-RP".</p> <p>2. Components of the small-sized tactical radio reconnaissance system "PLASTUN-RP".</p> <p>3. Control units of the small-sized tactical radio reconnaissance system "PLASTUN-RP".</p> <p>4. Procedure for combat use of the small-sized tactical radio reconnaissance system "PLASTUN-RP".</p>
19	Group session 8	2	2	<p>Lesson 2. UKV frequency band radio interception device based on SDR technology "MALVA".</p> <p>1. Purpose, main technical characteristics and reconnaissance capabilities of the "MALVA" device.</p> <p>2. Description and operation of the MALVA device.</p> <p>3. Preparation of the MALVA device for combat use.</p> <p>4. Procedure for working with the MALVA software application.</p>
		6	6	Topic Title 9. Unmanned aerial vehicles and systems.
20	Group session 9	2	2	<p>Lesson 1. Unmanned aerial vehicles, technical characteristics, classification and reconnaissance capabilities.</p> <p>1. General information about unmanned aerial vehicles.</p> <p>2. Classification and main tactical and technical characteristics of unmanned aerial vehicles. Capabilities and features of reconnaissance using them.</p> <p>3. Procedure and options for combat use of unmanned aerial vehicles.</p> <p>4. Integrated use of unmanned aerial vehicles together with weapons. Artillery fire correction.</p>
21	Practical session 9	4	4	<p>Lesson 2. Combat use of unmanned aerial vehicles in reconnaissance missions.</p> <p>1. Planning and preparation for reconnaissance using unmanned aerial vehicles.</p> <p>2. Combat use of unmanned aerial vehicles in reconnaissance missions.</p> <p>3. Analysis of the information obtained, determination of coordinates and plotting of objects and targets on the map. Report on the results of reconnaissance.</p>
		4	4	Topic Title 10. Countering foreign technical reconnaissance means.
22	Group session 1	2	2	<p>Lesson 1. Characteristics, main technical specifications and capabilities of foreign technical reconnaissance equipment.</p> <p>1. Classification of foreign technical reconnaissance.</p> <p>2. Foreign technical reconnaissance equipment. Main technical characteristics and reconnaissance capabilities.</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 1	2	2	<p>Lesson 2. Basic methods and means of countering unmanned aerial vehicles.</p> <p>1. Methods and types of combat use of unmanned aerial vehicles.</p> <p>2. Methods of countering unmanned aerial vehicles.</p>

					3. Means of countering unmanned aerial vehicles. 4. Experience in countering enemy UAVs during combat operations.
Control measures	4	4			Credit
Total for the educational component	6	5	2		

ORGANISATION OF RECONNAISSANCE AND INFORMATION ACTIVITIES

General objective of the educational programme component:

Objective

The aim of teaching the academic discipline "Organisation of reconnaissance and information activities" is to train tactical-level military command officers who know the basics of organising information work in tactical and operational reconnaissance units and subunits of the Armed Forces of Ukraine, know modern ways and methods of obtaining information, can analyse it, systematise, generalise, assess the importance of and practically compile reconnaissance and information documents, be able to identify reconnaissance targets by their characteristics, methods of operation of troops by the nature of their actions, work with sources of reconnaissance information, extract the necessary information from various sources, process reconnaissance information and draw conclusions from its analysis, analyse and evaluate military-geographical conditions, operational equipment of the territory of theatres of operations, operational directions, their capacity, tactical and operational standards and their impact on the conduct of combat operations by troops, be able to analyse the military-political situation in theatres of war, predict its likely changes and draw conclusions for their practical activities.

Knowledge:

the procedure for organising intelligence support during the planning and execution of tasks; the requirements of governing documents for the development of information (reporting and information documents) by the reconnaissance body; the procedure for planning and collecting intelligence information; governing documents for planning and conducting intelligence and information work in a military unit; requirements of governing documents regarding the organisation of document flow; methods of analysing tasks and intelligence information, possible sources and means of obtaining information; requirements of governing documents (NATO standards) and the procedure for performing job duties.

Skills:

organise the reconnaissance and information work of the unit for the effective use of forces and means during the performance of assigned tasks; maintain the documentation of the reconnaissance (reconnaissance and information) unit of the military unit (subunit) headquarters; analyse tasks and information, taking into account the specifics of the situation (agent-operational situation) and the theatre of operations in the interests of decision-making on planning and conducting reconnaissance; process information, determine its reliability, completeness and priority, and identify sources of information; participate in the development of plans and plans of operations (combat actions), prepare proposals for conducting reconnaissance, develop options for enemy actions and conclusions from the assessment of the situation (the most likely and most threatening options); prepare information documents, develop documents for the exchange of information with different levels of access restrictions for transmission through various channels (means) of communication; organise interaction with other reconnaissance units (reconnaissance management bodies) to collect the necessary intelligence information in the area of operations.

Competencies:

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

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

Organisational and methodological guidelines:

Features of the teaching methodology:

The methodology for teaching the academic discipline is based on the basic principles of didactics (theory of justification and teaching). It provides a scientific and pedagogical characterisation of forms and methods of teaching, indicates the most appropriate combinations for achieving a specific level of learning, and determines the conditions for their most effective use.

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

Verbal-visual - in which the teacher systematically and consistently presents the material, showing (demonstrating) the subjects being studied so that learners acquire new knowledge and form the appropriate mental images.

Training (reproductive) - performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military-organisational structures.

Situational-cognitive - conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches ways of searching for knowledge and helps learners acquire creative thinking skills.

Search (heuristic) - serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the teacher, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lecture – the main type of educational activity designed to help students master the theoretical material of the topic.

The main purpose of the lecture is to systematise the fundamentals of scientific knowledge and practical experience on the topic, the state and prospects of the development of management science, the theory and practice of military leadership, and to focus attention on the most complex and crucial issues of the course material. Lectures should be problem-oriented, stimulate active cognitive activity among students, and contribute to the development of creative thinking.

A group class is a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work should be carried out with the aim of practising and assimilating the training material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; and developing a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among students. Independent work should be supported with educational literature, teaching aids, assignments and methodological recommendations. All teaching and methodological materials for classes should be available in electronic form. Methodological materials for independent work should allow for self-assessment.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

An integral part of professional military education courses for officers of the Armed Forces of Ukraine is a 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 acquired.

The number of control measures and the forms in which they are carried out are communicated to students at the beginning of the course.

Material and technical support:

Classes are held in specialised classrooms equipped with personal computers at a ratio of one workstation per two students and at the training centre's training ground. Technical training aids must be used during training sessions.

Information and methodological support:

Combat Regulations of the Mechanised and Tank Forces of the Land Forces of the Armed Forces of Ukraine, Part II (Company Battalion). Kyiv: KSZSU, 2016.

Training organisational and staffing structure of the Armed Forces of Ukraine. // Training manual. - Odesa: OISV, 2005. – 88 p.

Organisation, armament and tactics of units of a probable enemy. // Training manual. - Odesa: OISV, 2005. – 67 p.

Development of views on the preparation and conduct of special operations in the Armed Forces. Training manual. – Sumy: “Mriya-1”, LTD, 2004. – 152 p.

Current information materials of the Main intelligence Directorate of the Ministry of Defence of Ukraine.

Periodicals: "Armed Forces of Ukraine".

Names of topics and distribution of training time by type of training activity

No	Types of training sessions, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
1	2	3	4	5	6
Section 1. Organisation and conduct of information and analytical activities.					
		8	8		Topic Title 1. Information and analytical activities in the system of special and military reconnaissance.
1	Lecture 1	2	2		Lesson 1. Subject of study: "Organisation of reconnaissance and information activities". 1. Subject and structure of the discipline, its role in training commanders of reconnaissance and analytical units. Interconnection with other disciplines, recommendations for independent learning. 2. Legislative framework of Ukraine and NATO countries regarding 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		Lesson 2. The role and place of information activities as a component of Reconnaissance. 1. Organisational and moral-psychological aspects of intelligence and information activities. 2. Competencies of an analyst.
3	Lecture 1	2	2		Lesson 3. The process of intelligence activities. 1. The essence and content of military information and requirements for it. 2. Intelligence activities and their components. 3. The intelligence cycle.
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 Title 2. Reconnaissance targets and assessment of foreign armed forces.
5	Lecture 2	2	2	Lesson 1. Reconnaissance objects as the subject of reconnaissance activities. 1. The essence and meaning of the concept of "reconnaissance object". Classification of objects. 2. Structure of reconnaissance targets and their general characteristics. Content of information about targets. 3. Protection of troops and objects and counter-reconnaissance in foreign armies.
6	Group session 2	2	2	Lesson 2. Typology of reconnaissance signs. 1. Physical characteristics of objects and the specifics of their manifestation: heat transfer, sound, appearance, colour, etc. 2. Structural characteristics and specifics of their manifestation: conventional marks, distinctive marks, country of origin, number of elements. 3. Tactical characteristics and specifics of their manifestation: location, place in the battle order, use of terrain, etc. 4. Main characteristics of reconnaissance features of objects and military activities.
7	Lecture 2	2	2	Lesson 3. Methods of assessing the armed forces of foreign states. Assessment and forecasting of the military-political situation. 1. General assessment of foreign armed forces. 2. Assessment of the mobilisation capabilities of foreign armed forces. 3. Assessment of the operational and combat training of foreign armed forces. 4. The essence of the military-political situation and its classification. 5. Main content and sequence of the assessment of the military-political situation.
8	Seminar 2/4	4	4	Lesson 4. Assessment of IDPs in a particular country and region. 1. IDP entities directly related to the region. 2. Tactics of illegal armed groups. 3. Conditions for the creation and preparation for combat operations (terrorist acts, sabotage) and tactics of illegal armed groups.
Section 2. Methodology of information and analytical activities.				
		18	18	Topic Title 3. General research methods in intelligence and information activities.
9	Lecture 3	2	2	Lesson 1. General research methods in reconnaissance and intelligence activities. 1. Methods of collecting and summarising information. 2. Working with sources of information.

10	Lecture 3	2	2		Lesson 2. Working with sources of information. 1. Evaluating and verifying sources of evidence. 2. Evaluating the reliability of sources and information for accuracy.
11	Practical session 3	4	4		Lesson 3. Application of methods of preliminary information processing. 1. Evaluation of sources and information. 2. Business game (information, Reconnaissance, disinformation, information noise).
12	Practical session 3	4	4		Lesson 4. Preliminary information processing. 1. Methods of analysing relationships in information processing. 2. Analysis of information received from various sources.
13	Lecture 3	2	2		Lesson 5. Analysis of existing methods of information processing. 1. Mind maps. 2. Chronology study method. 3. Link Analysis method.
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. Link analysis method.
Control measures		4	4		Credit
Total for the educational component		4	4		

ARMAMENT OF COMBAT VEHICLES, UNITS AND FIRE TRAINING

General objective of the educational programme component:

Objective

The aim of teaching the academic discipline "Armament of combat vehicles, units and fire training" is to train tactical-level military command officers who are familiar with the general structure of the armament of combat vehicles (units) and fire training, methods of preparation and bringing to normal combat, operation of combat vehicle armament (units) in service with military reconnaissance and special purpose units.

Knowledge:

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

Skills:

organise sighting, combat readiness checks and bringing paired machine guns and the main armament of combat vehicles into normal combat readiness; organise fire training; organise and conduct shooting exercises with small arms and close combat weapons; organise and conduct weapon maintenance after shooting; control the fire of a platoon in defence.

Competencies:

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

Organisational and methodological guidelines:

Features of the teaching methodology:

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

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

Verbal-visual - in which the teacher systematically and consistently presents the material, showing (demonstrating) the subjects being studied so that learners acquire new knowledge and form the appropriate mental images.

Training (reproductive) - performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military-organisational structures.

Situational-cognitive - conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches ways of searching for knowledge and helps learners acquire creative thinking skills.

Search (heuristic) - serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the teacher, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lecture – the main type of educational activity designed to help students master the theoretical material of the topic.

The main purpose of the lecture is to systematise the fundamentals of scientific knowledge and practical experience on the topic, the state and prospects of the development of management science, the theory and practice of military leadership, and to focus attention on the most complex and crucial issues of the course material. Lectures should be problem-oriented, stimulate active cognitive activity among students, and contribute to the development of creative thinking.

A group class is a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work should be carried out with the aim of practising and assimilating the training material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; and developing a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among students. Independent work should be supported with educational literature, teaching aids, assignments and methodological recommendations. All teaching and methodological materials for classes should have electronic versions. Methodological materials for independent work should provide for the possibility of self-control.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

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

The number of control measures and the forms in which they are carried out are communicated to students 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 computers at a ratio of one workstation per two students and a training centre for the educational process. Technical teaching aids must be used during classes.

Information and methodological support:

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

Armoured personnel carrier BTR-80. Structure and basics of operation. Ministry of Defence of Ukraine, Lviv-2012

Armoured personnel carrier BTR-3DA "Operating Instructions" V1352 RE-LU 2015

Reference book on armoured vehicle service VA 2013. 133 p.

Armoured weapons. Training manual. Military Academy. Odesa-2015.

Technical Support Management for Military Units of the Ground Forces of the Armed Forces of Ukraine, Part 2. Ministry of Defence, Odesa-2011.

Structure and operation of basic armoured vehicles. Ministry of Defence, Lviv, 2012.

Military repair of weapons and military equipment. Ministry of Defence, OISV-2004.

Evacuation of weapons and military equipment, Odesa 2004, National Centre for Security and Defence, 116 p.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topic Titles and Learning Points
			Classroom hours	Independent work	
1	2	3	4	5	6
Section 5. Fire training methods.					
		6	4	2	Topic Title 1. Methodological training of unit commanders in fire training.
1	Group session 5/1/1	4	2		Lesson 1. Fire training methods 1. Fire training objectives. 2. Methods of teaching fire training. 3. Forms of fire training
				2	Methods of conducting a lesson at a training point by a squad leader (instructor) 1. Preparation for a fire training class. 2. Training cards, purpose, forms, order of compilation, methods and techniques of use.
2	Group session 5	2	2		Lesson 2. Basic provisions of the shooting course. 1. Requirements for the organisation and conduct of fire training and shooting. 2. Assessment of fire training.
Section 1. Structure of weapons and close combat equipment.					
		4	2	2	Topic Title 1. Weapons of military units.
3	Group session 1/1	4	2		Lesson 1. 30-mm automatic grenade launcher AGS-17 and 40-mm automatic grenade launcher UAG-40. 1. Purpose, combat characteristics, general structure and principle of operation of the AGS-17 and UAG-40 grenade launchers. 2. Procedure for partial disassembly and assembly of the grenade launcher. 3. Adjustment of the AGS-17 grenade launcher sight.

				2	30 mm automatic grenade launcher AGS-17. 1. Purpose, combat characteristics, general structure and principle of operation of the AGS-17 and UAG-40 grenade launchers. 2. Adjustment of the AGS-17 grenade launcher sight.
Section 6. Fire training and shooting.					
		4	2	2	Topic Title 1. Fire training. Performing shooting exercises with small arms and close combat weapons.
4	Practical session 6/1/3	4	2		Lesson 3. Preparing grenade launchers for firing. 1. Training in partial disassembly and assembly of grenade launchers (meeting standards) AGS-17, UAG-40. 2. Checking the sighting devices of the AGS-17 and UAG-40 grenade launchers. 3. Preparing the AGS-17 and UAG-40 for firing.
				2	Preparing grenade launchers for firing. 1. Rules for firing the AGS-17 grenade launcher at targets that appear and move. 2. Solving fire tasks (including using the KROPIVA software).
Section 3. Basics and rules of shooting.					
		2	0	2	Topic Title 1. Basics and rules of shooting small arms and close combat weapons.
5		2		2	Rules for firing the AGS-17 grenade launcher and the UAG-40 grenade launcher. 1. Rules for firing the AGS-17 and UAG-40 grenade launchers at targets that appear and move. 2. Firefighting tasks.
Section 1. Structure of weapons and close combat equipment.					
		10	6	4	Topic Title 1. Weapons of military units.
6	Group session 1/1/2	4	2		Lesson 2. SPG-9 anti-tank grenade launcher. 1. Purpose, combat characteristics, general structure and principle of operation of the SPG-9 grenade launcher. 2. Procedure for partial disassembly and assembly of the grenade launcher. 3. Delays in firing and methods of eliminating them.
				2	SPG-9 anti-tank grenade launcher. 1. Purpose, structure of parts and mechanisms of the SPG-9 grenade launcher. 2. Structure and operation of OG-9V and PG-9V grenades for the SPG-9 grenade launcher. 3. PUS-9 training firing device.

7	Group session 1/1/3	4	2	<p>Lesson 3. Sights for the SPG-9.</p> <p>1. PGO-9V sight. Controls and operation of the sight.</p> <p>2. PGOK-9 sight. Controls and operation of the sight.</p> <p>3. Checking the sighting devices of the SPG-9 grenade launcher.</p>	
			2	<p>Sights for the SPG-9.</p> <p>1. PGO-9V sight. Controls and operation of the sight.</p> <p>2. PGOK-9 sight. Controls and operation of the sight.</p> <p>3. Adjustment of the SPG-9 grenade launcher sighting devices.</p>	
8	Group session 1/1/4	2	2	<p>Lesson 4. 40 mm underbarrel grenade launcher GP-25.</p> <p>1. Purpose, combat characteristics, general structure of the GP-25 underbarrel grenade launcher.</p> <p>2. Procedure for partial disassembly and assembly of the grenade launcher.</p> <p>3. Purpose, combat characteristics and general structure of the VOG-25 (VOG-25P) round.</p> <p>4. Checking the grenade launcher for combat readiness and bringing it to normal combat readiness.</p>	
Section 3. Basics and rules of shooting.					
		2	2	0	Topic Title 1. Basics and rules of shooting small arms and close combat weapons.
9	Group session 3/1	2	2		<p>Lesson 1. Rules for shooting with the SPG-9.</p> <p>1. Rules for setting initial settings.</p> <p>2. Rules for firing the SPG-9 grenade launcher at targets that appear and move.</p> <p>3. Solving fire tasks (including using the KROPIVA software).</p>
Section 6. Fire training and shooting.					
		16	12	4	Topic Title 1. Fire training. Performing shooting exercises with small arms and close combat weapons.
10		2		2	<p>Techniques and methods of firing small arms and combat vehicles</p> <p>1. Study of the basic provisions of the Shooting Course.</p> <p>2. Study of the conditions for performing shooting exercises and safety measures.</p> <p>3. Preparation of training and material resources.</p>

11	Practical session 6	6	6		<p>Lesson 4. Techniques and methods of firing small arms and close combat weapons during the day.</p> <p>1. Checking the combat readiness and bringing the underbarrel grenade launcher to normal combat readiness and sighting the grenade launcher.</p> <p>2. Performing training shooting exercises with the SPG-9 (according to the list of exercises).</p> <p>3. Performing training shooting exercises with the GP-25 (according to the list of exercises)</p> <p>4. Fulfilling the standards for fire training. (According to the album-diagrams)</p>
12	Practical session 6	6	6		<p>Lesson 5. Techniques and methods of firing small arms and close combat weapons at night.</p> <p>1. Checking the machine gun and bringing it to normal combat readiness, and checking the grenade launcher.</p> <p>2. Performing training exercises with the AGS-17 (according to the list of exercises).</p> <p>3. Performing training shooting exercises with a PK (PKM) from a stationary position at targets that appear and move (according to the list of exercises)</p> <p>4. Fulfilling the standards for fire training. (According to the album-diagrams)</p>
				2	<p>Weapon maintenance after shooting.</p> <p>1. Routine maintenance, cleaning, lubrication.</p> <p>2. Inspection of weapons.</p>
Total for the semester		60	40	20	
Section 2. Armament of combat vehicles.					
		20	10	10	Topic Title 1. Armament of the BTR-80 armoured personnel carrier.
13	Group session 2/1	4	2		<p>Lesson 1. BTR-80 armoured personnel carrier.</p> <p>1. Armament of the BTR-80 armoured personnel carrier. BPU-1 turret machine gun mount.</p> <p>2. Ammunition load of the BTR-80 and its placement in the vehicle.</p> <p>3. Purpose, general structure and location of the 902V system.</p>
				2	<p>BPU-1 machine gun turret</p> <p>1. Aiming mechanisms.</p> <p>2. Composition and location of electrical equipment.</p> <p>3. Possible malfunctions of the turret mount and methods of their elimination.</p>

14	Group session 2/1/2	4	2	<p>Lesson 2. Sights and observation devices BTR-80.</p> <ol style="list-style-type: none"> 1. Composition and location of aiming and observation devices. 2. Purpose, characteristics and general structure of the 1PZ-2 (1PZ-7) sight. 3. Preparation for operation of the 1PZ-2 (PZ-7) sight.
			2	<p>Sights and observation devices BTR-80.</p> <ol style="list-style-type: none"> 1. Purpose, characteristics and general structure of the 1PZ-2 (PZ-7) sight. 2. Preparation for operation of the 1PZ-2 (PZ-7) sight. 3. Possible malfunctions of the 1PZ-2 and methods of their elimination.
15	Group session 2/1/3	4	2	<p>Lesson 3. Sights and observation devices BTR-80.</p> <ol style="list-style-type: none"> 1. Purpose, characteristics and general structure of the TK-3 observation device. 2. Preparation for operation of the TKN-3 observation device sight. 3. Possible malfunctions of the TK-3 observation device and methods of their elimination.
			2	<p>Sights and observation devices BTR-80.</p> <ol style="list-style-type: none"> 1. Purpose, characteristics and general structure of the TK-3 observation device. 2. Preparation for operation of the TKN-3 observation device sight. 3. Possible malfunctions of the TK-3 observation device and methods of their elimination.
16	Group session 2/1/4	4	2	<p>Lesson 4. 14.5 mm large-calibre machine gun KPVT.</p> <ol style="list-style-type: none"> 1. Purpose, combat characteristics, 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. Procedure for partial disassembly and assembly of the machine gun.
			2	<p>14.5 mm large-calibre machine gun KPVT.</p> <ol style="list-style-type: none"> 1. Purpose, combat characteristics, 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. Procedure for partial disassembly and assembly of the machine gun.

17	Group session 2/1/5	4	2	<p>Lesson 5. Checking the combat readiness and bringing the BTR-80 armour to normal combat readiness.</p> <p>1. Checking the alignment and alignment of machine guns and sights on a control target.</p> <p>2. Procedure for checking machine gun firing and bringing the BPU to normal firing.</p> <p>3. Construction of a control and calibration target for the BTR-80.</p>	
			2	<p>Checking the combat readiness and bringing the BTR-80's weapons to normal combat readiness.</p> <p>1. Checking the alignment and alignment of machine guns and sights on a control target.</p> <p>2. Procedure for checking the firing of machine guns and bringing the BPU to normal firing.</p> <p>3. Construction of a control and calibration target for the BTR-80.</p>	
Section 6. Fire training and shooting.					
		6	6	0	Topic Title 2. Fire training. Performing shooting exercises with combat vehicle weapons.
18	Practical session 6	6	6		<p>Lesson 1. Crew actions when arming combat vehicles.</p> <p>1. Training in crew actions when arming the BTR-80.</p> <p>2. Fulfilling fire training standards</p> <p>3. Checking combat readiness and bringing the BTR-80's weapons into normal combat mode.</p>
Section 3. Basics and rules of shooting.					
		4	2	2	Topic Title 2. Fundamentals and rules of firing combat vehicle weapons.
19	Group session 3/2/1	4	2	<p>Lesson 1. Rules for firing the BTR-80 weapon.</p> <p>1. Rules for setting initial settings.</p> <p>2. Rules for firing the BTR-80 weapon at targets that appear and move.</p> <p>3. Solving fire tasks.</p>	
			2	<p>Rules for firing from BTR-80 weapons.</p> <p>1. Rules for firing BTR-80 weapons at targets that appear and move.</p> <p>2. Solving fire tasks.</p>	
Section 6. Fire training and shooting.					
		12	10	2	Topic Title 2. Fire training. Performing shooting exercises with combat vehicle weapons.

20	Practical session 6	6	6		<p>Lesson 2. Techniques and methods of firing combat vehicle weapons during the day.</p> <p>1. Checking the combat readiness and bringing the BTR-80's weapons to normal combat readiness.</p> <p>2. Performing preparatory shooting exercises with the BTR-80 (according to the list of exercises).</p> <p>3. Fulfilling the standards for fire training.</p>
21	Practical session 6/2/3	6	4		<p>Lesson 3. Techniques and methods of firing combat vehicle weapons at night.</p> <p>1. Performing preparatory shooting exercises with the BTR-80 (according to the list of exercises).</p> <p>2. Fulfilling the standards for fire training.</p>
				2	<p>Weapon maintenance after shooting.</p> <p>1. Routine maintenance, cleaning, lubrication.</p> <p>2. Inspection of weapons.</p>
Section 2. Armament of combat vehicles.					
		24	14	10	Topic Title 2. Armament of the BMP-2 infantry fighting vehicle.
22	Group session 2/2/1	2	2		<p>Lesson 1. BMP-2 infantry fighting vehicle.</p> <p>1. Purpose and combat capabilities of the BMP-2.</p> <p>2. Location of the elements of the weaponry and weapons of the landing force. Ammunition and its location in the vehicle.</p> <p>3. Purpose, general structure and location of the 902V system.</p>
23	Group session 2/2/2	4	2		<p>Lesson 2. 30 mm automatic cannon 2A42 (ZTM-2).</p> <p>1. Purpose, combat characteristics, general structure and principle of operation of the gun.</p> <p>2. Procedure for partial disassembly and assembly of the gun.</p> <p>3. Procedure for preparing the gun for firing. (Algorithm of actions of the gunner-operator)</p>
				2	<p>30 mm automatic cannon 2A42 (ZTM-2).</p> <p>1. Purpose, combat characteristics, general structure and principle of operation of the gun.</p> <p>2. Procedure for partial disassembly and reassembly after partial disassembly of the gun.</p> <p>3. Procedure for preparing the gun for firing. (Algorithm of actions of the gunner-operator)</p>

2	Group session 2/2/3	2	2	<p>Lesson 3. BU-25-2S unit and KR-25 box.</p> <p>1. Purpose, technical characteristics and preparation for combat operation of the BU-25-2S unit.</p> <p>2. Purpose and preparation for combat operation of the KR-25 box.</p> <p>3. Algorithm of actions of the vehicle commander and gunner-operator.</p>
25	Group session 2/2/4	4	2	<p>Lesson 4. Sights and observation devices of the BMP-2.</p> <p>1. Composition and placement of sighting and observation devices in the combat compartment of the BMP-2.</p> <p>2. Purpose, characteristics and general structure of the BPK-2-42 (BPK-2-42-6MT) and 1PZ-3 (7) sights and preparation for operation (algorithm of actions of the gunner-operator and vehicle commander).</p> <p>3. Alignment of the OU-5 illuminator light beam with the axis of the BPK-2-42 sight.</p>
			2	<p>Sights and observation devices of the BMP-2.</p> <p>1. Composition and location of aiming and observation devices in the combat compartment of the BMP-2.</p> <p>2. Preparation of the BPK-2-42 (BPK-2-42-6MT) and 1PZ-3 (7) sights for operation.</p> <p>3. Air and liquid cleaning of the BMP-2 turret instruments. (Cleaning algorithm included).</p>
26	Group session 2/2/5	2	2	<p>Lesson 5. The fuel system of the BMP-2.</p> <p>1. Purpose and general structure of the 2A42 (ZTM-2) gun power supply system and the PKT machine gun.</p> <p>2. Procedure for loading belts into the 2A42 (ZTM-2) gun power supply system. Possible malfunctions of the power supply system. Procedure for loading belts into the magazine of the PKT twin machine gun.</p> <p>3. Procedure for equipping the 2A42 (ZTM-2) gun and PKT machine gun with belts.</p>
27	Group session 2/2/6	4	2	<p>Lesson 6. BMP-2 weapon stabiliser.</p> <p>1. Main devices and components of the stabiliser and their location in the vehicle</p> <p>2. Procedure for working with the stabiliser. Adjusting the stabiliser and preparing for combat operations. (Algorithm of actions).</p>
			2	<p>Stabiliser of the BMP-2 weapon.</p> <p>1. Main devices and components of the stabiliser and their location in the vehicle</p> <p>2. Operating the stabiliser. Adjusting the stabiliser and preparing it for combat.</p>

28	Group session 2/2/7	6	2	<p>Lesson 7. Checking the firing and bringing the BMP-2 weapons to normal firing condition.</p> <ol style="list-style-type: none"> 1. Procedure for checking the combat readiness of the 2A42 (ZTM-2) gun and bringing it to normal combat readiness. 2. Procedure for checking the combat readiness and bringing the PKT machine gun to normal combat readiness. 3. Construction of a control target for the BMP-2. Alignment with the control target. 4. Checking the alignment and alignment of the 9Sh119M1 device with the direction of the vehicle's firing point. 	
			2	<p>Checking the firing and bringing the BMP-2 weapons to normal firing condition.</p> <ol style="list-style-type: none"> 1. Checking against a control target. 2. Procedure for checking the firing of the 2A42 (ZTM-2) machine gun and bringing it to normal firing condition. 3. Procedure for checking the firing of the PKT machine gun and bringing it to normal firing condition. 4. Construction of a control target for the BMP-2. 	
			2	<p>System 902V.</p> <ol style="list-style-type: none"> 1. Purpose, general structure and layout of the 902B system. 2. Preparing the system for operation. (Loading and starting algorithm) 	
Section 3. Basics and rules of shooting.					
		4	2	2	Topic Title 2. Basics and rules of firing combat vehicle weapons.
29	Group session 3	4	2	<p>Lesson 2. Rules for firing weapons from the BMP-2.</p> <ol style="list-style-type: none"> 1. Rules for setting initial settings. 2. Rules for firing BMP-2 weapons at targets that appear and move. 3. Solving fire tasks. 	
			2	<p>Rules for firing weapons from the BMP-2.</p> <ol style="list-style-type: none"> 1. Rules for firing BMP-2 weapons at targets that appear and move. 2. Fire mission solutions. 	
Section 6. Fire training and shooting.					
		28	22	6	Topic Title 2. Fire training. Performing shooting exercises with combat vehicle weapons.

30	Practical session 6/2/4	8	6	<p>Lesson 4. Crew actions when arming combat vehicles.</p> <p>1. Training in crew actions when arming the BMP-2.</p> <p>2. Checking the combat readiness and bringing the BMP-2 weapons to normal combat readiness.</p> <p>3. Construction of a control and calibration target</p> <p>4. Fulfilling fire training standards.</p>	
			2	<p>Techniques and methods of firing small arms and combat vehicles.</p> <p>1. Study of the basic provisions of the Shooting Course.</p> <p>2. Learning the conditions for performing shooting exercises and safety measures.</p>	
31	Practical session 6/2/5	6	6	<p>Lesson 5. Crew actions when arming combat vehicles.</p> <p>1. Training in crew actions when arming the BMP-2.</p> <p>2. Fulfilling fire training standards.</p> <p>3. Checking the combat readiness and bringing the BMP-2 weapons to normal combat readiness.</p>	
32	Practical session 6/2/6	8	6	<p>Lesson 6. Techniques and methods of firing combat vehicle weapons during the day.</p> <p>1. Checking the combat readiness and bringing the BMP-2 weapons to normal combat readiness</p> <p>2. Performing preparatory shooting exercises from the BMP-2 (according to the list of exercises).</p> <p>3. Fulfilling fire training standards.</p>	
			2	<p>Weapon maintenance after shooting.</p> <p>1. Routine maintenance, cleaning, lubrication.</p> <p>2. Inspection of weapons.</p>	
33	Practical session 6/2/7	6	4	<p>Lesson 7. Techniques and methods of firing combat vehicle weapons at night.</p> <p>1. Perform preparatory shooting exercises with the BMP-2 (according to the list of exercises).</p> <p>2. Fulfilling the standards for fire training</p>	
			2	<p>Weapon maintenance after shooting.</p> <p>1. Routine maintenance, cleaning, lubrication.</p> <p>2. Inspection of weapons.</p>	
34	Exam	6	6	Exam	
Total for the last component		15	10	50	

STRUCTURE AND OPERATION OF ARMoured VEHICLES

General objective of the educational programme component:

Objective

The aim of teaching the academic discipline "Structure and operation of armoured vehicles" is to train tactical-level military officers who are familiar with the general structure of armoured vehicles and the methods of operating armoured weapons and equipment used by military reconnaissance and special forces units.

Knowledge

the general structure of tracked combat vehicles used by reconnaissance units of the Armed Forces of Ukraine; the basic principles of operating armoured weapons and equipment.

Skills

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

Competencies:

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 upon return.

Organisational and methodological guidelines:

Features of the teaching methodology:

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

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

Verbal-visual - in which the teacher systematically and consistently presents the material, showing (demonstrating) the subjects being studied so that learners acquire new knowledge and form the appropriate mental images.

Training (reproductive) - performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military-organisational structures.

Situational-cognitive - conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches ways of searching for knowledge and helps learners acquire creative thinking skills.

Search (heuristic) - serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the teacher, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lecture – the main type of educational activity designed for the assimilation of theoretical material on a topic.

The main objective of the lecture is to systematise the fundamentals of scientific knowledge and practical experience on the topic, the state and prospects of development of management science, theory and practice of military leadership, and to focus on the most complex and crucial issues of the training material. The lecture should be problem-oriented, stimulate active cognitive activity among students, and contribute to the formation of creative thinking.

A group class is a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work should be carried out with the aim of practising and assimilating the training material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; and developing a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among students. Independent work should be supported with educational literature, teaching aids, assignments and methodological recommendations. All teaching and methodological materials for classes should be available in electronic form. Methodological materials for independent work should allow for self-assessment.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

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

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

The number of control measures and the forms in which they are carried out are communicated to students 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 computers at a ratio of one workstation per two students and a training centre for the educational process. Technical teaching aids must be used during classes.

Information and methodological support:

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

Armoured personnel carrier BTR-80. Structure and basics of operation. Ministry of Defence of Ukraine, Lviv-2012

Armoured personnel carrier BTR-3DA "Operating Instructions" V1352 RE-LU 2015

Reference book on armoured vehicle service VA 2013. 133 p.

Armoured weapons. Training manual. Military Academy. Odesa-2015.

Technical Support Management for Military Units of the Ground Forces of the Armed Forces of Ukraine, Part 2. Ministry of Defence, Odesa-2011.

Structure and operation of basic armoured vehicles. Ministry of Defence, Lviv, 2012.

Military repair of weapons and military equipment. Ministry of Defence, OISV-2004.

Evacuation of weapons and military equipment, Odesa 2004, National Centre for Security and Defence, 116 p.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
1	2	3	4	5	6
					Section 1 Armoured personnel carrier BTR-80.
		4	4	2	Topic Title 1. Armoured personnel carrier BTR-80.
1	Group session 1	2	2		Lesson 1. General structure of the BTR-80. 1. Purpose, tactical and technical characteristics of the BTR-80. 2. General structure of the BTR-80.
2	Practical session 1/3	2	2		Lesson 3. Practical study of the general structure of the BTR-80. 1. Practical study of the general structure of the BTR-80. 2. Practical study of the layout and body of the BTR-80. 3. Practical study of the turret and running gear of the BTR-80. 4. Use of hatches and crew seats of the BTR-80.
		2	2		Topic Title 2. Power plant of the BTR-80.
3	Group session 2/1	2	2		Lesson 1. Power unit of the BTR-80. 1. Purpose, technical characteristics and structure of the 7403 engine. 2. Purpose, technical characteristics, structure and operation of the fuel and air supply system of the 7403 engine. 3. Purpose, technical characteristics, structure and operation of the lubrication and cooling system of the 7403 engine. 4. Purpose, technical characteristics, structure and operation of the electric torch device and pre-start engine heater 7403.
		2	2		Topic Title 3. Transmission of the BTR-80
4	Group session 3	2	2		Lesson 1. Transmission of the BTR-80. 1. Purpose, technical characteristics, structure and operation of the clutch and gearbox of the BTR-80.

				<p>2. Purpose, technical characteristics, structure and operation of the transfer case and cardan shafts of the BTR-80.</p> <p>3. Purpose, technical characteristics, structure and operation of the axles and wheel reducers of the BTR-80.</p>
		2	2	Topic Title 4. Running gear of the BTR-80.
5	Group session 4/1	2	2	<p>Lesson 1. Running gear of the BTR-80.</p> <p>1. Purpose, technical characteristics, structure and operation of the BTR-80 suspension.</p> <p>2. Purpose, technical characteristics, structure and operation of the BTR-80 hydraulic shock absorbers.</p> <p>3. Purpose, technical characteristics, structure of the wheels and tyres of the BTR-80.</p> <p>4. Rules for operating the wheels and tyres of the BTR-80.</p>
		2	2	Topic Title 5. Electrical equipment of the BTR-80.
6	Group session 5/1	2	2	<p>Lesson 1. Electrical equipment of the BTR-80.</p> <p>1. Purpose, technical characteristics, structure and operation of power sources and consumers of the BTR-80.</p> <p>2. Purpose, technical characteristics, structure and operation of control and measuring instruments, switching and auxiliary equipment, lighting and light signalling devices, electric motors of the BTR-80.</p>
		2	2	Topic Title 6. BTR-80 braking systems.
7	Group session 6	2	2	<p>Lesson 1. BTR-80 braking systems. Purpose, technical characteristics, structure and operation of the BTR-80 service braking system.</p> <p>2. Purpose, technical characteristics, structure and operation of the BTR-80 parking brake system.</p> <p>3. Purpose, technical characteristics, structure and operation of the BTR-80 anti-skid device.</p>
		2	2	Topic Title 7. Steering of the BTR-80.
8	Group session 7	2	2	<p>Lesson 1. Steering control of the BTR-80.</p> <p>1. Purpose, technical characteristics, structure and operation of the CRTPH system.</p> <p>2. Purpose, technical characteristics, structure and operation of the BTR-80 steering hydraulic system.</p>
		2	2	Topic Title 8. Special equipment of the BTR-80.
9	Group session 8	2	2	<p>Lesson 1. Special equipment of the BTR-80.</p> <p>1. Purpose, technical characteristics, structure and operation of the BTR-80's weapons of mass destruction protection equipment.</p> <p>2. Purpose, technical characteristics, structure and operation of fire-fighting equipment of the BTR-80.</p> <p>3. Purpose, technical characteristics, structure and operation of the BTR-80 winch.</p>
		2	2	Topic Title 9. Floating equipment of the BTR-80.
10	Group session 9	2	2	<p>Lesson 1. Equipment for floating BTR-80.</p> <p>1. Purpose, technical characteristics, structure and operation of the BTR-80 water drainage system.</p> <p>2. Purpose, technical characteristics, structure and operation of the BTR-80 water pump.</p>

				3. Purpose, technical characteristics, structure and operation of the water jet propulsion system, water jet propulsion system valve and wave deflector of the BTR-80.
Section 2. BMP-1 infantry fighting vehicle.				
		4	4	Topic Title 10. BMP-1 infantry fighting vehicle.
11	Group session 10	2	2	Lesson 1. General structure of the BMP-1. 1. Purpose, tactical and technical characteristics of the BMP-1. 2. General structure of the BMP-1.
12	Practical session 10	2	2	Lesson 2. Practical study of the general structure of the BMP-1. 1. Practical study of the general structure of the BMP-1. 2. Practical study of the layout and hull of the BMP-1. 3. Practical study of the turret and running gear of the BMP-1. 4. Use of hatches and crew seats of the BMP-1.
		2	2	Topic Title 11 Power plant of the BMP-1.
13	Group session 11	2	2	Lesson 1. Power unit of the BMP-1. 1. Purpose, technical characteristics, structure and operation of the UTD-20 engine. 2. Purpose, technical characteristics, structure and operation of the fuel and air supply system of the UTD-20 engine. 3. Purpose, technical characteristics, structure and operation of the lubrication system, cooling, heating and engine heating systems of the UTD-20 engine. 4. Purpose, technical characteristics, structure and operation of the air starting system of the UTD-20 engine, engine protection mechanism against water ingress.
		2	2	Topic Title 12. Power transmission of the BMP-1.
14	Group session 12	2	2	Lesson 1. Power transmission of the BMP-1. 1. Purpose, technical characteristics, structure and operation of the main friction clutch and gearbox of the BMP-1. 2. Purpose, technical characteristics, structure and operation of the planetary steering mechanisms and parking brakes of the BMP-1. 3. Purpose, technical characteristics, structure and operation of the parking brake and side gear of the BMP-1. 4. Purpose, technical characteristics, structure and operation of the lubrication and hydraulic control system of the BMP-1 power transmission.
		2	2	Topic Title 13. Running gear of the BMP-1.
15	Group session 13	2	2	Lesson 1. The running gear of the BMP-1. 1. Purpose, technical characteristics, structure and operation of the BMP-1 tracked drive.

				2. Purpose, technical characteristics and structure of the BMP-1 suspension.
		2	2	Topic Title 14. Electrical equipment of the BMP-1.
16	Group session 1	2	2	Lesson 1. Electrical equipment of the BMP-1. 1. Purpose, technical characteristics, structure and operation of electrical power sources in BMP-1. 2. Purpose, technical characteristics, structure and operation of electrical power consumers of the BMP-1. 3. Purpose, technical characteristics, structure and operation of control and measuring instruments, lighting devices, light signalling devices, auxiliary, switching and protective equipment of the BMP-1.
		2	2	Topic Title 15. Special equipment of the BMP-1.
17	Group session 1	2	2	Lesson 1. Special equipment BMP-1. 1. Purpose, technical characteristics, structure and operation of fire-fighting equipment and pneumatic systems of the BMP-1. 2. Purpose, technical characteristics, structure and operation of the BMP-1 weapon protection system. 3. Purpose, technical characteristics, structure, operation of the smoke release system and floating equipment of the BMP-1.
18	Control measure	6	6	Exam
Total for the discipline		4	4	

DRIVING ARMOURED TRANSPORT VEHICLES

General objective of the educational programme component:

Objective

The aim of teaching the academic discipline "Armoured vehicle driving" is to train tactical-level military command officers who are familiar with the general structure of armoured vehicles, the operation of armoured weapons and equipment, driving rules, safety measures when driving vehicles in various conditions, which are in service with military reconnaissance and special purpose units.

Knowledge:

driving rules, safety measures when driving vehicles in various conditions; the basics of movement and driving rules for 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 for IFVs.

Skills

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

Competencies:

MSC-8 Ability to drive combat vehicles in service with reconnaissance units, perform rapid diagnostics of equipment (and its armament) in order to make decisions on its suitability for use during reconnaissance (special) missions.

Organisational and methodological guidelines:

Features of the teaching methodology:

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

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

Verbal-visual - in which the teacher systematically and consistently presents the material, showing (demonstrating) the subjects being studied so that learners acquire new knowledge and form the appropriate mental images.

Training (reproductive) - performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military-organisational structures.

Situational-cognitive - conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches ways of searching for knowledge and helps learners acquire creative thinking skills.

Search (heuristic) - serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises when the method of finding the optimal solution is determined by the teacher, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lecture – the main type of educational activity designed to help students master the theoretical material of the topic.

The main purpose of the lecture is to systematise the fundamentals of scientific knowledge and practical experience on the topic, the state and prospects of the development of management science, the theory and practice of military leadership, and to focus attention on the most complex and crucial issues of the course material. Lectures should be problem-oriented, stimulate active cognitive activity among students, and contribute to the development of creative thinking.

A group class is a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work should be carried out with the aim of practising and assimilating the training material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; and developing a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among students. Independent work should be supported with educational literature, teaching aids, assignments and methodological recommendations. All teaching and methodological materials for classes should be available in electronic form. Methodological materials for independent work should allow for self-assessment.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

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

quality of learning material. The main purpose of control is to ensure the scientific level of acquired knowledge and the strength of the skills and abilities formed in students.

The number of control measures and the forms in which they are carried out are communicated to students 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 computers at a ratio of one workstation per two students and a training centre for the educational process. Technical teaching aids must be used during classes.

Information and methodological support:

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

Armoured personnel carrier BTR-80. Design and basics of operation. Ministry of Defence of Ukraine, Lviv, 2012

Armoured personnel carrier BTR-3DA "Operating Instructions" V1352 RE-LU 2015

Reference book on armoured vehicle service VA 2013. 133 p.

Armoured vehicles. Training manual. Military Academy. Odesa-2015.

Technical Support Management for Military Units of the Ground Forces of the Armed Forces of Ukraine, Part 2. Ministry of Defence, Odesa-2011.

Structure and operation of basic armoured vehicles. Ministry of Defence, Lviv, 2012.

Military repair of weapons and military equipment. Ministry of Defence, OISV-2004.

Evacuation of weapons and military equipment, Odesa 2004, National Centre for Security and Defence, 116 p.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Section 1. Developing and improving driving skills.					
		2	2		Topic Title 1. Basics of traffic and driving rules.
1	Group session 1	2	2		Lesson 1. Introduction to the discipline. Learning the basics of movement and rules for driving combat vehicles. 1. Subject of the discipline, role and place of combat vehicle driving in the training of military specialists. Procedure for studying the discipline, reporting, responsibilities of students. 2. Requirements of the combat vehicle driving course for the organisation of training. Procedure for assigning individual grades during driving exercises. 3. General safety measures when driving combat vehicles in various conditions.
		12	12		Topic Title 2. Driving basics.
4	Practical session 2	4	4		Lesson 1. Performing preparatory exercise No. 1 on the vehicle during the day. 1. Combat vehicle controls, instruments and gauges, and rules for their use. Preparing the vehicle for movement, starting the engine, moving off, braking and stopping the vehicle 2. Practical performance of preparatory exercise No. 1 on an armoured personnel carrier during the day 3. Rules for driving combat vehicles. Procedure for assessing driving technique and speed.
6	Practical session 2	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. Practise stopping the vehicle at the designated place (obstacle No. 8) and reversing. 3. Rules for driving combat vehicles. Procedure for assessing performance of standards, assessment indicators for performance of standards.

7	Practical session 2/3	4	4		Lesson 3. Performing preparatory exercise No. 1 on the equipment at night. 1. Practical performance of preparatory exercise No. 1 on an armoured personnel carrier at night. 2. Practising the technique of stopping the vehicle in a designated place (obstacle No. 8) and reversing. 3. Rules for driving combat vehicles. Features of performing preparatory exercise No. 1 at night.
		12	12		Topic Title 3. Techniques for overcoming natural obstacles.
9	Practical session 3	4	4		Lesson 1. Performing preparatory exercise No. 2 on the technique during the day. 1. Practical performance of preparatory exercise No. 2 on a BTR during the day. 2. Technique for stopping the vehicle in the specified place (obstacle No. 8) and turning between posts (obstacle No. 7). 3. Rules for driving combat vehicles. Assessment of driving rules.
11	Practical session 3	4	4		Lesson 2. Performing preparatory exercise No. 2 on the equipment during the day. 1. Practical performance of preparatory exercise No. 2 on an armoured personnel carrier during the day. 2. Practise stopping the vehicle in the specified place (obstacle No. 8) and turning between posts (obstacle No. 7). 3. Rules for driving combat vehicles. Assessment of the training unit for solo driving.
12	Practical session 3/3	4	4		Lesson 3. Performing preparatory exercise No. 2 on the vehicle at night. 1. Practical performance of preparatory exercise No. 2 on an armoured personnel carrier at night. 2. Practise stopping the vehicle in the specified place (obstacle No. 8) and turning between posts (obstacle No. 7). 3. Rules for driving combat vehicles. Evaluation of the training unit for solo driving
		4	4		Topic Title 4. Driving in restricted passages.
14	Practical session 4	4	4		Lesson 1. Performing preparatory exercise No. 3 on the vehicle during the day. 1. Practical performance of preparatory exercise No. 3 on an armoured personnel carrier during the day. 2. Placing the vehicle in a trench and exiting it (standard No. 4). 3. Driving rules. Assessment of driving rules (standards)
Section 1. Formation and improvement of driving skills.					
		6	6		Topic Title 5. Driving in difficult terrain.
25	Practical session 5	6	6		Lesson 1. Performing training exercise No. 1 on the vehicle during the day. 1. Practical performance of training exercise No. 1 on an armoured personnel carrier during the day. 2. Loading the vehicle onto a railway platform and unloading it (standard) No. 5. 3. Rules for driving combat vehicles. Purpose and procedure for practising driving exercises.
26	Exam	4	4		Completion of training exercise No. 1 on the technique during the day.
Total for the discipline		4	40		

SPECIAL RECONNAISSANCE

General objective of the educational programme component:

Objective

The purpose of teaching the academic discipline "Special Reconnaissance" is to train tactical-level military command officers who know the principles of general military combat, the provisions of combat regulations and instructions, use them when performing training and combat tasks, and know the organisation, combat and numerical composition, armament, combat equipment, tactics of reconnaissance units, methods, techniques and means of obtaining reconnaissance information in various types of modern general combat.

Knowledge:

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

Skills:

apply the provisions of combat regulations and instructions when performing reconnaissance tasks; assess the situation; perform tactical calculations (including using computers); make informed decisions; conduct reconnaissance; assign combat tasks to reconnaissance units and organise their interaction; use the combat capabilities of military reconnaissance units, their standard weapons and combat equipment; control fire and combat subgroups while performing reconnaissance tasks; use individual and group weapons and combat equipment in various combat situations on diverse terrain in cooperation with other units.

Competencies:

MSC-9 Ability to perform duties according to job description

MSC-10 Ability to analyse (understand) combat tasks. Based on knowledge, skills and practical experience, develop plans for the use of special purpose groups, including the preparation of planning and reporting documents in accordance with the guidelines and doctrine of the Special Operations Forces of the Armed Forces of Ukraine.

MSC-11 Ability to organise and conduct direct training of a special forces group.

MSC-12 Ability to withdraw a special forces group to the enemy's rear by various means and methods.

MSC-13 Ability to command a special forces group during the performance of special and reconnaissance tasks.

MSC-14 Ability to return (evacuate) a special operations group from the area of operation by various means and methods.

Organisational and methodological guidelines:

Organisational and methodological measures:

This course provides for the complete, partial or indirect formation of the relevant competencies in the discipline of "Special Reconnaissance".

The topics covered and the logical sequence of their gradual study by cadets cover the application of special purpose groups of Special Operations Forces.

The main types of training activities during the teaching of the discipline are: lectures, group classes, practical classes, tactical special classes.

Material and technical support:

Classes are held in specialised classrooms equipped with personal computers at a ratio of one workstation per two students and at the training centre's training ground. Technical teaching aids must be used during training sessions.

Information and methodological support:

Doctrine "Special Operations". – Kyiv. General Staff of the Armed Forces of Ukraine 2020 – 27 p. DSK.

Doctrine "Special Operations Forces". – Kyiv. General Staff of the Armed Forces of Ukraine, 2020 – 30 p. DSK.

Combat Regulations of Special Operations Forces "Special Operations" Part I Kyiv. Joint Staff of the Armed Forces of Ukraine 2021 – 40 p. DSK.

Combat Regulations of the Special Operations Forces "Special Operations" Part II Kyiv. KSSO Armed Forces of Ukraine 2021 – 92 p. DSK.

Combat Regulations of Special Operations Forces "Special Operations" Part III Kyiv. KSSO Armed Forces of Ukraine 2021 – 128 p. DSK.

Doctrine "Land Operations". – Kyiv. General Staff of the Armed Forces of Ukraine 2020 – 178 p. DSK.

Combat Regulations of the Special Operations Forces "Reconnaissance in Special Operations" BP 2-22(18).01, 2021-KSSO, DSK

Combat Regulations of the Special Operations Forces "Special Operations Ch I, II, III" BP 3-104(18).01, 2021-KSSO, DSK

Album of diagrams of methodological materials for the training of tactical groups (based on the experience of the Russian-Ukrainian war of 2022-2023) VP 7-(01,03-05)215.58(59), November 2023

Weapons of the Russian-Ukrainian War of 2022-2023–K.: Ministry of Defence of Ukraine, 2023.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Section 1. Basic training for scouts.					
		20	20		Topic Title 1. Individual training.
	Lecture 1	2	2		Lesson 1. Order of study of the discipline. 1. Subject of the discipline "Special Reconnaissance". Study schedule and distribution of hours, forms of reporting for the discipline. 2. Structure of the discipline, sequence of study and interconnection with other disciplines. 3. Organisational and staffing structure of the SOF.
	Group session 1	2	2		Lesson 2. Ensuring the combat readiness and survival of reconnaissance personnel. 1. Responsibilities of a scout 2. Individual equipment, camouflage procedures 3. Conditional signals for tactical communication
	Group session 1	2	2		Lesson 3. Techniques for covert and silent movement. 1. Techniques and methods of movement in different conditions 2. Choosing routes. 3. Light camouflage during movement.
	Practical session 1/4	6	6		Lesson 4. Ensuring the combat readiness and survival of scouts, techniques for covert and silent movement. (Day) 1. Preparation of weapons and equipment. 2. Tactical communication signals 3. Movement in various conditions.
	Group session 1/5	2	2		Lesson 5. Order of overcoming obstacles. 1. Overcoming natural obstacles. 2. Overcoming artificial obstacles. 3. Procedure for overcoming the scout strip.
	Practical session 1/6	6	6		Lesson 5. Procedure for overcoming obstacles. 1. Overcoming natural obstacles.

					2. Overcoming artificial obstacles. 3. Overcoming the scout strip.
		12	10	2	Topic Title 2. Actions of scouts when positioned in the terrain.
	Group session 2	4	2		Lesson 1. Positioning of scouts in the field. 1. Determining the Patrol Base and the order of equipment. 2. Determining the rally point and the order of arrival there. 3. Determining the object rally point and the procedure for reaching it.
				2	Location of scouts in the field. 1. Determination of Patrol Base and equipment order. 2. Determining the rally point and the order of departure to it. 3. Determining the object rally point and the order of departure to it.
	Practical session 2	6	6		Lesson 2. Positioning scouts in the terrain. 1. Determining the Patrol Base and order of equipment. 2. Determining the rally point and the order of departure to it. 3. Determining the object rally point and the procedure for reaching it.
	Group session 2	2	2		Lesson 3. Actions of a scout observer. 1. Selecting and equipping an observation point. 2. Procedure for drawing a map of the area, determining distances and polar coordinates of landmarks, and plotting them on the map. Report on the results of observation. 3. Features of conducting reconnaissance by observation during the day and at night.
Section 2. Moving special forces units into enemy rear areas.					
		31	30	1	Topic Title 3. Moving special forces units into enemy rear areas by land.
	Group session 2	3	2		Lesson 1. Moving special forces units behind enemy lines by land. 1. Moving special forces units behind enemy lines by land across the state border. 2. Withdrawal of special forces units to the enemy rear by land across the line of contact between the parties. 3. Moving special forces units behind enemy lines by land using the staging method.
				1	Moving special forces units behind enemy lines by land. 1. Withdrawal of special forces units to the enemy rear by land across the state border. 2. Withdrawal of special forces units to the enemy rear by land across the line of contact between the parties. 3. Withdrawal of special forces units to the enemy rear by land using the base method.

	Practical session 2	6	6		Lesson 2. Moving special forces units behind enemy lines by land across the state border. 1. General equipment of the state border and features of its crossing. 2. Moving RG (OG) SpP (SpO) units by land across the state border. 3. Features of the withdrawal of RG SpP across the state border.
	Practical session 2/3	6	6		Lesson 3. Withdrawal of special purpose units to the enemy rear by land across the line of contact between the parties. (DAY) 1. General equipment of the line of contact between the parties and features of its crossing. 2. Withdrawal of RG (OG) SpP (SpO) across the line of contact between the parties during combat operations. 3. Features of the withdrawal of RG (OG) SpP (SpO) by land to territory temporarily controlled by the NFA (based on the experience of the armed conflict in eastern Ukraine).
	Practical session 2/4	4	4		Lesson 4. Withdrawal of special forces units to the enemy rear by land across the line of contact between the parties. (NIGHT) 1. General equipment of the line of contact between the parties and features of its crossing. 2. Withdrawal of RG (OG) SpP (SpO) across the line of contact between the parties during combat operations. 3. Features of the withdrawal of RG (OG) SpP (SpO) by land to territory temporarily controlled by illegal armed groups (based on experience of armed conflict in eastern Ukraine).
	Practical session 2/5	6	6		Lesson 5. Withdrawal of special purpose units to the enemy rear by land using staging areas. 1. Equipping the Special Forces Group with the main elements of the staging area. 2. Organising radio communication with the Centre during staging. 3. Departure of the Special Forces Group personnel from the staging area.
	Practical session 2/6	6	6		Lesson 6. Withdrawal of special purpose units to the enemy rear by ground transport. 1. Equipping the Special Forces Group with the main elements of the staging area. 2. Organising radio communication with the Centre during staging. 3. Abandonment of the staging area by the personnel of the Special Forces Group.
		14	14		Topic Title 3. Airborne deployment of special purpose units to the enemy rear.
	Practical session 3	2	2		Lesson 1. Transporting a special forces unit to the mission area by air without parachutes. (VDK) 1. Procedure for disembarking from the aircraft. 2. Procedure at the landing site. 3. Reaching the SH after parachute-free disembarkation
	Practical session 3	2	2		Lesson 2. Transporting a special purpose group to the mission area by air without parachutes. (Mi-8. DAY) 1. Procedure for disembarking from the aircraft.

				2. Procedure at the landing site. 3. Departure after parachute-free disembarkation
	Practical session 3	2	2	Lesson 3. Transporting a special forces group to the mission area by air without parachutes. (Mi-8. NIGHT) 1. Procedure for disembarking from the aircraft. 2. Procedure at the landing site. 3. Departure after parachute-free landing
	Practical session 3	2	2	Lesson 4. Transporting a special purpose group to the mission area by air using parachutes. (VDK) 1. Preparation of the PDT for landing. 2. Assembly at the landing site. 3. Camouflaging the PDT. Departure to the SH.
	Practical session 3/	4	4	Lesson 4. Transporting a special purpose group to the mission area by air using parachutes. (Mi-8. DAY) 1. Preparation of the PDT for landing. 2. Assembly at the landing site. 3. Camouflaging the PDT. Departure to the SH.
	Practical session 3/6	2	2	Lesson 6. Transporting a reconnaissance (operational) group to the mission area by air using parachutes. (Mi-8. NIGHT) 1. Preparation of the PDT for landing. 2. Assembly at the landing site. 3. Camouflaging the PDT. Departure to the SH.
		14	14	Topic Title 4. Transporting special forces units to the enemy rear by sea.
	Practical session 4	2	2	Lesson 1. Transporting a special forces unit to the mission area by sea. 1. Preparation of equipment. 2. Camouflaging equipment 3. Camouflaging PDTs.
	Practical session 4	6	6	Lesson 2. Transporting a special purpose group to the mission area by sea in pairs. 1. Preparation of equipment. 2. Organisation of interaction, tactical communication. 3. Practising swimming with fins.
	Practical session 4/3	6	6	Lesson 3. Transporting a special purpose group to the mission area by sea as part of a group. 1. Preparation of equipment. 2. Organisation of interaction, tactical communication. 3. Practising swimming with fins.
Section 3. Methods of performing combat tasks.				

		10	8	2	Topic Title 5. Special forces during search operations.
	Group session 5	4	2		Lesson 1. Special forces during search operations. 1. Search – the main method of performing reconnaissance tasks. Methods of conducting a search. 2. Combat order during search operations. 3. Features of conducting a search from helicopters.
				2	Special forces during a search. 1. Search – the main method of performing reconnaissance tasks. Search methods. 2. Combat order during a search. 3. Features of conducting searches on helicopters.
	Practical session 5	6	6		Lesson 2. Special forces during search operations. 1. Combat order during a search. Organising cooperation during a search. 2. Searching for an object while performing a task. 3. Procedure for conducting additional reconnaissance of the search object.
		10	8	2	Topic Title 6. Special forces during an ambush.
	Group session 6	4	2		Lesson 1. Special forces during an ambush. 1. Ambush – a method of performing reconnaissance and special tasks. 2. Methods of conducting an ambush. 3. Combat order and sequence of actions of the Special Forces Group during an ambush.
					2
	Practical session 6	6	6		Lesson 2. Special Forces Group during an ambush. 1. Organisation of interaction during an ambush. 2. Responsibilities and tasks of subgroups during an ambush. 3. Conducting an ambush on a moving enemy target.
		10	8	2	Topic Title 7. Special forces during a raid.
	Group session 7	2	2		Lesson 1. Special forces during a raid. 1. Raid – a method of performing reconnaissance and special tasks. 2. Combat order and order of actions of the Special Forces Group during a raid.
					2

	Practical session 7	6	6		Lesson 2. Special Forces Group during a raid. 1. Organisation of cooperation during a raid. 2. Responsibilities and tasks of subgroups during a raid. 3. Conducting a raid on a stationary enemy target.
		3	2	1	Topic Title 8. Special forces during sabotage operations.
	Group session 8	2	2		Lesson 1. Special forces during sabotage operations. 1. Sabotage – a method of performing reconnaissance and special tasks. 2. Combat order and order of actions of the Special Forces Group during sabotage operations.
				1	Special forces during sabotage operations. 1. Sabotage is a method of performing reconnaissance and special tasks. 2. Combat order and sequence of actions of the Special Forces Group during sabotage.
Section 4. Evacuation (return) of the Special Forces Group after completing the task.					
		17	16	1	Topic Title 9. Evacuation (return) of the Special Forces Group after completing the task.
	Group session 9	2	2		Lesson 1. Return of the Special Forces Group after completing a combat mission. 1. Methods of returning the Special Forces Group from the operational area after completing a combat mission. 2. Scope and content of work with the Special Forces Group after return. 3. Procedure for conducting the LINK UP procedure
					1
	Practical session 9	6	6		Lesson 2. Return by land. 1. Organising surveillance of the area where the return (evacuation) will take place. 2. Organising identification with units located on the line of contact between the parties (Ukrainian traffic police units). 3. Combat order of the Special Forces during return (evacuation) by land. 4. Actions in special cases during the return (evacuation) of the Special Forces Group by land.
	Practical session 9/3	4	4		Lesson 3. Return by air. 1. Selecting and marking the location for meeting the aircraft. Communication with the aircraft using visual signals and radio stations. 2. Procedure for identification between the Special Forces Group and the aircraft crew. 3. Combat order of the Special Forces Group during return (evacuation) by air. 4. Actions in special cases during the return (evacuation) of the Special Forces Group by air.

	Practical session 9/4	4	4		<p>Lesson 4. Return by sea.</p> <ol style="list-style-type: none"> 1. Selecting and marking a location for meeting a high-speed boat. Communication with the boat (ship) using visual light signals and radio stations. 2. Procedure for identification between the Special Forces Group and the boat (ship) crew. 3. Combat order of the Special Forces Group during return (evacuation) by sea. 4. Actions in special cases during the return (evacuation) of the Special Purpose Group by sea.
Section 5. Preparation of the Special Purpose Group.					
		24	2	2	Topic Title 10. Principles of application of the SOF.
	Group session 1	3	2		<p>Lesson 1. Principles of special operations.</p> <ol style="list-style-type: none"> 1. Basic requirements for special purpose units. 2. Types of reconnaissance. Reconnaissance tasks. Essence, tasks, organisation, management, characteristics and features of the application of the Special Operations Forces of the Armed Forces of Ukraine. 3. Special reconnaissance targets.
					1
	Group session 10	2	2		<p>Lesson 2. General and direct training of reconnaissance personnel.</p> <ol style="list-style-type: none"> 1. Basic concepts of training for the use of Special Operations Forces of the Armed Forces of Ukraine. 2. Content of general training of special purpose units. 3. Content of direct training of special purpose units for combat missions. 4. Measures taken during the direct training of special purpose units. Weapons and equipment of a scout (operator).
	Group session 10	2	2		<p>Lesson 3. Operating base equipment.</p> <ol style="list-style-type: none"> 1. Purpose, main elements of the operational base. 2. Procedure for deploying an operational base. Organisation of security and defence of an operational base. 3. Placement of the main elements of the operational base on the ground (diagram).
	Group session 10	5	4		<p>Lesson 4. Direct preparation of special purpose units for the task.</p> <ol style="list-style-type: none"> 1. Responsibilities of officials responsible for the direct preparation of the RG (OG) SpP (SSpO). 2. Procedure for the commander and personnel of the RG (OG) SpP (SSpO) after receiving a combat mission.

					3. Operational file.
				1	Direct preparation of special purpose units for the performance of tasks. 1. Responsibilities of officers responsible for the direct preparation of the Special Forces (Special Operations Forces) (SSO) (SSO). 2. Procedure for the commander and personnel of the Special Forces (SSF) Special Operations Group (SOG) after receiving a combat mission. 3. Operational matters.
	Practical session 10	6	6		Lesson 5. Features of special forces training during the planning and execution of combat missions. 1. Rehearsing the combat mission plan. 2. Combat order. 3. Organisation of interaction.
	Practical session 10	6	6		Lesson 6. Direct preparation of special forces units for mission execution. 1. Rehearsing the combat mission plan. 2. Combat order. 3. Organisation of interaction.
Section 6. Methods of performing special operations.					
		9	8	1	Topic Title 11. Methods of performing special actions.
	Group session 1	3	2		Lesson 1. Actions of personnel when encountering the enemy. 1. Actions of personnel when encountering the enemy. 2. Counter-ambush actions. 3. Breaking away from the enemy
				1	Actions of personnel when encountering the enemy. 1. Actions of personnel when encountering the enemy. 2. Counter-ambush actions. 3. Breaking away from the enemy
	Practical session 11	6	6		Lesson 2. Actions of personnel when encountering the enemy. 1. Actions of personnel when encountering the enemy. 2. Counter-ambush actions. 3. Breaking away from the enemy
		9	8	1	Topic Title 12. Obtaining intelligence by scouts (agents).
	Group session 1	3	2		Lesson 1. Obtaining intelligence by scouts (agents). 1. The essence of obtaining intelligence information. 2. Main methods, means and sources of obtaining intelligence by agents. 3. Cover stories and legalisation documents.

					4. Features of obtaining intelligence on the territory temporarily controlled by illegal armed groups based on the experience of the armed conflict in eastern Ukraine.
				1	Obtaining intelligence by scouts (agents). 1. The essence of obtaining intelligence information. 2. Main methods, means and sources of obtaining intelligence information through agents. 3. Cover stories and legalisation documents. 4. Features of obtaining intelligence on the territory temporarily controlled by illegal armed groups based on the experience of the armed conflict in eastern Ukraine.
	Practical session 12	6	6		Lesson 2. Personal agent communication, impersonal agent communication. 1. Practising forms of personal agent communication. 2. Practising forms of impersonal agent communication.
		40	30	1	Topic Title 13. Actions of the Special Forces Group during the execution of the task.
	Tactical-Special Exercise 1			4	Actions of the Special Forces during the mission 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of special reconnaissance tasks. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
		20	10		Actions of the Special Forces Group during the mission. 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of special reconnaissance tasks. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
				6	Actions of the Special Forces Group during the mission 1. Withdrawal of the Special Forces Group to the enemy's rear 2. Performance of special reconnaissance tasks. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
	Tactical-Special Exercise 13	1	1		Lesson 2. Actions of the Special Forces Group during the mission. 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of a special reconnaissance task. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
	Tactical-Special Exercise 13	1	1		Lesson 3. Actions of the Special Forces Group during the mission. 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of a special reconnaissance task. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
		9	8	1	Topic Title 14. Actions of the Special Forces Group in a populated area.
	Group session	3	2		Lesson 1. Specifics of performing tasks in a populated area.

	1				<ol style="list-style-type: none"> 1. Specific features of movement in urban conditions. 2. Combat order of the group, actions of sentries when inspecting buildings and houses. 3. Organisation of communication and maintaining cooperation within the group. Control signals.
				1	<p>Features of performing tasks in a populated area.</p> <ol style="list-style-type: none"> 1. Features of movement in urban conditions 2. Combat order of the group, actions of sentries when inspecting buildings and houses 3. Organising communication and maintaining interaction within the group. Control signals.
	Practical session 15	6	6		<p>Lesson 3. Specifics of performing tasks in a populated area.</p> <ol style="list-style-type: none"> 1. Specific features of movement in urban conditions. 2. Combat order of the group, actions of sentries when inspecting buildings and houses. 3. Organisation of communication and maintaining group interaction. Control signals.
		6	6		Topic Title 15. Combined deployment of special forces units to the enemy rear.
	Practical session 1	6	6		<p>Lesson 1. Moving a special forces unit to the mission area by sea.</p> <ol style="list-style-type: none"> 1. Preparation of weapons and equipment. 2. Combining air and sea transport routes. 3. Camouflaging equipment.
		9	8	1	Topic Title 16. Adjusting artillery fire of the Special Forces Group.
	Group session 1	3	2		<p>Lesson 1. Artillery fire correction.</p> <ol style="list-style-type: none"> 1. Purpose and objectives of artillery fire guidance. 2. Means and methods of mutual recognition. 3. Organisation of interaction with artillery. 4. Artillery fire correction. 5. Calling artillery fire when crossing the line of contact between the sides, breaking out of encirclement, retreating under enemy pursuit, evacuating the wounded and cargo.
				1	<p>Artillery fire correction.</p> <ol style="list-style-type: none"> 1. Purpose and tasks of artillery fire guidance. 2. Means and methods of mutual recognition. 3. Organisation of interaction with artillery. 4. Artillery fire correction. 5. Calling artillery fire when crossing the line of contact between the sides, breaking out of encirclement, retreating under enemy pursuit, evacuating the wounded and cargo.
	Practical session 16	6	6		<p>Lesson 2. Adjusting artillery fire (air strikes).</p> <ol style="list-style-type: none"> 1. Concealed approach to the target. Deployment of combat elements on the terrain. 2. Adjusting artillery fire.

					3. Reporting results to the Centre.
		40	3	10	Topic Title 17. Actions of the Special Forces Group during the mission.
Tactical-Special Exercise 1				4	Actions of the Special Forces Group during the execution of the task 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of a special reconnaissance task. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
	20	10			Lesson 1. Actions of the Special Forces Group during the mission 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of special reconnaissance tasks. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
				6	Actions of the Special Forces Group during the mission 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of special reconnaissance tasks. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
Tactical-Special Exercise 17	10	1			Lesson 2. Actions of the Special Forces Group during the mission 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of special reconnaissance tasks. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
Tactical-Special Exercise 17	1	1			Lesson 3. Actions of the Special Forces Group during the mission 1. Withdrawal of the Special Forces Group to the enemy rear 2. Performance of a special reconnaissance task. 3. Return (evacuation) of the Special Forces Group after completing the combat mission.
Section 7. Information and psychological operations as a component of special operations.					
		3	2	1	Topic Title 18. Information and psychological operations as a component of special operations.
Group session 1	3	2			Lesson 1. Information and psychological operations as a component of special operations. 1. Fundamentals of information and psychological operations. 2. Content, duration, forms, methods and techniques of conducting PsO.
				1	Information and psychological operations as a component of special operations. 1. Basics of information and psychological operations. 2. Content, duration, forms, methods and techniques of conducting PSOs.
Section 9. Command and staff training.					
		44	34	1	Topic Title 19. Command and staff training.
Practical session					Command and staff training. 1. Review of functional duties.

	1				2. Preparation of workplaces, necessary maps and documentation.
		1	10		Command and staff training. 1. Work of the headquarters after receiving combat orders. 2. Development of an operation concept. 3. Monitoring the execution of tasks by subordinate intelligence agencies.
				4	Command and staff training. 1. Review of functional responsibilities. 2. Preparation of workplaces, necessary maps and documentation.
	Practical session 1	1			Lesson 2. Command and staff training. 1. Work of the headquarters after receiving combat orders. 2. Development of an operation concept. 3. Monitoring the execution of tasks by subordinate intelligence agencies.
				4	Command and staff training. 1. Review of functional responsibilities. 2. Preparation of workplaces, necessary maps and documentation.
	Practical session 19	1			Lesson 3. Command and staff training. 1. Work of the headquarters after receiving combat orders. 2. Developing an operation concept. 3. Monitoring the execution of tasks by subordinate intelligence agencies.
	Practical session 19	4	4		Lesson 4. Command and staff training. 1. Work of the headquarters after receiving combat orders. 2. Development of an operation concept. 3. Monitoring the execution of tasks by subordinate intelligence agencies.
Control measures		6	6		Exam
Total for the subject		3	2	4	

MILITARY DECISION-MAKING PROCESSES

General objective of the educational programme component:

Objective

The objective of teaching the academic discipline "Military Decision-Making Processes" is to train tactical-level military command officers who are familiar with the organisation of unit command, the content and technologies of decision-making justification and implementation, and the processes of planning and organising reconnaissance support for combat areas in accordance with NATO standards.

Knowledge:

the procedure for managing the actions and use of reconnaissance bodies with the selection of the most appropriate method for performing reconnaissance tasks using available reconnaissance means in various conditions and situations; the procedure and sequence of steps for making decisions on the use of reconnaissance forces and means, reconnaissance bodies - in accordance with the requirements of the regulatory documents of the Armed Forces of Ukraine, as well as mastering decision-making procedures in accordance with NATO standards; the procedure for developing and preparing combat graphic documents for planning the use of reconnaissance forces and means (reconnaissance bodies) using TLP algorithms and step sequences.

Skills:

organise, methodically demonstrate and justify: methods of performing reconnaissance tasks by intelligence agencies to ensure various types of combat in different conditions in accordance with the standards used in the armed forces of NATO member states; apply the principles of general combat, combat regulations and guidelines when performing reconnaissance tasks; assess the situation; make informed decisions; conduct reconnaissance; assign combat tasks to reconnaissance bodies and organise their interaction; use standard operating procedures and their planning as used in the armies of NATO member states; make informed decisions on the use of reconnaissance bodies (including reconnaissance units), with their implementation on the working map of the commander of the reconnaissance unit or the commander of the reconnaissance body.

Competencies:

MSC-15 Ability to make decisions on the use of a special operations group in accordance with the troop management procedure (TLP), taking into account the experience of NATO partner countries.

MSC-16 Ability to prepare combat documents (graphic and textual) for decision-making on conducting special reconnaissance, taking into account the experience of NATO partner countries.

MSC-17 Ability to plan and manage the use of subordinate units during joint operations as part of combined units of the Armed Forces of Ukraine and NATO member states in accordance with standard military decision-making procedures (MDMP).

Organisational and methodological guidelines:

Features of the teaching methodology:

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

To achieve the main goal of the programme, the following forms of teaching are provided:

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

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

individual form of training, when students perform tasks sequentially, one after another.

At the same time, depending on the level of knowledge or skills to be achieved, the teacher should use the following methods:

verbal-visual;

training;

situational-cognitive.

Verbal-visual method, in which the teacher systematically and sequentially presents the learning material, showing (demonstrating) the subjects being studied in order for learners to acquire new knowledge and form the appropriate imagination.

Training (reproductive) method – performing complex actions according to an algorithm (pre-established order) determined by the instructor to develop the necessary skills and ensure the coordination of military and organisational structures.

Situational-cognitive – conducting a review and discussion of real (probable) actions, familiarising oneself with the experience of commanding troops (forces) in military conflicts and developing information and analytical skills.

Problem-based teaching is when the instructor presents a problem to the students, solves it himself, but at the same time shows ways to solve it and reveals his thought process. The immediate result of problem-based teaching should be the learner's mastery of the method and logic of solving a specific problem, but without the ability to apply them independently. This method teaches learners how to search for knowledge and helps them acquire creative thinking skills.

The search (heuristic) method serves the purpose of gradually bringing students closer to independent problem solving by first teaching them how to perform individual elements of the solution. It is used during group exercises, when the method of finding the optimal solution is determined by the instructor, but the solution is found by the student.

Problem-solving methods ensure deep assimilation of knowledge at the level of its creative application, mastery of creative thinking methods, and practical experience.

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

Lectures are the main type of educational activity designed to help students master the theoretical material of a topic.

The main purpose of the lecture is to systematise the scientific knowledge and practical experience on the topic, the state and prospects of the development of management science, the theory and practice of military leadership, and to focus on the most complex and key issues of the course material. The lecture should be problem-oriented, stimulate active cognitive activity among students, and contribute to the formation of creative thinking.

Group classes are a type of educational activity during which the teacher presents new material using verbal and visual methods, checks the students' understanding of the material through questioning, and helps them to consolidate it.

Group classes are held with the aim of providing students with a detailed study of the issues and problems discussed in lectures and a detailed examination of relevant issues in the teaching material. The main teaching methods used are explanation with demonstration and discussion in the form of a debate. To ensure clarity during classes, it is necessary to use technical means of information transfer, tables, diagrams, slides, filmstrips and posters.

Practical classes are a type of educational activity during which the teacher organises the assimilation of theoretical concepts through the individual completion of specially designed tasks and helps students develop the skills and abilities to apply these theoretical concepts in practice. Practical classes should be aimed at consolidating and deepening the knowledge acquired by students in lectures and group classes, as well as during independent work, and developing their skills in solving practical tasks of everyday military activities.

Independent work should be carried out with the aim of practising and assimilating the training material; consolidating and deepening knowledge, skills and abilities; preparing for subsequent classes and tests; and developing a culture of intellectual work, independence and initiative in the search for, acquisition and enrichment of knowledge among students. Independent work should be supported with educational literature, teaching aids, assignments and methodological recommendations. All teaching and methodological materials for classes should be available in electronic form. Methodological materials for independent work should allow for self-assessment.

Frequency and specifics of ongoing assessment, general procedure for determining grades for ongoing assessment

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

The number of control measures and the forms in which they are carried out are communicated to students 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 computers at a ratio of one workstation per two students and a training centre for the educational process. Technical teaching aids must be used during classes.

Information and methodological support:

The main guiding documents for teachers in preparing for classes on the topics of the academic discipline are:

"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.
- Instructions on tactical reconnaissance, (N KSV ZSU No. 246 dated 03.06.17) Kyiv: KSV ZSU, R.G. 2017.
- Combat Regulations for Military Units and Subunits of Military Reconnaissance (Company Battalion), (N KSV ZSU No. 245 dated 03.06.17) Kyiv: KSV ZSU, 2017.
- Combat Regulations for Mechanised and Tank Forces of the Ground Forces of the Armed Forces of Ukraine, Part II (company battalion). Kyiv: KSZ, 2016.
- Platoon in reconnaissance patrol, O.: VA, 2013.
- Tactical reconnaissance in combat situations based on the experience of the ATO in the LPR and DPR. Kyiv: GUR. Inv. No. 1781дск. 2017.
- Analysis of the development and combat use of new-generation high-precision weapons in local conflicts. – OISV, 2005.
- Correction of artillery fire and guidance of army aviation strikes. – Odesa: OISV, 2004. – 120 – 150 p.
- Recommendations on the preparation and conduct of operations by mechanised and tank units during the cessation of conflict, disarmament and elimination of illegal armed formations. – Kyiv: Main Security Directorate of the General Staff of the Land Forces of the Armed Forces of Ukraine, 2002. – 79 pp.
- Development of views on the preparation and conduct of special operations in armed conflicts. Training manual. – Sumy: “Mriya-1”, 2004.

Names of topics and distribution of training time by type of training activity

No	Types of training activities, control measures	Total hours	of which		Topics Titles and Learning Points
			Classroom hours	Independent work	
1	2	3	4	5	6
Section 1. Fundamentals of the military decision-making process.					
		3	2	1	Topic Title 1. Maps, symbols, overlays and brief description of maps (terrain) according to NATO standards.
1	Group session 1	3	2		Lesson 1. NATO maps and the MGRS coordinate system. 1. NATO maps. NATO compass. 2. Coordinates and azimuth according to the MGRS system.
				1	NATO maps and the MGRS coordinate system. 1. NATO maps and compass. 2. Coordinates and azimuth according to the MGRS system.
2	Practical session 1/3	9	6		Lesson 3. 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 according to the MGRS system.
				3	NATO tactical signs. 1. NATO tactical signs. 2. Other NATO tactical signs. Identification of NATO tactical signs.
3	Practical session 1	6	4		Lesson 5. Working with a map on an overlay. 1. Types of overlays. ISTAR. 2. Preparation and development of overlays.
				2	Working with a map on an overlay. 1. Preparation and development of an overlay. 2. Developing an overlay based on the situation.
4	Practical session 1	1	4		Lesson 7. Briefing on the situation using maps. 1. Key components of briefing on maps. 2. Demonstration of briefing on maps.

				3	Briefing on the situation using maps. 1. Key components of map briefing. 2. Preparation for the exam.
				3	Basics of the military decision-making process. 1. NATO maps and compass. Coordinates and azimuth according to the MGRS system. 2. Preparation and development of an overlay. Briefing on the situation using maps and overlays.
5	Practical session 1	8	8		Lesson 10. Fundamentals of the military decision-making process. 1. NATO maps and compass. Coordinates and azimuth according to the MGRS system. 2. Preparation and development of an overlay. Briefing on the situation using maps and overlays.
		52	34	1	Topic Title 2. Combat orders according to NATO standards and troop management procedures (TLP).
6	Group session 2	9	6		Lesson 1. Form and format of combat orders according to NATO standards (SMESC) and introduction to the troop command procedure (TCP). 1. Introduction to the troop command procedure (TCP). SMESC order format. 2. Step 1: Receiving the combat mission (operational order (OPORD)). 3. Step 2: Issuing a preliminary combat order (preliminary combat order (WARNO)).
				3	Form and format of combat orders according to NATO standards (SMESC) and introduction to TLP. 1. Step 1: Receipt of combat mission (operational order (OPORD)). 2. Step 2: Issuing a preliminary combat order (preliminary combat order (WARNO)). 3. Development of WARNO.
7	Practical session 2	9	6		Lesson 3. Developing a preliminary plan (Step 3(a)) (TLP). 1. Step 3(a). Analysis of the combat mission. 2. Analysis of factors (METT-TC). 3. Beginning the factor analysis and mission analysis.
					3
8	Practical session 2	14	8		Lesson 5. Development of a preliminary plan (3(b-e)) (TLP). 1. Step 3(b): Develop a preliminary plan (develop options for action). 2. Step 3(c): Analyse options. 3. Step 3(d): Compare options. 4. Step 3(e): Selecting an option. 5. Start developing options (OPORD).

				3	Preliminary plan development (3(a-e)) (TLP). 1. Development of options (OPORD). 2. Analysis of the combat mission, development of a preliminary plan. 3. Analysis of options, comparison of options, selection of an option.
				3	Development of a preliminary plan (3(a-e)) (TLP). 1. Development of options (OPORD). 2. Analysis of combat mission, development of preliminary plan. 3. Analysis of options, comparison of options, selection of options.
9	Practical session 2	12	6		Lesson 8. Developing a tactical order (TLP). 1. Step 4: Completing the plan and debriefing (Backbrief). 2. Step 5: Issuing the combat order. 3. Step 6: Initiating movement (Initiating the manoeuvre). 4. Step 7: Conduct reconnaissance. 5. Step 8: Control and improvement.
				3	Development of a combat order (TLP). 1. Steps 4-8. 2. Developing a NATO standard operational order (OPORD) 3. Preparation for the exam.
				3	Development of a combat order (TLP). 1. Steps 4-8. 2. Development of combat orders according to NATO standards (OPORD) 3. Exam preparation.
10	Practical session 2	8	8		Lesson 11. Issuing a combat order (TLP). 1. Steps 1-8. 2. Development and issuance of combat orders (OPORD).
		38	28	1	Topic Title 3. Tactical exercises without troops (field practice).
11	Practical session 3	6	4		Lesson 1. OPORD (TLP). 1. Practical implementation of Steps 1-2. 2. Practical implementation of standard operating procedures (SOP).
				2	OPORD (TLP). 1. Practical implementation of Steps 1-2. 2. Practical implementation of standard operating procedures (SOP).

12	Practical session 3	8	6		Lesson 3. OPORD (TLP). 1. Practical implementation of 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 (SOP).
13	Practical session 3	6	4		Lesson 5. OPORD (TLP). 1. Practical implementation of 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 (SOP).
14	Practical session 3	8	6		Lesson 7. OPORD (TLP). 1. Issuing combat orders. 2. Establish standard operating procedures (SOP) for actions (field exercises).
				2	OPORD (TLP). 1. Issuing combat orders. 2. Establish standard operating procedures (SOP) for actions (field exercises).
				2	Field exercises. 1. Reconnaissance missions. 2. Equipment staging.
15	Practical session 3/10	8	8		Lesson 10. Field Exercises. 1. Steps 1-8. 2. Practical implementation of standard operating procedures (SOP).
		40	3	1	Topic Title 6. Combat orders according to NATO standards and troop management procedures (MDMP/SDMP).
16	Group session 4	8	6		Class 1. Troop management procedures (MDMP/SDMP). Steps 1-2. 1. Troop Command and Control (TCC). MDMP/SDMP standards. 2. Step 1: Awareness of the task. (Alerting the headquarters; Preparing the headquarters for planning; Conducting an initial assessment of the situation; Determining the time for planning; Commanders' guidance (CDR'S GUIDANCE); Issuing a preliminary order WARNING ORDER-1 (WARNO-1). 3. Step 2: Task analysis (1. Analysis of the higher headquarters' task; 2. IPOE (IPB)).

				2	<p>Troop management procedure (MDMP/SDMP). Steps 1-2.</p> <p>1. Step 1: Awareness of the task. (Alerting the headquarters; Preparing the headquarters for planning; Conducting an initial assessment of the situation; Determining the time for planning; Commander's guidance (CDR); Issuing a warning order (WARNO-1).</p> <p>2. Step 2: Task analysis (1. Analysis of the higher headquarters' task; 2. IPOE (IPB)).</p>
17	Group session 4/3	6	4		<p>Session 3. Force management process (FMP) (MDMP/SDMP). Step 2.</p> <p>1. Step 2: Task Analysis (3. Task Analysis; 4. Asset Analysis; 5. Requirements and Restrictions; 6. Critical Facts and Assumptions; 7. Risk Analysis; 8. Command Critical Information Requests (CCIR); 9. Development of Initial Reconnaissance Plan; 10. Rephrased task. 11. Initial command intent; 12. Command planning guidelines; 13. Issuing the preliminary order WARNING ORDER-2 (WARNO-2))</p>
				2	<p>Troop management procedure (MDMP/SDMP). Step 2.</p> <p>1. Step 2: Task analysis (3. Task analysis; 4. Asset analysis; 5. Requirements and prohibitions; 6. Critical facts and assumptions; 7. Risk analysis; 8. Command critical information requests (CCIR); 9. Development of an initial reconnaissance plan; 10. Rephrased task. 11. Initial command intent; 12. Command planning guidelines; 13. Issuing the preliminary order WARNING ORDER-2 (WARNO-2))</p>
18	Practical session 4	8	6		<p>Lesson 5. Troop command procedure (MDMP/SDMP). Steps 3-4.</p> <p>1. Step 3: Developing courses of action (1. Firepower analysis; 2. Developing options; 3. Allocating forces; 4. Organising forces; 5. Developing control limits; 6. Preparing sketches and diagrams).</p> <p>2. Step 4: Wargame.</p>
				2	<p>Troop Command Procedure (TCP) (MDMP/SDMP). Steps 3-4.</p> <p>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 restrictions; 6. Preparation of sketches and diagrams).</p> <p>2. Step 4: Wargame.</p>
19	Practical session 4	10	6		<p>Lesson 7. Command and control (MDMP/SDMP). Steps 5-7.</p> <p>1. Step 5: Comparison of COAs (1. Analysis of advantages and disadvantages; 2. Comparison of COAs; 3. Commander's briefing on the concept).</p> <p>2. Step 6: Select COA (1. Commander's decision; 2. Commander's final planning instructions; 3. Issue preliminary order WARNING ORDER-3 (WARNO-3)).</p> <p>3. Step 7: Development of a plan and combat order (OPORD). Development of a combat order for conducting the OPORD operation.</p>
				2	<p>Command and control (MDMP/SDMP). Steps 5-7.</p> <p>1. Step 5: Comparison of COAs (1. Analysis of advantages and disadvantages; 2. Comparison of COAs; 3. Commander's briefing on the concept).</p> <p>2. Step 6: Selection of COA (1. Commander's decision; 2. Commander's final planning instructions; 3.</p>

					Issuance of preliminary order WARNING ORDER-3 (WARNO-3)). 3. Step 7: Development of a plan and combat order (OPORD). Development of a combat order for conducting the OPORD operation.
				2	Development of a combat order (TLP). 1. Steps 1-7. 2. Development of a combat order according to NATO standards (OPORD) 3. Preparation for the practical part.
20	Practical session 4	8	8		Lesson 10. Military command and control (MDMP/SDMP). Steps 1-7. 1. Steps 1-7. 2. Development and issuance of combat orders (OPORD).
	Control measures	4	4		Credit
	Total for discipline	170	120	50	