MINISTRY OF DEFENSE OF UKRAINE
MILITARY ACADEMY (Odesa)

REGULATIONS
on distance learning at the Military Academy (Odesa)

Odesa
2025

MINISTRY OF DEFENSE OF UKRAINE
MILITARY ACADEMY (Odesa)

Enacted by the order of the Commandant
of the Military Academy (Odesa)
dated "___" _____ 2025, No. _____

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Approved
by the Academic Council
of the Military Academy (Odesa)
dated __ _____ 2025, No. _____

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1. GENERAL PROVISIONS

1.1. The Regulations on Distance Learning at the Military Academy (Odesa) (hereinafter referred to as "the Regulations") is a normative document that defines the fundamental principles of organizing and implementing distance learning at the Military Academy (Odesa) (hereinafter referred to as "the Academy"). It also establishes the grounds and procedures for the use of distance education technologies in the educational process at the Academy under both full-time and part-time study formats. These Regulations apply to all structural subdivisions of the Academy that are involved in the training of students and cadets.

1.2. Distance learning is understood as an individualized process of acquiring knowledge, skills, competencies, and cognitive approaches that occurs primarily through mediated interaction between participants of the educational process who are physically separated. This interaction takes place within a specialized environment based on the modern technologies such as psychological-pedagogical and information-communication (ICT) ones.

Distance learning technologies may be employed across various formats of military specialist training in a variety of combinations (blended learning formats): during the study of specific academic disciplines (topics) or blocks of disciplines; in professional development; during knowledge assessment; while conducting surveys; while quality assurance monitoring and within individual learning programs that do not require access to classified educational materials.

Distance learning includes the use of such technologies throughout the Academy's educational process.

The duration of study for learners enrolled in distance learning programs and/or programs utilizing distance education technologies shall be defined by the relevant academic curriculum and shall not be shorter than the duration of equivalent full-time (daytime) programs under the same educational qualification framework.

1.3. These Regulations have been developed in accordance with: the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Higher Education", "On Scientific and Scientific-Technical Activities" and other normative legal acts and regulatory documents of the Ministry of Defence of Ukraine governing the implementation of distance learning.

1.4. When organizing the educational process under any form of study, distance learning technologies may be used for methodological and didactic support of academic instruction, self-directed learning, and assessment activities.

1.5. Terms and definitions used in these Regulations shall be interpreted as follows:

Asynchronous (off-line) mode – interaction between participants of distance learning in which educational process participants communicate with a time delay, using tools such as email, forums, social media, interactive educational platforms, etc;

Distance course author – a scientific, academic, or teaching staff member who develops, edits, and maintains the course in an up-to-date state, is responsible for its quality and content, and provides consultations, recommendations, and

explanations to learners;

Web-resources of academic disciplines (programs) – a structured collection of informational and instructional materials required for mastering academic subjects (programs), accessible via the Internet (or a local network) using a web browser and/or other available software tools;

Distance learning web environment – a systematically organized set of web-resources for academic disciplines (programs), web-resource management software, tools for interaction between distance learning participants, and learning management tools hosted on the Academy's electronic educational platform;

Distance course – the web-resources of an educational component (integrated electronic learning resources) created in a virtual educational environment and stored in information-communication systems or on digital media of any type. These are accessed using electronic devices and contain a complete set of instructional materials and educational services designed for mastering a specific topic (subject) and structured into a unified pedagogical scenario;

Distance learning format – a form of organizing the educational process at the Academy (as a fully distance format or by using distance learning technologies in other formats), characterized by the spatial separation of participants and their mediated interaction in an educational environment based on modern educational and digital (ICT) technologies;

Distance educational technologies – a set of educational technologies, including psychological-pedagogical and information-communication tools, which ensure the implementation of distance learning;

Blended (face-to-face and distance) learning – a form of organizing the educational process that combines in-person classroom instruction with elements of distance educational technologies in full-time or part-time study formats;

The Academy's electronic educational platform (information and communication system for distance learning) – a software and hardware complex that integrates a system of electronic educational resources, software for creating, storing, and accessing those resources, and tools for organizing the educational process under distance learning conditions (including interactive engagement of participants, management of the learning process, and assessment);

Information and communication technologies (ICT) for distance learning – technologies for creating, accumulating, storing, and accessing electronic educational resources (web-resources) for academic subjects (integrated courses), as well as for organizing and supporting the educational process using specialized software and communication tools, including the Internet;

Psychological and pedagogical technologies of distance learning – a system of tools, techniques, and sequential actions aimed at fulfilling the tasks of teaching, educating, and developing an individual;

Synchronous (online) mode – interaction among participants of distance learning in which they are present simultaneously in an electronic educational environment or communicate through audio/video conferencing tools;

Educational component web-resource management system – software designed for creating, storing, accumulating, and transferring web-resources, as well

as providing authorized access to these web-resources for distance learning participants;

Distance learning management system (LMS) – software intended for organizing the educational process and monitoring learning via the Internet and/or local network;

Subjects of distance learning – learners (cadets, trainees, adjuncts, students) and individuals who provide the educational process in the distance learning format (scientific, academic, teaching staff, specialists, administrators, etc.);

Distance learning technologies – a set of educational technologies, including psychological-pedagogical and information-communication technologies, that enable the implementation of the distance learning process at the Academy.

Other terms are used in the meanings defined by applicable legislative and regulatory legal acts governing educational activities.

2. GOALS, OBJECTIVES, AND PRINCIPLES OF DISTANCE LEARNING

2.1. Goals of distance learning are:

Creating conditions and opportunities for Academy learners to master the educational program or its individual elements, as well as to enhance the qualifications of professionals (scientific, academic, or pedagogical staff, and military personnel of the Armed Forces of Ukraine), regardless of their location, nature of work, military service conditions, or health status;

Ensuring unity and continuity in the training of officers in tactical-level command and staff courses (L-2);

Providing consistent training from basic to intermediate levels for the sergeant (non-commissioned officer) corps in professional development courses related to organizing and conducting combat training (VSK-BP);

Enabling continuous improvement of the syllabuses content of Academy's departments, focusing on modern technologies and teaching methods, and maximize the use of modern information-analytical systems in the educational process;

Integrating the Academy's educational activities into the European and global information space.

2.2. The organization of the educational process using distance learning technologies at the academy:

Enables learners to gain the necessary knowledge and acquire skills for continuous professional self-development according to their chosen specialty and educational program, using modern distance learning technologies from their place of residence or temporary location;

Allows scientific and academic (pedagogical) staff to fully leverage the Academy's resources and implement innovative and creative approaches to teaching and education;

Ensures the continuity of the educational process during epidemics, the imposition of quarantine or sanitary-epidemiological restrictions, emergencies of natural or technological origin, and the declaration of martial law or a state of emergency;

Contributes to improving the quality of educational services through a personalized approach, the individualization of the learning process according to the needs, characteristics, and capabilities of learners, as well as promoting their ongoing development and further independent lifelong learning.

2.3. The main objectives of distance learning at the academy are:

Ensuring citizens the opportunity to realize their constitutional right to education and professional qualification, development qualification, regardless of gender, race, nationality, social or financial status, occupation, beliefs, political affiliation, religion, denomination, age, health condition, place of residence or stay, etc.;

Creating conditions and opportunities for learners to obtain an education, and for academic (pedagogical) staff and Armed Forces personnel of Ukraine to enhance their professional qualifications, regardless of location, occupation, or health status;

Implementation a learner-centered approach in organizing the educational process, taking into account the abilities, interests, needs, motivation, characteristics, and capabilities of learners;

Expand access to quality education for different categories of learners across relevant educational levels and programs;

Improve the quality and efficiency of the educational process by updating the curriculum and applying innovative psychological, pedagogical, and information-communication technologies;

Ensure access to educational services for individuals who, for objective reasons, cannot attend the Academy in person;

Provide learners with opportunities to broaden their knowledge, deepen their skills in academic components, and complete distance courses using resources available on the Academy's digital educational platform;

Create conditions for enhanced communication among distance learning participants, conduct additional individual and/or group consultations, provide explanations, and ensure pedagogical and academic support for learners;

Implement a systematic approach to managing and organizing distance learning at the Academy, including continuous monitoring and quality assurance of educational services;

Expand career guidance opportunities for prospective applicants, particularly by creating conditions for self-identification and familiarization with future professions.

2.4. The key principles of distance learning at the academy are:

Flexibility, in particular consideration of territorial, temporal, content-related, methodological, socio-communicative, and other specific aspects of organizing the educational process for various categories of learners;

Equality and non-discrimination, meaning no discrimination based on gender, race, nationality, social or financial status, occupation, beliefs, political affiliation, religion, denomination, age, health condition, place of residence or location, etc.;

Interactivity, which implies ongoing and active engagement of all participants in the educational process;

Learner-centeredness, with maximum consideration of learners' knowledge levels, skills, abilities, interests, needs, motivations, characteristics, and capabilities;

Innovation, which involves applying the most effective and modern psychological-pedagogical and information-communication technologies, as well as creative approaches and teaching methods;

Transparency and openness of information about the organization of the educational process using distance learning technologies;

Maximum accessibility of the Academy's electronic educational platform and its web-based academic components for both learners and those who facilitate distance learning;

Integrity and continuity of distance learning, its integration with other forms of higher education at the Academy, and its alignment with the concept of lifelong learning.

3. MANAGEMENT OF THE DISTANCE LEARNING SYSTEM

3.1. The management of the distance learning system, as well as the organization and implementation of the educational process using distance learning technologies at the Academy, is carried out by Deputies Academy Commandant within their respective areas of responsibility, the Educational Division (ED), the Research and Organization Division (ROD), the Software and Technical Support Division (STSD), the Distance Learning Support Group (DLSG), the faculties (faculty educational units), the Advanced Training Center, departments, and other structural units of the Academy within the scope of their authority.

3.1. Overall management of distance learning at the Academy is carried out by the Commandant of the Academy, the Deputy Commandant of the Academy for Education is responsible for military specialist training, and the Deputy Head for Research is responsible for adjunct training. These officials:

Initiate the implementation, development, improvement, and efficiency enhancement of distance learning technologies in the Academy's educational process;

Approve decisions on introducing the distance form of higher education at the Academy in specific fields (specialties) and at appropriate educational levels, as well as the use of distance learning technologies in full-time and part-time formats of education;

Coordinate the actions of the Academy's structural units within the distance learning system;

Ensure, based on proposals from department heads, the training and professional development of scientific and academic (teaching) staff who facilitate distance learning.

3.3. Deputies Academy Commandant, within their respective areas of responsibility, provide scientific-methodological, informational, software, financial, and material-technical support for distance learning at the Academy.

3.4. The Head of the Education Quality Assurance Department monitors the effectiveness and oversees the quality of distance learning at the Academy.

3.5. Organizational, methodological, and consulting support for the distance learning format and the use of distance learning technologies in the training of military professionals under other forms of education is provided by the Distance Learning Support Group (DLSG).
The activities, main tasks, functions, rights, responsibilities, and interaction procedures of the Distance Learning Support Group with other departments of the Academy regarding the provision of distance learning and learning using distance technologies are defined in a separate document:
"Regulations on the Distance Learning Support Group at the Military Academy (Odesa)."

3.6. The Educational Division and the Research and Organization Division, within their authority:
Participate in the development of regulatory documents governing the conditions and procedures for distance learning at the Academy;
Submit proposals to the Academy's leadership regarding the appropriateness of using specific distance learning technologies in the educational process, and the feasibility of transitioning to blended (face-to-face and distance) formats;
Facilitate training and professional development for staff involved in distance learning;
In cooperation with other academic units (faculties, departments), identify future directions for the development of distance learning and implement measures to improve the quality and effectiveness of distance learning technologies used in the Academy's educational process.

3.7. To ensure distance learning materials meet the requirements for organizing the educational process, methodological commissions for evaluating web-resources of academic disciplines are established at the Academy.
The composition of these commissions is determined by order of the Academy Commandant, based on applicable regulatory requirements.
The main tasks of the methodological commission are:
To determine whether the web-resources for academic disciplines meet the requirements for organizing the educational process and to provide recommendations for their use;

To assess the availability of web-resources for each field (specialty) and to make recommendations to the Academic Council regarding the feasibility of implementing distance learning technologies for specific specialties or training areas, including in professional development programs;

To conduct an expert evaluation of distance learning course materials and submit them to the Academic Council for consideration and recommendation for use in the educational process as electronic teaching and learning materials, manuals, or textbooks.

Methodological commissions carry out their activities in accordance with current legal and regulatory acts governing the organization of the educational process, including the use of distance learning technologies.

3.8. System-technical and informational-software support for distance learning at the Academy is the responsibility of the Software and Technical Support Division (STSD).

3.9. The Software and Technical Support Division, within its authority:

Provides system-technical, technological, and software-information support for distance learning at the Academy;

Ensures technical support and stable functioning of the Academy's information and communication system for distance learning;

Provides authorization and seamless access for distance learning participants at the Academy to academic web-resources and related information using specialized software and communication technologies;

Implements and maintains software for creating, storing, accumulating, and transferring web-resources, as well as ensuring authorized access to them by distance learning participants;

Implements and ensures the operation of software to organize the educational process under distance learning conditions (including interactive engagement of participants, management of the distance learning process, and monitoring);

Analyzes the effectiveness and identifies future directions for improving information and communication technologies and the software-technical infrastructure of distance learning at the Academy.

3.10. Faculties and the Advanced Training Center are responsible for ensuring the use of distance learning technologies during the educational process under full-time or part-time learning formats at the Academy.

3.11. Faculties, the Research and Organization Division, and the Advanced Training Center, within their areas of authority:

Submit to the Academy's leadership proposals regarding the appropriateness of using specific distance learning technologies for the training of military specialists in particular fields, specialties, and at corresponding

educational levels, as well as the feasibility of transitioning to blended (face-to-face and distance) learning formats;

Provide scientific and methodological support for distance learning within their respective departments;

In cooperation with the Distance Learning Support Group and departments, ensure the uploading, updating, and piloting of corresponding distance courses on the Academy's electronic educational platform;

Administer the digital learning environment and monitor the use of distance learning technologies in their respective departments;

Conduct internal monitoring of the quality of educational services provided through distance learning technologies in their departments;

Monitor whether learners studying in a blended format follow their individual study plans and adhere to the schedules and deadlines for interim, current, and final assessments;

Take measures aimed at improving the quality and effectiveness of distance learning within their units;

Work with other structural units of the Academy to determine and implement strategic directions for the development of distance learning;

Fulfill other responsibilities as defined by these Regulations and the Regulations of the relevant Academy units.

3.12. Instructional-methodological and didactic support for distance education components is provided by the departments of the Academy to which those components are assigned.

3.13. The departments of the Academy, within their authority:

Ensure the creation and development of distance courses for assigned academic disciplines and test them under real educational conditions;

Are responsible for the quality and content of distance courses within their assigned educational components, as well as for timely updates and relevance;

Designate academic (pedagogical) staff responsible for the instructional and methodological support and supervision of assigned distance learning components (administrators);

Provide consultations, recommendations, and clarifications to learners on the use of distance courses;

Ensure regular professional development and determine the need for additional training of academic staff responsible for the instructional and didactic support of distance courses and for those using distance learning technologies in the educational process;

In cooperation with faculties, the Advanced Training Center, and the Research and Organization Division, monitor learners' compliance with individual study plans and adherence to deadlines and schedules for interim, current, and final assessments in distance and blended learning formats;

Work with other structural units of the Academy to identify strategic directions for the development of distance learning and to improve the

educational process under the distance learning format, as well as enhance the quality and effectiveness of distance education technologies used in the Academy;

Carry out other duties as outlined in these Regulations and in the Regulations governing the respective department.

4. RIGHTS AND RESPONSIBILITIES OF DISTANCE LEARNING PARTICIPANTS

4.1. Participants of the distance learning process at the Academy include:
Learners – cadets, adjuncts, trainees, and students;
Scientific and academic (pedagogical) staff;
Individuals who facilitate the educational process in the distance learning format (specialists, administrators, operators, etc.).

4.2. Learners have the right to:
Participate in forming their individual study plan and to choose educational components within the scope defined by the relevant educational program and curriculum, in accordance with applicable legislation;

Unrestricted access to distance courses as specified by the curriculum, as well as to other Academy web-resources, including formats accessible with assistive technologies that accommodate health-related limitations (for individuals with special educational needs);

Receive consultations, recommendations, and clarifications on how to use distance courses and other Academy web-resources necessary to master the educational program;

Study in safe and non-harmful conditions during distance learning, as well as under full-time or part-time learning formats that utilize distance education technologies;

Use other available means of communication (telephone, mobile, postal) in cases of justified inability (e.g., health condition, limited internet access, or technical constraints) to participate in synchronous learning sessions;

Free access to the Academy's infrastructure, including libraries, museums, information repositories, technical resources, academic, scientific, and sports facilities, as well as production, household, cultural, and educational spaces.

4.2 Learners are obligated to:
Possess computer skills and be proficient in modern information and communication technologies at a level sufficient to complete their individual study plan and master the required educational program;

Have internet access, specialized software, and communication tools that enable access to academic web-resources hosted on the Academy's digital educational platform;

Comply with the established academic schedule, meet deadlines in the individual study plan, and complete interim and final assessments and final certification on time;

Attend classes held in synchronous (online) mode;

Fulfill the requirements of the curriculum under the distance learning format, as well as during full-time or part-time study when distance learning technologies are used, regardless of location within or outside of Ukraine;

Observe cybersecurity protocols, workplace safety standards, occupational hygiene, and fire safety regulations as defined by relevant rules and instructions;

Strictly follow the principles of academic integrity, and comply with legal requirements, the Academy's charter, and internal regulations.

4.3. Scientific and academic (pedagogical) staff have the right to:

Create, populate, edit, and deliver assigned distance courses for educational components, and test them under real educational conditions;

Use the technological capabilities and pedagogical scenarios of the Academy's electronic educational platform when creating and developing distance courses, conducting the educational process in a distance format, and applying selected distance education technologies;

Personalize the educational process by selecting the most effective and results-oriented forms, methods, and tools of distance learning, adapting distance courses to the needs of specific learner categories and enhancing their motivation and engagement;

Freely use the Academy's libraries, museums, information repositories, technical resources, academic, scientific, and athletic facilities, as well as production, cultural, educational, and everyday-use facilities;

Participate in training and improve their professional and teaching skills in organizing distance learning and applying information-communication and psychological-pedagogical technologies;

Exercise academic freedom and mobility in performing professional activities;

Submit proposals to the Academy's management, department heads, and other relevant bodies regarding the development of distance learning, the improvement of the distance education process, and the enhancement of the quality and efficiency of distance learning technologies used at the Academy.

4.4. Scientific and academic (pedagogical) staff are obligated to:

Maintain their assigned distance courses for educational components in an up-to-date condition, updating the content, didactic, and methodological materials, and timely adjusting both the content and methods of delivering information to learners;

Provide continuous support for their assigned distance courses, offering necessary consultations, recommendations, and clarifications to learners, and maintaining regular communication in both synchronous and asynchronous modes;

Submit analytical reports and statistical data summarizing how learners use the instructional materials in their distance learning components;

Teach at a high scientific, theoretical, and methodological level using distance education technologies;

Within their authority, monitor whether learners in distance and blended learning formats are fulfilling their individual study plans and meeting deadlines and schedules for interim, current, and final assessments, as well as completing term papers and assignments;

Maintain ongoing communication and provide timely and high-quality methodological support to learners through the tools of the distance learning web environment and other information and telecommunication technologies;

Complete professional development training at least once every five years in organizing distance learning and applying relevant technologies;

Uphold and promote academic integrity in both the educational process and scientific (creative) activities, and ensure learners do the same.

4.5. Individuals who support the educational process in the distance learning format perform administrative, organizational, technical, and auxiliary functions.

Their responsibilities include:

Ensuring coordination and interaction among distance learning participants;

Monitoring the level of regulatory, organizational, methodological, staffing, and system-technical support for distance learning;

Providing methodological assistance, consultations, and explanations to distance learning participants; developing and publishing relevant teaching guidelines and instructions;

Conducting regular quality monitoring of the educational process in the distance learning format and the application of distance learning technologies; compiling statistical data and preparing analytical reports;

Ensuring uninterrupted functioning of the Academy's digital educational platform, including the development and timely updating of telecommunication and software support for distance learning;

Providing unrestricted, 24/7 access for distance learning participants to the Academy's web-resources and servers, and offering continuous organizational, technical, and technological support;

Taking necessary measures to preserve and securely protect all information resources hosted on the Academy's electronic educational platform;

Administering the Academy's electronic educational platform, including user registration, determining access categories, assigning login credentials, creating learning groups, and linking distance learning components to appropriate educational levels and specialties;

Monitoring compliance by learners in distance and blended formats with their individual study plans and adherence to the schedule for interim, current, and final assessments;

Documenting and archiving educational records related to the organization of the educational process in distance and blended learning formats.

5. IMPLEMENTATION OF DISTANCE LEARNING AT THE

ACADEMY

5.1. Distance learning at the Academy is implemented through:

the use of distance learning as a separate form of organizing the educational process (by decision of the Academic Council of the Academy);

the application of distance learning technologies to provide education in full-time and part-time formats for higher education, postgraduate education, and professional development, as well as to offer other educational services and conduct scientific events.

5.2. Distance learning at the Academy involves remote mastery of educational components (except for practical training and internships), as defined by individual study plans, including the completion of credits, exams, and other forms of final assessment, including certification. When organizing the educational process in any form of study, distance learning technologies may be used for methodological and didactic support of independent work of students, providing consultations, conducting scientific, cultural, educational, career guidance, and other activities.

Distance learning can be implemented at all levels of education and for educational programs in specific specialties for which the Academy provides educational services, provided that it does not contradict the requirements for implementing the educational program or education standards. Blended (in-person and distance) learning, as well as the use of distance learning technologies in the educational process, is carried out in accordance with the approved study plans.

5.3. The educational electronic platform of the Academy is a key element of the Academy's information and educational environment and the main tool through which distance learning is organized, and distance learning technologies are implemented to provide education in both full-time and part-time forms of higher education, postgraduate education, and professional development.

Additional tools for communication between participants in distance learning include information and communication technologies such as email, video conferences, forums, audio conferences, and others.

Web resources used in the Academy to support the educational process in distance learning and with the use of distance learning technologies must undergo a verification and/or expert evaluation procedure to ensure their compliance with the requirements for organizing the educational process, which are discussed at meetings of methodological councils.

5.4. Access to the educational e-platform of the Academy is personalized. The login and password for system access are provided to distance learning participants after registration. Each user has access only to the distance learning components and management elements they are

registered for. Users are personally responsible for maintaining the confidentiality of the provided login and password.

5.5. The list of educational components, forms of organization of learning, and forms of final control necessary for ensuring distance learning or the use of distance learning technologies are determined by the faculties in accordance with the working curricula.

The content and educational-methodical filling of the distance learning components are determined by the department, in accordance with the working program of the relevant academic discipline.

The autonomy of scientific, scientific-pedagogical (pedagogical) staff is ensured by academic freedom, including the freedom to choose forms, methods, and means of education that align with the educational program, as well as the implementation of authorial methodologies and innovative psychological-pedagogical technologies for distance learning, approved by the methodical councils.

5.6. In order to effectively implement distance learning, the Academy ensures:

strict adherence to the requirements of legislative and other regulatory legal acts in the field of implementation and execution of the educational process in the distance learning format, as a separate form of education, and/or with the use of distance learning technologies;

information and advisory support for learners from scientific, academic staff and technical personnel;

24/7 access for distance learning participants to the Academy's educational e-platform and other information resources;

creation and operation of services that ensure synchronous and asynchronous communication between distance learning participants;

access for learners to the results of their learning assessments;

timely professional development in the field of distance learning for scientific, academic staff, as well as other individuals involved in providing the educational process in the distance learning format, as a separate form of education, and with the use of distance learning technologies;

updating of computer equipment and software in accordance with the development of information technology;

technological support and timely updating of educational-methodological, informational, and content filling of distance learning courses and other web resources for distance learning, databases of learners, scientific, academic staff, and other specialists who support distance learning;

implementation of advanced psychological-pedagogical and information-communication technologies into the educational process of distance learning.

5.7. The implementation of distance learning at the Academy is carried

out in accordance with the requirements of the education legislation, the guiding documents of the Ministry of Defense of Ukraine, the Regulations on the organization of the educational process at the Military Academy (Odessa), as well as sanitary rules and norms (regarding the formation of the class schedule, physical activity, continuous duration of educational activities with technical learning tools, and the duration of tasks for self-study during non-class hours).

5.8. The distance learning system only uses resources that do not contain restricted access information. For this purpose, web resources used to support the educational process must undergo an expert evaluation procedure and be reviewed at meetings of the Academy's expert commission on secrecy matters.

6. ORGANIZATION AND CONDUCTING OF THE EDUCATIONAL PROCESS IN THE DISTANCE LEARNING FORMAT OR OTHER FORMS USING DISTANCE LEARNING TECHNOLOGIES

6.1. The organization and implementation of the educational process using the distance learning format or other forms with the use of distance learning technologies at the Academy are carried out through a comprehensive approach involving educational, methodological, scientific (scientific-technical), organizational, and other types of activities by scientific, scientific-pedagogical (pedagogical) staff.

6.2. Distance learning technologies at the Academy can be used in the following areas:
ensuring the educational process for full-time and part-time higher education programs, as well as for professional development;
ensuring the educational process for blended (face-to-face and distance) learning formats;
providing educational services to learners who wish to study individual certificate programs and receive the corresponding certificates;
distance support for existing educational components to deepen and expand knowledge in the disciplines specified in the educational program;
organizing conferences, round tables, contests, research projects, and other educational and scientific events, as well as extracurricular clubs and electives;
self-improvement and self-education of learners at the Academy, as well as studying additional educational components;
ensuring the delivery of individual lessons, providing consultations and clarifications;
facilitating interaction between learners and those responsible for the educational process;
providing other educational services that do not contradict current

legislation and the Academy's Charter.

6.3. The decision regarding the distance learning format at the Academy and/or the use of distance learning technologies in the educational process is made by the Academic Council of the Academy and approved by the order of the Head of the Academy. As a rule, such a decision is made before the beginning of the academic year or during the academic year in the event of circumstances that require the organization of the educational process using distance learning technologies.

6.4. The grounds for making a decision regarding the use of distance learning technologies in the educational process for all learners in the relevant unit of the Academy, or for specific courses or study groups, may include:
emergency situations of natural or man-made origin;
armed conflict, the declaration of martial law across Ukraine or in specific regions;
quarantine restrictions or anti-epidemic measures;
other circumstances in which the possibility of physical attendance at the Academy by learners during their studies, conducting control measures, is limited or unavailable, and/or traditional educational tools, current and semester knowledge assessments, and certification of learners cannot be applied.

6.5. As an exception, a decision to apply certain distance learning technologies (such as setting an individual schedule for examination sessions), or to temporarily switch to distance or blended (in-person and distance) learning formats, may be made for individual students in the following cases:
deployment to a combat zone, to de-occupied territories, or participation in command post exercises, etc. (provided an extract from the deployment order is submitted);
official necessity (provided a written request is submitted by the unit commander or equivalent to the Head of the Academy, indicating the specific circumstances that prevent the student from attending in-person classes);
Illness, temporary disability, or undergoing rehabilitation (provided a medical certificate of the established form, a military medical commission (MMC) report, or another document confirming treatment or rehabilitation is submitted);
being abroad, including relocation for temporary residence (provided documents confirming the legality of staying abroad are submitted, with translation if necessary);
other circumstances that make it impossible for the student to be physically present for studies (provided documents are submitted that confirm the validity, exceptional and/or temporary nature of such circumstances).
A decision to apply certain distance learning technologies (such as setting an individual schedule for examination sessions), or to temporarily

transfer individual students to distance or blended (in-person and distance) learning formats is made on the basis of their personal request (application). The application must confirm that the student has all the necessary conditions for distance learning in both synchronous and asynchronous modes, including access to the Internet, a personal computer, the required software, etc.

6.6. When making decisions regarding the use of specific distance learning technologies in the training of specialists in certain fields, specialties, and at respective educational levels, as well as the appropriateness of transitioning to a blended (in-person and distance) format of educational process organization within a particular unit of the Academy, it is mandatory to consider the availability of necessary personnel, educational-methodological, and system-technical support.

If necessary, additional training is organized for students on the use of information and communication technologies, software and hardware, as well as educational and methodological resources for distance learning.

6.7. If the mastering of educational components required by the curriculum necessitates the completion of tasks that cannot be performed using distance learning technologies, changes are made to the educational (work) plans.

6.8. In the case of medical contraindications for computer-based activities (or other special educational needs) of a student, the organization of the educational process at the Academy using distance learning technologies may be carried out for such individuals through other acceptable means of interaction, as determined by the Academy in agreement with the student. If such measures are not feasible or prove ineffective, the evaluation of the results of distance learning for these individuals may be conducted in person at a later date (within the academic year or before the start of the new academic year).

7. FEATURES OF THE EDUCATIONAL PROCESS CONDUCTED THROUGH DISTANCE LEARNING AND THE EDUCATION OF STUDENTS USING DISTANCE LEARNING TECHNOLOGIES IN OTHER FORMS OF EDUCATION

7.1. Distance education or the education of students using distance learning technologies in other forms of education is carried out in the following organizational forms of the educational process: independent work; learning sessions; practical training; assessment activities.

7.2. The primary form of organizing the educational process in the context of distance learning at the Academy is independent work.

Independent work involves the use of learning materials from distance

courses, which students receive via the Internet, local networks (including the Academy's educational electronic platform), and/or on portable or cloud storage devices. To deepen the mastery of educational components, scientific and pedagogical staff may recommend using other verified electronic learning resources.

The requirements for independently studying the learning material of a specific educational component (academic discipline) are outlined in the course syllabus, methodological guidelines, instructions, and assignments included in the distance course, which form its methodological and informational support.

Independent work can take various forms and is carried out throughout the study of the academic discipline. It includes:

studying core and supplementary educational and methodological materials;

completing individual, control, practical, test, and other tasks;

writing term papers, qualification works, thematic essays;

working with interactive textbooks and educational-methodical materials, including online or standalone multimedia electronic textbooks, practical exercises;

working with remote access databases.

7.3. The main types of learning sessions in the distance learning format are: lectures, seminars, practical classes, workshops, training sessions, consultations, and other activities specified in the course syllabi.

Types of learning sessions such as lectures, seminars, practical classes, and laboratory sessions can be held in-person, as well as remotely in both synchronous and asynchronous modes. Workshops and training sessions can be held either in-person or remotely only in synchronous mode.

All types of learning sessions are conducted according to the schedule for the current semester (or month).

Scientific, academic staff, conduct these sessions in specially equipped rooms of the department or relevant unit of the Academy, or in other rooms (with the department's consent), which are equipped with internet access, computers, video cameras, sound recording devices (microphone), and sound reproduction equipment (headphones or speakers), or laptops with integrated multimedia devices, etc.

The responsibility for the quality of the learning sessions lies with the scientific and academic staff who conducts them. These staff members have the freedom to choose the appropriate technical methods for presenting the material or combining them (such as computer presentations, video demonstrations, audio file listening, displaying text documents, diagrams, charts, tables, etc.).

7.3.1. A lecture is a type of learning session aimed at forming the conceptual and categorical apparatus of the academic discipline and

highlighting its key problematic issues.

During the lecture, students receive audiovisual information on the lecture material through telecommunication means, both in synchronous mode (when students can receive information from the lecturer and ask questions in real time) and in asynchronous mode (when students receive an audiovisual recording of the lecture material in the form of video lectures on the Academy's educational electronic platform, web pages, links to video files, or in another format suitable for use on the Internet).

The lecture must be accompanied by oral or written comments (explanations) from the lecturer, and it should provide an opportunity for feedback in any form.

Access to video lectures for students is provided throughout the period allocated for mastering the relevant academic discipline.

7.3.2. A seminar is a type of learning session conducted under the guidance of academic and pedagogical staff, aimed at reinforcing theoretical material, expanding knowledge gained during lectures and independent work, developing analytical and critical thinking, and enhancing communication skills of higher education students through conducting academic discussions, debates, and analysis of the studied topic or problem. Students prepare presentation summaries based on individually completed tasks for the seminar.

Seminars can be held in synchronous mode (on specialized video conferencing platforms) or in asynchronous mode (by assigning individual tasks by the scientific and academic staff, which students complete, including test assignments, as well as discussing the topic or problem on relevant forums or chat rooms).

7.3.3. A practical session is a type of learning activity aimed at a detailed review of specific theoretical concepts of the academic discipline and the development of the ability and skills for their practical application, reinforcing the skills of working with theoretical material for applied purposes, practicing specific techniques, and developing skills in working with specialized and computer equipment through the individual completion of tasks (control work) formulated in the distance course by the students.

Practical sessions, which involve the completion of practical (control) tasks, are conducted remotely in asynchronous mode. Some practical tasks may be completed in synchronous mode, as determined by the course syllabus.

In each seminar and practical session, the scientific and academic staff assess students' responses, presentations, reports, essays, their activity in discussions, ability to formulate and defend their positions, and summarize the learning material, etc. The grades received for seminars and practical sessions are taken into account when determining the final grade for the respective academic discipline.

7.3.4. A laboratory session is conducted in person in specially equipped educational laboratories, or remotely using appropriate virtual simulators and laboratories.

7.3.5. A workshop is a type of learning session during which various solutions to situational tasks and problems are discussed with the aim of practically confirming certain theoretical concepts of a specific academic discipline.

The content of the workshop reflects the main aspects of the educational component (academic discipline), revisiting theoretical and practical questions for detailed review and reinforcement. The workshop may involve completing practical exercises and tasks, solving situational problems and test assignments, and using interactive (virtual) simulators, etc.

7.3.6. A training session is a type of learning activity that involves organizing group work for students, their active participation in discussions of relevant issues, and creative interaction between themselves and the scientific or academic staff. The training is aimed at expanding and supplementing knowledge, developing skills and abilities, changing or updating attitudes, views, and beliefs, and mastering new forms and methods of learning by the students.

7.3.7. A consultation is a form of learning aimed at providing additional explanations for material that is difficult to understand, updating foundational knowledge, and offering methodological recommendations for preparation for classes or control activities. This is achieved by answering specific questions from students or explaining certain theoretical concepts or aspects of their practical application, as well as completing individual tasks (in the form of chats, forums, webinars, personal messages, video conferencing tools, etc.).Consultations can be individual or group sessions and can be conducted both in-person and remotely (in synchronous or asynchronous modes).

Other types of learning activities in the educational process may include business games, project work in groups, etc. These activities can be conducted either in-person or remotely, in synchronous or asynchronous modes, as defined by the course syllabus.

7.3.8. The practical training of students studying in the distance learning format is conducted according to a separate practical training program.

7.3.9. Control measures using distance learning technologies include:
1) control measures;
2) certification.
Control measures for the academic discipline using distance learning technologies include entrance (preliminary), current, self-assessment, interim,

and final assessments.

Entrance (preliminary) control is the assessment of a student's knowledge, which serves as a prerequisite for the successful organization of studying the academic discipline. Entrance control is conducted before starting a new academic discipline using distance learning technologies in order to determine the preparedness of students in the subject matter of the discipline or related disciplines that precede the study of this academic discipline. Based on the results of the entrance control, measures are developed to provide individual support to students and adjust the educational process.

Current control is carried out by scientific, academic staff during the conduct of seminars, practical sessions, training, workshops, and other forms of educational activities using distance learning technologies. Its purpose is to ensure feedback between academic staff and students, assess their readiness to perform subsequent learning tasks, and enhance their learning motivation.

Self-assessment is designed for students to independently check their level of mastery of the learning material in a specific academic discipline (topic, session). The effectiveness of self-assessment is ensured by special self-assessment and self-evaluation programs, which are integral parts of electronic textbooks and automated learning courses.

The main forms of self-assessment and current knowledge control using distance learning technologies are testing and oral responses. Additional forms of control may include solving practical problems, case studies, preparing individual projects, writing control works, reference reports, and more.

If the academic discipline is taught over several semesters, the interim semester control is usually carried out in the form of a credit using distance learning technologies.

The final control for an academic discipline may be conducted in the form of a credit, exam, defense of a course project, results of completing a practicum, training, or practical preparation, as determined by the syllabus of the academic discipline using distance learning technologies. The scheduling of the final control for academic disciplines is defined by the academic calendar and takes place according to the approved exam session timetable (or individual learning schedule), which specifies its form, date, time, information about the academic staff member, and, if necessary, the tools that will facilitate its remote conduct. Only those students who have met all the requirements outlined in the curriculum for the relevant academic discipline are allowed to take the final control.

Self-assessment of the results of distance learning is carried out remotely in asynchronous mode. Current and final assessments in the form of a credit and exam can be conducted either in person or remotely in synchronous mode (usually by evaluating the oral responses of the student), as well as remotely in asynchronous mode (usually by having the student complete test tasks and/or provide written answers to exam questions). The

final assessment in the form of a defense of a course project, results of completing a practicum, training, or practical preparation can only be conducted in person or remotely in synchronous mode.

Uncompleted final assessments, as required by the curriculum due to absence from classes or receiving an unsatisfactory grade in the final knowledge control (academic debt), are rescheduled for retaking by students who are studying through distance learning technologies according to the established schedule.

Certification is the process of establishing the conformity of the learning outcomes of students who are studying using distance learning technologies with the requirements of the educational program and/or the requirements of the unified state qualification exam program, the comprehensive qualification exam program, the professional development program, the program for preparing applicants for admission to the Academy, and the program for studying independent distance learning courses.

All assessment procedures at the Academy, in accordance with the decision of the Academic Council of the Academy, may be carried out remotely using the capabilities of information and communication technologies, on the Academy's educational electronic platform, and also via video conferencing, provided that the authentication of the student is ensured.

The learning outcomes of students studying using distance learning technologies can be evaluated in two modes:

automated – using the capabilities of the Academy's educational electronic platform and other information and communication technologies;

directly by scientific, academic staff – in person or remotely, either synchronously or asynchronously.

The process and results of learning for students using distance learning technologies are evaluated according to the criteria, scale, and procedure defined by the guiding documents of the Ministry of Defense of Ukraine, and in accordance with the requirements of the Regulation on the Organization of the Educational Process at the Military Academy (Odesa), and the Regulation on the Control and Evaluation of the Educational Achievements of Higher Education Students at the Military Academy (Odesa).

Retaking any assessments for the purpose of improving a grade, except for an unsatisfactory grade, is prohibited.

7.4. The educational process at the Academy using distance learning technologies must meet the following requirements:

the forms of its implementation (types of independent work, educational sessions, practical training, and assessment activities) must be outlined in the syllabus of the academic discipline and the educational plans for specific specialties, in which the preparation of individuals using distance learning technologies is conducted;

the date, time, and, if necessary, the tools required to conduct educational sessions, practical training, and assessment activities must be

determined by the educational process schedule and the examination session timetable (individual study plan), as well as the assessment timetable and should be communicated to the students in a timely manner;

the specific method and stages of conducting educational sessions, practical training, and assessment activities must be determined taking into account the technical and communication capabilities of the distance learning participants;

the organization of the educational process should ensure that students gain the required competencies, provide an objective diagnosis of their theoretical and practical preparation, and assess the quality of the skills and knowledge they acquire during the course, ensuring that the learning outcomes meet the requirements of the preparation program;

the implementation of the educational process in a distance format must ensure authorized access for students to the information and communication tools used during their sessions, as well as the authentication of the student;

during educational sessions and assessment activities conducted in synchronous mode, students must have their camera on and be able to use the microphone when answering questions from the academic or pedagogical staff;

during educational sessions and assessment activities, students must adhere to ethical norms and generally accepted business etiquette, including with respect to their appearance and the location in which they are participating;

the content of the assessment activities must include a variety of task formats using algorithms for random task selection, and the tasks themselves must be specific, clear to the students, aligned with the competencies being assessed, and designed in such a way that students can demonstrate creative skills, practical abilities, and that cannot be completed successfully through simply copying answers from other sources;

the evaluation of learning outcomes must be conducted based on objective criteria for checking the results of tasks completed by students during the assessment activities, including the active use of automated assessment tools;

assessment activities conducted remotely in synchronous mode must include digital recording (video, audio, photos, etc.) of the announced grades received by students;

the grades obtained as a result of the assessment activities must be communicated to the students and stored both in electronic form and on paper.

7.5. The record-keeping of educational sessions and learning outcomes of students using distance learning technologies is maintained electronically and is duplicated in the academic session logbooks.

The results of the assessment activities are stored electronically and also duplicated on paper in the established form (for long-term document storage).

7.6. The development of web resources for the distance learning system for the relevant academic disciplines is carried out by researchers, scientific and pedagogical (pedagogical) staff within the existing workload types (research, scientific-technical, methodological activities, etc.).

8. ENSURING THE EDUCATIONAL PROCESS USING DISTANCE LEARNING TECHNOLOGIES

8.1. The organization of the educational process using distance learning technologies includes the following components:
organizational support;
staff support;
scientific and methodological support;
system-technical support;
material and technical support.

8.2. Organizational support of the educational process using distance learning technologies includes the presence of the following in the Academy:
a decision by the Academic Council of the Academy on the use of distance learning technologies in the educational process, approved by an order of the Academy's head;
a well-founded initiative from the heads of faculties, the continuing education center, and the scientific and organizational department regarding the feasibility of using specific distance learning technologies in the preparation of specialists in certain fields, specialties, and educational levels, which is agreed upon with the deputy head of the Academy for educational work on the preparation of military specialists and with the deputy head of the Academy for research work regarding the preparation of adjuncts;
regulations on distance learning at the Military Academy (Odessa), approved by the Academic Council of the Academy and confirmed by an order of the Academy's head;
units (departments) of the Academy with appropriate staffing and material-technical support, which organizationally and technologically support the education of students using distance learning technologies;
methodological commissions, which:
ensure the compliance of the web resources of academic disciplines with the requirements for organizing the educational process and provide recommendations on their use;
assess the availability of web resources for each field (specialty) and provide recommendations to the Academic Council of the Academy regarding the possibility of implementing distance learning for specific specialties (specializations) in training and in the system of professional development;
conduct an expert evaluation of the materials of distance learning courses and submit them for review by the Academic Council of the Academy in order to provide recommendations for their use in the educational process

as electronic learning and teaching materials, manuals (textbooks).

8.3. Staffing support for distance learning includes ensuring that the Academy has:

the necessary number of researchers, scientific-pedagogical (pedagogical) staff who have undergone appropriate training (professional development) and are involved in the educational process in the distance learning format, as well as applying distance learning technologies in the educational process;

the necessary number of researchers, scientific-pedagogical (pedagogical) staff who develop the didactic content, pedagogical scenarios, and methodological recommendations for distance learning components, and provide ongoing support for them;

a sufficient number of employees who support the educational process in the distance learning format and the application of distance learning technologies (specialists, administrators, operators, programmers, etc.);

professional development for all researchers, scientific-pedagogical (pedagogical) staff, and other employees who ensure the educational process in the distance learning format regarding the organization and mastery of distance learning technologies (at least once every 5 years and with a volume of no less than 108 academic hours). The qualifications of employees who have completed professional development should be confirmed by a certificate of professional development in the field of distance learning.

8.4. Scientific and methodological support for distance learning at the Academy includes:

methodological (theoretical and practical) recommendations regarding the development and use of pedagogical-psychological and information-communication technologies for distance learning;

criteria, tools, and systems for controlling distance learning;

the content, didactic, and methodological components of web resources (distance courses) in the curriculum of the training program.

8.5. System-technical support for distance learning at the Academy includes:

hardware (personal computers, networking equipment, uninterruptible power supplies, servers, video conferencing equipment, etc.) that ensures the development, storage, and use of web resources for educational purposes, management of the educational process, and necessary types of educational interaction between the subjects of distance learning in both synchronous and asynchronous modes;

information and communication support with bandwidth that provides all subjects of distance learning at the Academy with 24/7 access to web resources and web services for the implementation of the educational process in both synchronous and asynchronous modes;

software for general and special purposes (including for individuals with special needs), which must be licensed or based on open-source software products.

The web resources of academic disciplines (programs) necessary for ensuring distance learning may include:

methodological recommendations for their use, sequence of task execution, control features, etc.;

documents for planning the educational process;

video and audio recordings of lectures, seminars, etc.;

multimedia lecture materials;

terminological dictionaries;

practical tasks with methodological recommendations for their execution;

virtual laboratory exercises with methodological recommendations for their execution;

virtual simulators with methodological recommendations for their use;

test packages for conducting control measures, automated testing with result verification, testing with instructor feedback;

business games with methodological recommendations for their use;

electronic libraries and links to them;

bibliographies;

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

other educational resources.

The list of web resources for academic disciplines (programs) necessary to ensure the distance form of education or training of students using distance learning technologies in other forms of education is determined by the educational department for training military specialists and the scientific-organizational department for training adjuncts, depending on the profile of the academic discipline, and is approved by the Academic Council of the Academy.

To support distance learning, the Academy may create its own web resources or use other web resources that have passed verification in accordance with established procedures.

System-technical support for distance learning and ensuring the continuous operation of the Academy's educational electronic platform is provided by the Software and Technical Support Department (STSD).

8.6. Material and technical support for distance learning includes:

the presence of specialized rooms (with appropriate hardware and telecommunications equipment) within the Academy to organize and provide technological support for the educational process in the distance learning format;

the provision of Academy units responsible for organizing distance

learning and using distance learning technologies with the necessary computer and peripheral equipment in accordance with regulatory requirements;

the availability of servers with 24/7 access for creating, storing, and transferring data necessary for distance learning, as well as for using distance learning technologies;

the presence of the Academy's local information and communication network with access to the Internet;

the availability of primary and backup communication channels with the required bandwidth and the ability to provide continuous 24/7 access to the Academy's educational electronic platform via the Internet;

the presence of necessary general-purpose software (operating systems, database management systems, network management software, information security programs or complexes, web servers) and special-purpose software (for creating, storing, accumulating, and transmitting web resources, as well as for providing authorized access to these web resources by distance learning participants; organizing the educational process and monitoring learning via the Internet and/or local network).

The requirements for the material and technical support of the Academy are determined by the relevant construction and sanitary-hygienic standards.

9. FINANCIAL ACTIVITIES IN THE FIELD OF DISTANCE LEARNING

9.1. The financing of distance learning activities is carried out in accordance with current legislation, including through:

funds from the state budget;

funds from educational service customers (individuals and/or legal entities) who pay for education;

execution of business contracts;

grants received from national and international organizations;

voluntary contributions and donations;

other revenues not prohibited by current legislation.

9.2. Financial relations between the Academy, which provides distance learning, and other institutions, organizations, and enterprises that are customers of educational services are carried out in accordance with bilateral or multilateral agreements.

10. INTERNATIONAL COOPERATION IN THE FIELD OF DISTANCE LEARNING

10.1. The main directions of international cooperation in the field of distance learning are:

participation in projects and programs aimed at integrating the Academy's distance learning system into the global education system, taking

into account national interests and achievements of Ukrainian education;

participation in projects and programs to integrate national telecommunication networks that support distance learning into European and global scientific and educational telecommunication networks;

conducting joint scientific research on the development of distance learning technologies;

sending scientific, scientific-pedagogical (pedagogical) staff, and other specialists for professional development in the use of distance learning technologies in accordance with international agreements of Ukraine, as well as direct agreements between the Academy and foreign partners.

10.2. The Academy has the right to carry out international cooperation in the field of distance learning, conclude relevant agreements, and establish direct links with educational institutions of foreign countries, international organizations, foundations, etc., in accordance with current legislation and the Academy's Charter.

11. ELECTRONIC STORAGE OF DISTANCE LEARNING RESOURCES (REPOSITORY)

11.1. The Academy uses a single database of educational and methodological materials, which are used in the training of military specialists for the Armed Forces of Ukraine, stored in the central repository of the web resources of the Ukrainian Armed Forces Distance Learning System.

11.2. Upon the Academy's request, the Scientific Center for Distance Learning of the National Defense University of Ukraine maintains a record of users of the central repository of the web resources of the Armed Forces of Ukraine Distance Learning System.

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

12. FINAL PROVISIONS

The Regulation shall be approved by the Academic Council of the Academy, implemented by an order of the Head of the Academy and shall enter into force upon its approval.

Changes and additions to this Regulation are made by approving a new version of the Regulation by the Academic Council of the Academy.