

**MINISTRY OF DEFENCE OF UKRAINE  
MILITARY ACADEMY (Odesa)**

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of the Commandant of the  
Military Academy (Odesa)  
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**REGULATIONS  
on Control and Assessment of Higher Education Students' Academic  
Achievements at the Military Academy (Odesa)**

Approved by  
the Academic Council of the  
Military Academy (Odesa)  
dated \_\_.\_\_\_\_.2024, No.\_\_\_\_

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## **1. GENERAL REGULATIONS**

1.1. The Regulations on Control and Assessment of Higher Education Students' Academic Achievements (hereinafter — the Regulation) at the Military Academy (Odesa) (hereinafter — the Academy) is a normative document of the Academy that defines the purpose, main tasks, principles, and mechanism for implementing the rating assessment of academic achievements of higher education students at the Academy in accordance with general European requirements and the requirements of the European Credit Transfer and Accumulation System (ECTS) in learning, the procedure for conducting control, and the application of rating assessment during the certification of higher education students.

The Regulations apply to all participants in the educational process of the Academy.

1.2. The Regulations on Control and Assessment of Higher Education Students' Academic Achievements at the Military Academy (Odesa) have been developed in accordance with the Constitution of Ukraine, the Laws of Ukraine "On Education", "On Higher Education", other laws, higher education standards, normative and regulatory legal acts of the Ministry of Education and Science of Ukraine (hereinafter — MES of Ukraine) and the Ministry of Defence of Ukraine (hereinafter — MOD of Ukraine), the Academy's Statute, the Academy's Development Strategy, the Regulation on the Organization of the Educational Process at the Military Academy (Odesa), and other regulatory legal acts on security and defence of Ukraine that govern the procedure for control and assessment of higher education students' academic achievements.

## **2. ORGANIZATION OF CONTROL MEASURES AT THE ACADEMY**

2.1. Control measures are a necessary element of feedback in the educational process of the Academy. They determine the compliance of the level of acquired knowledge and skills, and formed competencies of higher education students with the requirements of regulatory documents regarding higher military education, and ensure the timely correction of the educational process.

2.2. The main task of educational process control is to obtain information about its properties and results for the purpose of effective management, optimization, and achieving high-quality education for higher education students. Thus, the main function of educational process control is diagnostic and corrective.

In addition, the tasks of control may include:

determining the academic progress of higher education students in order to plan subsequent stages of the educational process;

identifying gaps in the learning of individual higher education students to optimize the process of individual instruction and motivate students;

determining the degree of content mastery by higher education students for the purpose of transferring to the next year of study (semester control of higher education students);

establishing the factual compliance of the higher education students' level of preparation with the requirements of higher education standards and issuing a document on the received higher education degree (qualification — if conferred).

In all the above-mentioned cases, the controlling and diagnostic-corrective functions are implemented.

Other functions may also be performed during the control of the educational process: educational, motivational-stimulating, organizational, and formative (upbringing), etc.

The following types of control are used at the Academy: initial (preliminary), current, self-control, midterm semester, semester, and final.

The requirements of the European Credit Transfer and Accumulation System (ECTS) must be met during the application of control measures.

2.3. Initial Control is an assessment of the student's knowledge, used as a prerequisite for the successful organization of studying a discipline. Initial control is conducted before studying a new discipline to determine the student's level of preparation in that discipline or related disciplines that precede its study.

The control results are analysed at departmental (interdepartmental) meetings jointly with the academic staff of the departments where the previous disciplines were studied. Based on the results of the initial control, measures are developed to provide individual assistance to higher education students and to adjust the educational process.

2.4. Current Control is conducted by instructors during all types of classroom sessions throughout the semester (half-year) according to the schedule. The main task of current control is to check the level of the student's preparation for a specific topic (learning element). The main goal of current control is to ensure feedback between the instructors and the student, and to manage the student's learning motivation. The information obtained during current control is used by the instructor to adjust methods and means of instruction and by the student for planning independent work. Special types of current control include colloquium and summary control (control work/assignment on topics).

Current control may be conducted in the form of an oral survey, written express-control, student presentations during the discussion of theoretical issues, solving written tasks, practical situations, as well as in the form of computer testing, etc.

The forms of current control and its quantitative assessment for a specific type of academic session are determined by the criteria regulated by the working curriculum of the discipline. The results of current control (current academic

performance) are the main information during the conduct of a credit test (examination) and are taken into account by the academic staff when determining the final grade for the discipline.

2.5. Self-Control is intended for the student's independent check of the degree of mastery of the educational material for a specific discipline (topic, session). For this purpose, questions for self-control are provided in the methodological guidelines for students' independent work. The effectiveness of self-control is ensured by special self-control and self-assessment programs, which are integral parts of electronic textbooks and automated training courses.

2.6. Midterm Control is the control of knowledge, skills, and abilities of higher education students after studying a logically completed part (topic, section) of the discipline's curriculum. Midterm control may be conducted in the form of an oral survey, a control work, testing, etc.

The results of midterm control are additional information during the conduct of a credit test and are taken into account by the academic staff when determining the final examination grade for the given discipline.

2.7. Final Control is a form of control for assessing the higher education student's assimilation of theoretical and practical material for a specific academic discipline (educational component), which is conducted as a control measure. The purpose of final control is the comprehensive assessment of the level of formation of learning outcomes for the academic discipline over a semester (half-year) or academic year.

The forms of final control for academic disciplines (educational components) of the educational-professional (educational-scientific) programme are a credit test (or "credit") or an examination.

If an academic discipline is taught over several semesters, the midterm semester control is usually carried out in the form of a credit test. The final grade for a discipline studied over several semesters is determined taking into account the results from previous semesters.

Final control can be carried out orally, in writing, or through computer testing using distance learning technologies, with the aim of establishing the achievement of learning outcomes by higher education students.

Based on the results of the final control, ECTS credits are established and assigned to the student for the components of the curriculum (academic disciplines, practical training, military internship, course works, and qualification works).

2.8. Semester Control is a type of final control that reveals the student's level of mastery of the academic discipline or its separate, logically completed part during the semester, taking into account the results of current control.

Semester control for an academic discipline is conducted in accordance with the curriculum in the form of an examination or a credit test within the time limits

established by the academic process calendar-schedule and covering the scope of educational material defined by the working curriculum of the discipline. The form of semester control is chosen according to the level of competencies being formed. The content and structure of examination tickets (control assignments), admission criteria, and grading procedure are communicated to the higher education student at the first class.

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

Higher education students of the extramural (correspondence) form of study must complete individual assignments stipulated by the curriculum (control works, course works/projects, etc.) and submit them to the departments at the beginning of the next training assembly, and before the control measures for the academic discipline are conducted.

For extramural students, the schedule of classes, credit tests, and examinations is drawn up according to the academic process calendar-schedule.

2.8.1. The form of semester control (oral, written, combined, testing, etc.), organizational and methodological guidelines, the list (content) of control assignments, the structure of examination tickets (control assignments), the distribution of points received by higher education students during semester control, and the requirements for assessing the knowledge, skills, and abilities of students, the procedure for appealing the results of control measures and their retaking, etc., are defined in the programme for conducting the credit test (examination). This programme is discussed and approved at a department meeting, endorsed by the Head (Chief) of the Department, and communicated to the higher education student at the first class.

2.8.2. Examination tickets and practical questions (practical tasks, problems) for conducting semester control, a list of textbooks and visual reference materials (a list of diagrams, tables, formulas, reference books, models, and other aids, etc.) that higher education students may use during the credit test (examination) are discussed at a meeting of the department (subject-methodological commission) and approved by the Head (Chief) of the Department no later than 14 calendar days before the start of the credit test (examination). The aforementioned materials are valid throughout the academic year, are part of the academic and methodological materials for each academic discipline, and are stored at the department.

2.9. The presence of higher education students during the conduct of final (semester) control (credit test or examination) is mandatory.

2.10. The grades for the final (semester) control are announced to the higher education student immediately after the completion of the credit test (examination).

Positive grades for control measures are entered into the student progress record sheet, the credit book (individual curriculum), and the student's academic record card.

Both positive and negative grades are recorded in the student progress record sheet, academic record cards, and academic class journals of the study group.

The learning outcomes reflected in the student's academic record card and progress record sheets serve as the basis for the faculty's academic office to issue an academic transcript.

2.11. For academic disciplines that are complex and large in volume (multi-semester academic disciplines), two or more examinations (credit tests) may be stipulated. In this case, the weighted average grade is additionally entered into the higher education student's academic record card, which will be subsequently taken into account in the Diploma Supplement. The weighted average grade is calculated using the formula:

$$R_{wavg} = \frac{R_{1sem} \cdot V_{1sem}}{V_{discipline}} + \frac{R_{2sem} \cdot V_{2sem}}{V_{discipline}} + \frac{R_{i sem} \cdot V_{i sem}}{V_{discipline}};$$

where:

$R_{wavg}$  is the weighted average grade;

$R_{1sem}$ ,  $R_{2sem}$ ,  $R_{i sem}$  are the grades for the semester control of the discipline;

$V_{1sem}$ ,  $V_{2sem}$ ,  $V_{i sem}$  is the volume of the discipline studied in the corresponding semester;

$V_{discipline}$  is the total volume of the discipline.

After calculating the weighted average grade, the grade is rounded according to mathematical rules.

**Example:** A discipline with a volume of 12 ECTS credits was taught over 4 semesters: 4 ECTS credits were taught in the first semester, the semester grade is "satisfactory" (60 points); 3 ECTS credits were taught in the second semester, the semester grade is "very good" (84 points); 3 ECTS credits were taught in the third semester, the semester grade is "good" (79 points); 2 ECTS credits were taught in the fourth semester, the semester grade is "excellent" (95 points). The weighted average grade is calculated using the formula:

$$R_{wavg} = \frac{60 \times 4}{12} + \frac{84 \times 3}{12} + \frac{79 \times 3}{12} + \frac{95 \times 2}{12} = \frac{240}{12} + \frac{336}{12} + \frac{237}{12} + \frac{190}{12} = \frac{1003}{12} = 83,58$$

Rounding the obtained result according to mathematical rules gives the weighted average grade for the discipline as 84 points, which corresponds to "very good" on the national scale.

2.12. Higher education students may be allowed to take the final (semester) control (credit test, examination) according to an individual schedule due to necessity, by the decision of the Commandant of the Academy.

The forms of the individual schedule are provided in Appendix 1.

2.13. The Commandant of the Academy, their deputies, the Head of the Academic Department, the Deputy Head of the Academic Department (representatives of the Academic Department), Heads of Faculties and their deputies, and the Head (Chief) of the Department and their deputies have the right

to be present during the credit test (examination). The presence of unauthorized persons during the final (semester) control without the permission of the Commandant of the Academy or the Deputy Commandant of the Academy for Academic Affairs is not permitted.

2.14. A Credit Test is a type of final (semester) control conducted at the end of an academic discipline (semester) to verify the degree of mastery of the educational material for the academic discipline studied during the semester in accordance with the curriculum and the working curriculum of the discipline.

For preparation for a credit test, if it is an individual control measure, up to one academic day may be provided, allocated from the time volume assigned to the study of the respective academic discipline during independent work.

2.15. An Examination is a type of final (semester) control conducted through the comprehensive assessment of the level of formation of learning outcomes for the academic discipline over a semester (half-year) or academic year.

Examinations are taken by higher education students according to the class schedule (examination session). The examination session schedule is developed by the faculty's academic office, signed by the Head of the Faculty, and communicated to the academic staff and higher education students no later than 14 calendar days before the start of the examination sessions.

If the form of final control for an academic discipline is an examination(s), one ECTS credit is allocated for the preparation and completion of each one.

A consultation must be held before each credit test (examination).

The examination is taken by the lecturer who delivered the lectures for the educational component (academic discipline). By the decision of the Head (Chief) of the Department, other academic staff members of the department who conducted classes with the examining study group may be appointed to assist the main examiner. In the event that lectures for the educational component (academic discipline) were delivered by several academic staff members, a commission for taking the examination is established by the decision of the Head (Chief) of the Department.

### **Organization of Final Control Measures**

2.16. On the eve of a credit test (examination), the Faculty's Academic Office prepares Student Progress Record Sheets (Assessment Sheets) in the established format, in two copies. After the credit test (examination), these sheets are stored as strictly accountable documents: one copy is kept in the Academy's Academic Department, and the second is kept in the Faculty's Academic Office.

The Student Progress Record Sheet must indicate: the name of the faculty, the level of higher education, the status of the students, the field of knowledge, specialty, specialization, name of the educational program, year of study, study

group number, academic year, sheet number, date of the credit test (examination), name of the educational component (academic discipline), total number of hours, the form of final control, the semester in which the credit test (examination) will be taken, the full name of the department administering the credit test (examination), and the academic rank, surname, and initials of the instructor who assigns the final grade. The military ranks, surnames, and initials of the higher education students in the study group (in alphabetical order) and the number of the individual curriculum are entered into the Progress Record Sheet.

The Head of the Faculty signs the Progress Record Sheets.

For higher education students who have taken the credit test (examination) according to an individual schedule, the entry "passed on individual schedule" is made in the "Grade" column opposite their surnames, and this is signed by the Head of the Faculty or the Deputy Head of the Faculty for Academic and Scientific Work — Head of the Academic Office. If a student is receiving medical treatment, on leave, on a business trip, etc., the entry "receiving treatment," "on leave," or "on a business trip" is made in the "Grade" column opposite their surname in the Progress Record Sheet, signed by the Head of the Faculty or the Deputy Head of the Faculty for Academic and Scientific Work — Head of the Academic Office, with the date and number of the Academy Head's order indicated. If the student has been granted recognition of learning outcomes for the educational component through credit transfer, the entry "transferred" is made in the "Grade" column, signed by the Head of the Faculty.

The two copies of the Progress Record Sheets are registered in the Faculty's Academic Office in the "Journal of Registration of Higher Education Students' Progress Record Sheets for the Academic Year."

The instructor signs the "Journal of Registration of Higher Education Students' Progress Record Sheets for the Academic Year" upon receiving the Progress Record Sheet.

The instructor conducting the final (semester) control obtains the completed and registered Student Progress Record Sheet from the Faculty's Academic Office the day before the control measure.

The instructor fills out the Student Progress Record Sheets legibly, in blue or black ink, without corrections.

The instructor makes the entry "did not appear" in the "Grade" column opposite the surnames of higher education students who did not appear for the final control without valid reasons.

2.17. Immediately after conducting the final (semester) control, the instructor returns the two copies of the Student Progress Record Sheets to the Faculty's Academic Office. The faculty's clerk or responsible person signs for the acceptance of the sheet in the "Journal of Registration of Higher Education Students' Progress Record Sheets for the Academic Year."

After verification, the Faculty's Academic Office submits the first copy of the Student Progress Record Sheet to the Academy's Academic Department, and the second copy is stored in the Faculty's Academic Office.

2.18. Higher education students' academic record cards and the second copy of the Progress Record Sheets are stored in the Academic Offices of the faculties. The first copy of the Progress Record Sheets is stored in the Academy's Academic Department.

2.19. During the credit test (examination), the instructor must have:

The programme for conducting the credit test (examination);

Students' credit books;

Student Progress Record Sheets (2 copies);

Examination tickets (control assignments for the credit test/examination);

The working curriculum of the academic discipline, which defines the rating system for assessing the academic performance of the cadet (listener, adjunct, student) for the academic discipline, the conditions for admission to the credit test (examination), and the assessment of the cadet (listener, adjunct, student) during the credit test (examination);

A list of textbooks and visual reference materials (a list of diagrams, tables, formulas, reference books, models, and other aids, etc.) that higher education students may use during the credit test (examination). This list is communicated to the higher education students during the consultation when the study group prepares for the credit test (examination);

The study group's Journal of Academic Class Records;

Examination sheets (with the instructor's mark if necessary) on which the cadets record their answers (working notes) to the questions on the examination ticket (control assignment).

2.20. The commander of the unit whose students are taking the credit test (examination) and the head of the academic and laboratory complex or the head of the laboratory (office) of the department (if the credit test/examination is conducted in the department's classroom) are responsible for preparing the classroom (or other academic premises) for the credit test (examination).

10 minutes before the start of the credit test (examination), the unit commander (course officer, study group commander) introduces the study group to the examiner (instructor). After this, the examiner (instructor) briefs the personnel of the study group on the procedure for conducting the credit test (examination), specifically: the number of students who may be in the classroom simultaneously; the procedure for using diagrams, tables, formulas, reference books, models, and other aids that students may use during the credit test (examination); and the prohibition of using mobile phones and other devices.

After the briefing, the first students enter the classroom in turn to take the credit test (examination), and the rest proceed to the preparation classroom for the credit test (examination).

In the classroom where the credit test (examination) is conducted orally, there should be no more than 5 students, or no more than 10 students if two or more instructors are administering the examination (credit test).

2.21. A written credit test (examination) is conducted in the following order:  
Students are seated in classrooms that ensure the convenience of individual work, with 1-2 students per academic table;

Before the start of the credit test (examination), students are given assignments and the academic aids permitted for use during the examination (credit test), along with supplies and other materials necessary to complete the assignment. Simultaneously with the assignment, the necessary number of clean sheets of paper (with the instructor's mark if necessary) is issued for drafts and for submitting the work in its final form. Using sheets of paper other than those issued is prohibited;

All sheets of issued paper must be returned to the person administering the credit test (examination) upon completion of the work. If the written work consists of several independent problems, only those problems that must be completed before the break (or before the end of the first deadline) are issued at the start of the credit test (examination);

Individual students are permitted to leave the classroom where the written credit test (examination) is being conducted by the examiner (instructor) only in case of extreme necessity. In this case, the student must hand in their work to the person administering the credit test (examination);

The work must be performed by the student neatly, clearly, and legibly, without the possibility of double interpretation;

Higher education students who have completed their work submit it to the examiner (instructor) and, with their permission, leave the classroom. The time of submission is marked on each work. Upon expiration of the established deadline for the examination (credit test), all works are submitted to the examiner (instructor).

When an examination is administered by a commission (sub-commission), the written works are distributed among the commission members for checking. The grades assigned by them are approved by the head of the commission (sub-commission).

2.22. A credit test (examination) in oral form is conducted using control assignments (examination tickets) in the following order:

A part of the higher education students is called by the examiner (instructor) to take the credit test (examination); the rest of the students in the study group remain outside the classroom, in the classroom designated for preparation for the credit test (examination).

The summoned higher education student, after reporting their arrival for the credit test (examination), submits their credit book to the examiner (instructor). They then take a control assignment (ticket), state its number, familiarize themselves with the questions, and report whether the questions are understood or not understood, clarifying them if necessary. They receive clean examination sheets (with the department's stamp) for recording answers and solving problems, and then prepare their response.

When ready to answer, or upon the expiration of the allotted preparation time, the student, with the permission of the examiner (instructor) or at their call, answers the questions posed in the control assignment (ticket).

Upon entering the classroom, the higher education student is obligated to:

Report their arrival for the credit test (examination), for example: "Colonel (Instructor), Sergeant Petrenko has arrived for the credit test (examination) in the academic discipline (stating the full name of the academic discipline)," and submit their credit book. The examiner (instructor) has the right to require the student to bring their lecture notes, notebook with group (practical) session records, laboratory reports, homework assignments, etc., to the credit test (examination).

With the permission of the examiner (instructor), take one control assignment (one ticket), familiarize themselves with the content of the questions, and report: "Colonel (Instructor), control assignment No. (ticket No. \_\_), I understood (did not understand) the questions," and, with the examiner's (instructor's) permission, begin preparation for the answer. Students are allowed to take one ticket during the credit test (examination). If the examinee reports that they cannot answer the questions on the ticket, they are assigned an "unsatisfactory" grade.

Upon receiving the examination sheet from the instructor, the higher education student writes their military rank, surname, the number of the control assignment (ticket), and the time of receipt on it, and begins the written answer to the questions of the control assignment (ticket). While preparing the answer, the student draws up an outline or writes an abstract of the answer, executes drawings, diagrams, calculations, etc., on the examination sheet (or blackboard), using the allowed materials, and selects the necessary posters, diagrams, etc., for the answer. No less than 30 minutes is allotted for preparation. This time may be increased with the instructor's permission, if necessary.

When ready to answer and after answering the questions, the higher education student reports, for example: "Colonel (Instructor), Sergeant Petrenko is ready to answer," or "Colonel (Instructor), Sergeant Petrenko has finished the answer to the first question."

2.23. When a credit test (examination) is administered by a commission (sub-commission), the answers are heard by the entire commission (sub-commission). For specific questions requiring practical work on weaponry and equipment, answers may be heard by one member of the commission (sub-commission) as instructed by the head. After answering the questions on the ticket, the student reports this to the person administering the credit test (examination).

Upon completion of the answer to the control assignment (examination ticket), the higher education student reports: "Colonel (Instructor), Sergeant Petrenko has finished the answer to control assignment (examination ticket) No. \_\_," and the instructor asks additional questions on the substance of the answer, if necessary.

The members of the commission (sub-commission) take brief notes on the students' answers, assign grades for the answers to each main question on the

ticket, a grade for additional questions, and an overall grade based on the results of the credit test (examination).

After the grade is announced, the student, with the permission of the examiner (instructor), leaves the classroom and proceeds to the classroom designated for the study group's preparation for the credit test (examination).

2.24. The examiner (instructor) is obliged to demonstrate a high level of demandingness regarding the knowledge of the examinees, the neatness and accuracy of their records in the answer, their ability to use drawing instruments, a pointer when necessary, and to apply military-professional terminology.

Their understanding of the essence of the presented theoretical knowledge must be revealed especially deeply and thoroughly when solving practical problems.

If the material is fully presented in the notes, the examiner (instructor) has the right to allow the student not to present the entire answer but only to clarify certain points. Furthermore, they may exempt the student from a full answer to a question if they are confident in the depth of the student's knowledge. After answering the questions on the ticket, the student submits the examination sheet to the examiner (instructor).

2.25. The grade is announced to the student immediately after the completion of the credit test (examination). If the examination is conducted with a separate check of the level of theoretical knowledge and the quality of practical training, the student is assigned a single grade based on the results of such an examination.

2.26. In case of a breach of academic integrity: if a higher education student uses unauthorized aids and other materials, a mobile phone, or other devices, the examiner (instructor) has the right to remove them from the credit test (examination), assign them an unsatisfactory grade, and report this to the Head (Chief) of the Department. Each such breach of academic integrity is subject to review by the Head of the Faculty, with the imposition of disciplinary measures.

If persons with the right of control are present at the credit test (examination), the questioning begins and ends with their permission.

Questions to the student may be asked by persons who have the right to control the credit test (examination), in addition to the examiner (instructor). The examiner (instructor) assigns the grade in all cases.

2.27. The results of the higher education students' answers are assessed based on the assessment criteria for completing the control assignment (answering the ticket questions) and the procedure for applying the rating system for assessing the academic performance of the cadet (listener, adjunct, student) for the academic discipline, which is determined by the working curriculum of the academic discipline.

The examiner (instructor) bears personal responsibility for the correctness and objectivity of the assigned grade. Any attempt by anyone to directly or indirectly influence the examiner (instructor) administering the credit test (examination) with the aim of changing the assigned grade is a gross violation of academic integrity. The examiner (instructor) immediately reports all such cases through the chain of command.

2.28. After conducting the credit test (examination), the examiner (instructor) records the results of the credit test (examination) in the Student Progress Record Sheets (each grade is certified by their signature), then in the credit book, and assigns grades in the study group's Journal of Academic Class Records, and makes a record of the fulfilment of the academic program. For example: "The academic discipline programme has been fully completed in [number] hours." Signature and date.

The grade "unsatisfactory" is recorded by the instructor only in the Progress Record Sheet and the Journal of Academic Class Records of the study group.

2.29. After the credit test (examination), the study group commander lines up the personnel and presents them to the examiner (instructor) for summarizing the results of the credit test (examination). If necessary, the examiner (instructor) petitions through the chain of command for the encouragement of those who excelled. The study group commander then leads the personnel back to the unit and acts according to the instructions of the course commander.

## **Retaking Final (Semester) Control**

2.30. A mandatory condition for satisfactory certification at the time of final (semester) control is the absence of debts in laboratory works and the presence of positive grades obtained by the student for completing individual assignments (abstract, control work, calculation work, calculation and graphic assignments, course project/work).

2.31. Higher education students who have not completed individual assignments (have debts in laboratory works, have unsatisfactory grades for completing an abstract, control work, calculation work, calculation and graphic assignments, course project/work) or who received unsatisfactory grades during a credit test (examination) are allowed to retake the credit test (examination) within the deadlines defined by the schedule for retaking credit tests (examinations).

2.32. On the day following the completion of the final control, the Faculty's Academic Office prepares and submits to the Academy's Academic Department a schedule for retaking credit tests (examinations), which defines the deadlines for the first and second retakes. A repeated retake of a credit test (examination) is allowed no more than twice. The second retake of a credit test (examination) for higher education students is administered by a commission appointed by the Head (Chief) of the Department, consisting of three people, one of whom is the instructor who administered the first retake.

2.33. When retaking a credit test (examination), the examiner (instructor) may simultaneously conduct the control measure with students from different study groups who have academic debt in that specific academic discipline.

2.34. On the eve of the retake of the credit test (examination), the Faculty's Academic Office prepares a Progress Sheet in the established form in two copies, which are signed by the Head of the Faculty and registered in the "Journal of Registration of Higher Education Students' Progress Record Sheets for the Academic Year."

The instructor conducting the retake of the credit test (examination) obtains the Progress Sheet from the Faculty's Academic Office the day before. The instructor signs the "Journal of Registration of Higher Education Students' Progress Record Sheets for the Academic Year" upon receiving the Progress Sheet.

Immediately after conducting the retake of the credit test (examination), the instructor returns the Progress Sheet in two copies to the Faculty's Academic Office. The faculty's clerk or responsible person signs for the acceptance of the sheet in the "Journal of Registration of Higher Education Students' Progress Record Sheets for the Academic Year."

After verifying the Progress Sheet at the Faculty's Academic Office, one copy is provided to the Academy's Academic Department, and the second copy remains in the Faculty's Academic Office.

2.35. Higher education students who failed the credit test (examination) during the final (semester) control within the established deadlines for valid reasons (illness, leave, business trip, family circumstances, etc.), confirmed by documentation, are allowed to take the credit test (examination) according to an individual schedule by the decision of the Commandant of the Academy.

The individual schedule for taking the credit test (examination) is prepared by the Faculty's Academic Office together with the student, defining the form of semester control for the academic discipline, the deadline and location for the retake, and the instructor's surname. The individual schedule for taking the credit test (examination) is signed by the student, the Head of the Faculty, approved by the Deputy Commandant of the Academy for Academic Affairs, the Head (Chief) of the Department where the academic discipline is studied, and approved by the Commandant of the Academy.

2.37. Higher education students who received "unsatisfactory" grades in three or more academic disciplines during the final (semester) control or who received an "unsatisfactory" grade during the second repeated retake by a commission of the credit test (examination) are expelled from the Academy. The Head of the Faculty submits a report to the Commandant of the Academy regarding the expulsion of the students from the Academy for academic failure.

2.38. The issue of recognition of learning outcomes through credit transfer and learning outcomes during the transfer of higher education students from another educational institution or study under another educational program, their readmission to the Academy, based on learning outcomes within academic mobility programs, based on entry to the first (bachelor's) level based on the educational level of "Junior Bachelor Specialist," and the liquidation of academic difference for students who studied at other educational institutions is regulated by the Regulation on the Procedure for the Recognition of Learning Outcomes Obtained in Other Higher Education Institutions and through Non-formal Education at the Military Academy (Odesa).

### **3. ASSESSMENT AND DETERMINATION OF LEARNING OUTCOMES. CONDITIONS FOR ADMISSION TO A CREDIT TEST (EXAMINATION)**

3.1. The European Credit Transfer and Accumulation System (ECTS) for organizing the educational process has been implemented at the Academy.

To assess the learning outcomes of higher education students during the final (semester) control, a Rating System of Assessment (RSA) is implemented at the Academy, using a cumulative point scale and an extended scale for assigning examination (credit test) grades.

3.2. The assessment of students' learning outcomes for an academic discipline is carried out based on the RSA during the learning process, which includes a cumulative point scale and an extended scale for assigning examination (credit test) grades.

The assessment of learning outcomes for educational components is carried out based on the RSA according to the results of the completed assignment.

The distribution of points for the cumulative point scale and the grades are carried out according to the 100-point scale and the national scale (extended scale) and are defined in Table 1.

Table 1.

<b>100-Point Scale</b>	<b>National Scale</b>	<b>Assessment Criteria</b>	<b>Competency Level</b>
90-100	"Excellent"	The student demonstrates special creative abilities, knows how to independently acquire knowledge, finds and processes necessary information without the instructor's assistance, can use acquired knowledge and skills to make decisions in non-standard situations, convincingly argues answers, and independently reveals their own talents and inclinations.	High
80-89	"Very Good"	The student is fluent in the studied volume of academic material, applies it in practice, freely solves exercises and problems in standard situations, and independently corrects minor errors.	Sufficient
65-79	"Good"	The student can compare, generalize, and systematize information under the guidance of an instructor; generally independently apply it in practice, control their own activities; correct errors, including significant ones, and select arguments to support their opinions.	
55-64	"Satisfactory"	The student reproduces a significant part of the theoretical material, demonstrates knowledge and understanding of the main provisions; with the help of the instructor, can analyze the academic material, correct errors, including a significant number of substantial ones.	Medium
50-54	"Sufficient"	The student masters the academic material at a level higher than the initial level, reproducing a significant part of it at the reproductive level.	
1-49	"Unsatisfactory" with the possibility of retaking	The student masters the material only at the level of individual fragments, which constitute an insignificant part of the academic material.	Low

The scale size of the RSA for an educational component (academic discipline, course work/project, practical training, military internship, qualification work) is 100 points.

The purpose of the Rating System of Assessment is:

to intensify the educational process and improve the quality of military specialists' training;

to increase the motivation of higher education students for active, conscious learning, systematic independent work throughout the semester, and responsibility for the results of their academic activity;

to establish constant feedback with every student and timely correction of their academic activity;

to ensure competition and healthy rivalry in learning;

to increase the objectivity of assessing students' learning outcomes;

to reduce psychological, emotional, and physical overloads during examination sessions.

3.3. Higher education students must be timely informed of all obtained rating points. The values of students' current ratings for the academic discipline must be systematically communicated to the students, and, if necessary, to the Heads of the Faculty (Departments) in order to adjust the educational process and manage the academic activity of each higher education student.

3.4. Higher education students who were not admitted to the final (semester) control for an academic discipline must eliminate the reasons that led to this during the time allotted for independent work.

3.5. The rating system for assessing the academic performance of students in the **full-time** form of study for the department's educational component, and the system of rating (weight) points and criteria during current assessment—which establishes the features of the rating, the methodology for its calculation, and the principles of its use—are discussed and approved at a department meeting and included as a section in the working curriculum of the academic discipline and communicated to the students at the first class.

### **Conditions for Admission of Full-Time Higher Education Students to a Credit Test (Examination)**

3.6. A cadet can earn a maximum rating score of 100 points during the semester. The maximum rating score for completing the control assignment of a credit test (examination) is 100 points.

3.7. A cadet (listener, adjunct, student) is admitted to the credit test (examination) if, by the start of the credit test (examination), they have cleared their debt for all types of work stipulated by the working curriculum of the academic discipline and have scored more than 49 points.

3.8. The increase of a cadet's (listener's, adjunct's, student's) rating score (in points) for an academic discipline occurs at the expense of the time allocated for independent work.

3.9. A cadet (listener, adjunct, student) who has scored a semester rating of 50 to 79 points inclusive must complete the control assignment of the credit test

(examination). In this case, the semester rating score (sum of points) for the academic discipline is cancelled, and they receive the rating score (points) only based on the result of completing the control assignment of the credit test (examination).

3.10. A cadet (listener, adjunct, student) who has scored a semester rating of 80 points or more for the academic discipline has the following options:

- to receive a credit test grade without completing the control assignment ("by default" or "automatically") according to the earned rating score (in points);
- to complete the control assignment of the credit test (examination) with the aim of increasing the grade.

3.11. If a cadet (listener, adjunct, student) has scored 80 points or more during the semester and does not wish to increase their grade (sum of points), the instructor records the semester rating score (sum of points) for the academic discipline in the Student Progress Record Sheet.

3.12. If a cadet (listener, adjunct, student) has scored 80 points or more during the semester and wishes to increase their rating score (sum of points), they complete the control assignment of the credit test (examination). In this case, the semester rating score (sum of points) for the academic discipline is cancelled, and they receive the rating score (points) only based on the result of completing the control assignment of the credit test (examination).

3.13. If a cadet (listener, adjunct, student) scores 1 to 49 points based on the result of completing the control assignment of the credit test (examination), they receive an "unsatisfactory" grade with the possibility of retaking the credit test (examination).

3.14. Conditions for Admission and Taking the Examination for the academic discipline "Driving of Combat Vehicles":

Taking the examination (completing the control driving exercise) for the academic discipline "Driving of Combat Vehicles" is mandatory for all cadets, regardless of current academic performance (requirements of the Combat Vehicle Driving Course). Therefore, receiving a passing grade without completing the control assignment ("by default" or "automatically") according to the earned rating score (in points) is not possible.

The higher education student is admitted to the examination if, by the start of the examination, they have cleared their debt for all types of work and have completed all exercises stipulated by the working curriculum of the academic discipline.

In case a cadet has not completed at least one of the exercises stipulated by the working curriculum of the academic discipline, admission is granted after the debt is cleared in an additional class, which is planned by the Faculty's Academic Office. In this case, the class is conducted by the department with all cadets who have such debts.

## **Rating System for Assessing the Academic Performance of a Cadet (Listener, Adjunct, Student) in an Academic Discipline for the Extramural Form of Education**

3.15. For the extramural form of study, the application of the rating system of assessment takes into account the limitations in conducting in-semester control of the students. Despite this, the assessment of extramural students is carried out using the 100-point scale.

The Rating Grade for the Module (**R**) for the extramural form of study, for which semester control is stipulated in the form of a credit test (examination), is formed as the sum of the Module Rating Score (sum of current academic performance points – starting rating) – **R starting rating and the Module Rating Score for the Credit Test (Examination) (examination points) – R credit (R exam)**.

The rating system for assessing the academic performance of cadets (listeners, adjuncts, students) of the extramural form of study for a module (academic discipline) that includes a credit test (examination) **may be as follows, for example:**

Table 2

### **Distribution of Credit Module Points**

Current Testing and Independent Work		Final Test (Examination)	Total
Section 1		40	100
Topic 1	Topic 2		
30	30		

The Rating Grade for the Credit Module (**R**) of a cadet (listener, adjunct, student) of the extramural form of study consists of points they receive for:

- Three express-controls during practical classes;
- Completion of a control work (midterm control);
- Completion of an abstract;
- Completion of the control assignment on the credit test or the answer on the examination.

### *System of Rating (Weight) Points and Assessment Criteria for the Semester*

#### **Work in Practical Classes**

Express-Control (written survey). The maximum number of points for 3 practical classes is:

$$\mathbf{R_{practical\ session} = 3 \times 5 = 15\ points.}$$

#### **The weight point for one answer is 5::**

- full completion of the practical assignment ..... 5;
- Incomplete completion of the practical assignment ..... 1-4;
- Unsatisfactory completion of the assignment..... 0.

#### **Control Work on the Topic**

**The maximum number of points for a control work ( $R_{control\ work}$ ) is 30:**

#### **The weight point is 30:**

- Three tasks of the variant fully completed..... 30;

- One task of the variant fully completed..... 10;
- One task of the variant not fully completed..... 1-9;
- No tasks of the variant completed..... 0.

### **Completion of an Abstract or Other Individual Assignment**

**The maximum number of points for completing an abstract is 15:**

**The weight point is 15.**

- Individual assignment completed in full, textual part executed in accordance with current regulatory and technical documentation, a sufficient number of modern domestic and foreign sources used ..... 15;
- Individual assignment completed in full, textual part executed in accordance with current regulatory and technical documentation, an insufficient number of modern domestic and foreign sources used ..... 12-14;
- Individual assignment completed in full, textual part executed in accordance with current regulatory and technical documentation, but contains some errors, an insufficient number of modern domestic and foreign sources used..... 8-11;
- Individual assignment not completed in full, textual part executed in accordance with current regulatory and technical documentation, a sufficient number of modern domestic and foreign sources used.....5-8;
- Individual assignment not completed in full, textual part executed in accordance with current regulatory and technical documentation, but contains some errors, an insufficient number of modern domestic and foreign sources used.....1-5;
- Individual assignment not completed .....0.

### **Penalty and Encouragement Points**

**The sum of penalty and encouragement points must not exceed 0.1R (6 points):**

- Late submission of an individual assignment and module control work (without a valid reason) ..... -1 - 6 points;
- Participation in the modernization, maintenance, and administration of software deployed at the department, completion of tasks to improve the department's academic and material base .....+1 - +6 points.

### ***System of Rating (Weight) Points and Assessment Criteria for the Credit Test (Examination)***

The maximum number of points for a credit test (**R<sub>credit</sub>**) (examination (**R<sub>exam</sub>**)) is 40:

- Full answer to two theoretical questions and the practical problem of the control assignment (ticket) solved correctly and completely..... 40;
- Full answer to two theoretical questions of the control assignment (ticket)..... 20;
- Full answer to one theoretical question of the control assignment (ticket).....10;
- Practical problem of the control assignment (ticket) solved correctly and completely.....20;
- Incomplete answer to the theoretical question of the control assignment (ticket).....5-9;
- Practical problem of the control assignment (ticket) not solved completely.....10-19;
- The answer to the theoretical question of the control assignment (ticket) contains gross errors.....1-4;
- The solution to the practical problem of the control assignment (ticket) contains gross errors.....1-9;
- Absence of an answer to the theoretical question of the control assignment (ticket)..... 0;
- Absence of a solution to the practical problem of the control assignment (ticket) .....0.

### **Calculation of the Rating Score Scale (in points) for the Credit Module**

The rating score for the academic discipline for the semester is:

$$\mathbf{R}_{\text{semester}} = \mathbf{R}_{\text{practical session}} + \mathbf{R}_{\text{control work}} + \mathbf{R}_{\text{abstract completion}} = 15 + 30 + 15 = \mathbf{60 \text{ points.}}$$

The rating score for the academic discipline for the credit test (examination) is 40% of  $\mathbf{R}_{\text{semester}}$ :

$$\mathbf{R} = \mathbf{R}_s \frac{0,4}{1 - 0,4} = 60 \times 0,67 = 40 \text{ points.}$$

Thus, the rating score for the academic discipline ( $\mathbf{R}$ ) is:

$$\mathbf{R} = \mathbf{R}_{\text{practical session}} + \mathbf{R}_{\text{control work}} + \mathbf{R}_{\text{abstract completion}} + \mathbf{R}_{\text{exam}} (\mathbf{R}_{\text{credit}}) \pm \mathbf{R}_{\text{penalty and encour.}}$$

To determine the grade on the extended scale, the rating score (in points) of the credit module ( $\mathbf{R}$ ) is converted according to Table 1.

### Procedure for Applying the Rating System of Assessment

3.16. The Rating System of Assessment for the academic discipline is communicated to **extramural** higher education students at the first class.

The rating score (sum of points) for the academic discipline that the extramural cadet (listener, adjunct, student) earned during the semester ( $\mathbf{R}_{\text{semester}}$ ) is communicated by the instructor during the training assembly period on the eve of the examination and is recorded in the student progress record sheet and the study group's journal of academic class records.

After assessing the extramural cadet (listener, adjunct, student) based on the results of completing the control assignment (credit test) or the answer on the examination, the academic staff member determines the rating score  **$\mathbf{R}_{\text{credit}}$  ( $\mathbf{R}_{\text{exam}}$ )**.

The Rating Grade (in points) for the Academic Discipline ( $\mathbf{R}$ ) is determined as the sum of the rating score for the academic discipline that the extramural cadet (listener, adjunct, student) earned during the semester ( $\mathbf{R}_{\text{semester}}$ ) and the rating score based on the results of completing the control assignment (credit test) or the answer on the examination ( **$\mathbf{R}_{\text{credit}}$  ( $\mathbf{R}_{\text{exam}}$ )**)).

To determine the grade on the extended scale, the rating score (in points) for the academic discipline ( $\mathbf{R}$ ) is converted according to Table 1. The academic staff member enters the received results into the student progress record sheet and the study group's academic record journal.

Retakes of the credit test (examination) are conducted according to a separate schedule.

The organizational and methodological guidelines for conducting the credit test (examination), the requirements for assessing the knowledge, skills, and abilities of cadets (listeners, adjuncts, students), the procedure for appealing the results of control measures, and their repeated completion, etc., are defined in the programme for conducting the credit test (examination), which is discussed and approved at a department meeting and endorsed by the Head (Chief) of the Department.

### **Conditions for Admission of Extramural Higher Education Students to a Credit Test (Examination)**

3.17. The conditions for admission of an extramural cadet (listener, adjunct, student) to a credit test (examination) are:

Absence of debt in the control work and individual assignment (abstract, essay, etc.);

The rating score for the academic discipline for the semester must be not less than 35% of the sum of the weight points of the control measures during the semester ( $0.35 \times R_{\text{starting rating}} = 0.35 \times 60 = 21$  points).

An extramural cadet (listener, adjunct, student) who has scored less than 21 points during the semester is not admitted to the credit test (examination) and must increase their rating score (sum of points) for the module for the semester ( $R_{\text{starting rating}}$ ) using the time allocated for independent work.

Extramural cadets (listeners, adjuncts, students) who were not admitted to the semester control for the module must eliminate the reasons that led to this. The academic staff of the departments must ensure that extramural cadets (listeners, adjuncts, students) have the opportunity to eliminate these reasons and increase their rating score for the credit or content module.

### **Examples of Developing the Rating System of Assessment (RSA) for Students' Academic Performance for the Module of the Educational Component: Course Work (Project)**

3.18. **The Rating Grade for Course Work (Project) (R)**, as a rule, will have two components. The first (starting) component characterizes the work of the cadet (listener, adjunct, student) on the course design and its result—the quality of the explanatory note and graphic material ( $R_{\text{explanatory note}}$ ). The second component characterizes the quality of the defence of the coursework (project) by the cadet (listener, adjunct, student) ( $R_{\text{coursework defence}}$ ).

Table 3

#### ***Distribution of Rating Grade Points for Course Work (Project)***

Distribution of Points for Course Work (Project)		Total
First (Starting) Component	Second Component	100
40	60	

### **System of Rating (Weight) Points and Assessment Criteria**

#### **First (Starting) Component**

Maximum number of points ( $R_{\text{explanatory note}}$ ) – **40**.

Weight points are comprised of:

- Timeliness of fulfilling the course design work schedule..... 3 – 5;
- Modernity and substantiation of adopted decisions..... 3 – 12;

- Correctness of applying analysis and calculation methods..... 6 – 10;
  - Quality of presentation, fulfilment of regulatory document requirements.....4 – 6;
  - Quality of graphic material and adherence to DSTU (State Standards)..... 4
- 7.

## Second Component

Maximum number of points (**R**<sub>course work defence</sub>) – 60.

Weight points are comprised of:

- Degree of mastery of the material..... 6-10;
- Completeness of analysis of possible options..... 7-15;
- Degree of substantiation of adopted decisions..... 10-20;
- Ability to defend one's opinion..... 7-15.

### **Calculation of the Rating Score Scale (in points) for Course Work (Project)**

The Rating Grade (in points) for the Course Work (Project) (**R**) consists of:

$$\mathbf{R} = \mathbf{R}_{\text{explanatory note}} + \mathbf{R}_{\text{course work defence}}.$$

To determine the grade on the extended scale, the rating score (in points) for the coursework (project) (**R**) is converted according to Table 1.

### **Conditions for Admission to the Defence of Course Work (Project)**

Admission of the higher education student to the defence of the coursework (project) is determined by the decision of the department.

3.19. **The Rating Grade for the Credit Module (R) of the educational component "Practical Training"**, for which semester control is stipulated in the form of a credit test, is formed as the sum of all rating points for the feedback from the military unit (institution, establishment), the completeness and quality of completing the individual assignment, the content and quality of the preparation of reporting documents, the completeness and quality of preparing the plans (lesson plans/outlines) for conducting classes, the quality of the report and presentation materials, and penalty and encouragement points.

$$\mathbf{R} = \mathbf{R}_{\text{feedback}} + \mathbf{R}_{\text{individual assignment}} + \mathbf{R}_{\text{report}} + \mathbf{R}_{\text{plan}} + \mathbf{R}_{\text{report quality}} \pm \mathbf{R}_{\text{penalty and encour. points}}.$$

### **System of Rating (Weight) Points and Assessment Criteria**

Feedback from the Military Unit (Institution, Establishment) on the Results of Practical Training (**R**<sub>feedback</sub>).

To account for the feedback from the military unit (institution, establishment) on the results of the practical training, which is graded on the national scale, the coefficient 9 is applied. The resulting number of points for the feedback is equal to:

$$\mathbf{R}_{\text{feedback}} = 5 \text{ (excellent)} \times 9 \text{ coefficient} = 45 \text{ points,}$$

$$\mathbf{R}_{\text{feedback}} = 4,5 \text{ (very good)} \times 9 \text{ coefficient} = 40,5 \text{ points,}$$

$$\mathbf{R}_{\text{feedback}} = 4 \text{ (good)} \times 9 \text{ coefficient} = 36 \text{ points,}$$

$$R_{\text{feedback}} = 3,5 \text{ (satisfactory)} \times 9 \text{ coefficient} = 31,5 \text{ points,}$$

$$R_{\text{feedback}} = 3 \text{ (sufficient)} \times 9 \text{ coefficient} = 27 \text{ points,}$$

$$R_{\text{feedback}} = 2 \text{ (unsatisfactory)} \times 9 \text{ coefficient} = 18 \text{ points.}$$

**The maximum weight point is 45 points.**

Completeness and Quality of Completing the Individual Assignment (**R<sub>individual assignment</sub>**)

To account for the grade from the supervisor of the qualification work, which is graded on the traditional (five-point) scale, the coefficient 4 is applied. The resulting number of points for the completion is equal to:

$$R_{\text{individual assignment}} = 5 \text{ (excellent)} \times 4 \text{ coefficient} = 20 \text{ points,}$$

$$R_{\text{individual assignment}} = 4,5 \text{ (very good)} \times 4 \text{ coefficient} = 18 \text{ points,}$$

$$R_{\text{individual assignment}} = 4 \text{ (good)} \times 4 \text{ coefficient} = 16 \text{ points,}$$

$$R_{\text{individual assignment}} = 3,5 \text{ (satisfactory)} \times 4 \text{ coefficient} = 14 \text{ points,}$$

$$R_{\text{individual assignment}} = 3 \text{ (sufficient)} \times 4 \text{ coefficient} = 12 \text{ points,}$$

$$R_{\text{individual assignment}} = 2 \text{ (unsatisfactory)} \times 4 \text{ coefficient} = 8 \text{ points.}$$

**The maximum weight point is 20 points.**

Content and Quality of Preparation of Reporting Documents (**R<sub>report</sub>**)

The maximum number of points for the content and quality of preparation of the personal report and documents is:  $R_{\text{report}} = 1 \times 10 = 10$  points. The weight point is 10 points:

- Report and practical training journal, and additional materials (if necessary), prepared qualitatively, completely, and timely .....10;
- Report and practical training journal, and additional materials (if necessary), prepared unqualitatively, completely, and timely .....6-9;
- Report and practical training journal, and additional materials (if necessary), prepared unqualitatively, incompletely, and timely .....4-5;
- Report and practical training journal, and additional materials (if necessary), prepared unqualitatively, incompletely, and untimely.....1-3.

Completeness and Quality of Preparing the Plans (Lesson Plans/Outlines) for Conducting Classes (**R<sub>plan</sub>**).

The maximum number of points for the quality of preparing the plans (lesson plans/outlines) for conducting classes is:

$$R_{\text{PLAN}} = 1 \times 5 = 5 \text{ points.}$$

The weight point is 5 points:

- Plans for conducting classes and additional materials (if necessary) prepared qualitatively, completely, and timely.....5;
- Plans for conducting classes and additional materials (if necessary) prepared unqualitatively, completely, and timely .....4-3;
- Plans for conducting classes and additional materials (if necessary) prepared unqualitatively, incompletely, and timely.....3-2;
- Plans for conducting classes and additional materials (if necessary) prepared unqualitatively, incompletely, and untimely.....1

Quality of the Report and Presentation Materials (**R<sub>report quality</sub>**).

The maximum number of points for the quality of the report and presentation materials is:

$$R_{\text{report quality}} = 1 \times 20 = 20 \text{ points.}$$

The weight point is 20 points:

- Results of the practical training fully covered qualitatively, analysis of positive and negative factors conducted, conclusions made.....20;
- Results of the practical training incompletely covered qualitatively, analysis of positive and negative factors conducted, conclusions made.....14-19;
- Results of the practical training incompletely covered unqualitatively, analysis of positive and negative factors conducted, but conclusions and proposals for improving the quality of military internship not made.....8-13;
- Results of the practical training incompletely covered unqualitatively, analysis of positive and negative factors not conducted, and relevant conclusions and proposals not made.....1-7.

Penalty and Encouragement Points for ( $R_{\text{penalty and encour. points}}$ ) (The sum of both penalty and encouragement points must not exceed 10 points):

- Reprimand from supervisors for safety violations .....-5;
- Reprimand from supervisors for disciplinary violations .....-5.
- Participation in the modernization, maintenance, and administration of software in the unit (institution), completion of tasks to improve the material base with written confirmation (implementation act, etc.) .....+1 - +10.

### **Calculation of the Rating Score Scale (in points) for the Academic Discipline "Practical Training"**

3.20. The Rating Grade (in points) for the Educational Component "Practical Training" ( $R$ ) consists of:

$$R = R_{\text{feedback}} + R_{\text{individual assignment}} + R_{\text{report}} + R_{\text{plan}} + R_{\text{report quality}} \pm R_{\text{penalty and encour. points.}} = 45 + 20 + 10 + 5 + 20 = 100 \text{ points.}$$

To determine the grade on the extended scale, the rating score (in points) for the educational component "Practical Training" ( $R$ ) is converted according to Table 1.

3.21. **The Rating Grade for the Credit Module ( $R$ ) of the educational component "Military Internship"**, for which final (semester) control is stipulated in the form of a credit test, is formed as the sum of all rating points for the feedback from the military unit (institution, establishment), the completeness and quality of completing the individual assignment, the content and quality of the preparation of reporting documents, the completeness and quality of preparing the plans (lesson plans/outlines) for conducting classes, the quality of the report and presentation materials, and penalty and encouragement points.

$$R = R_{\text{feedback}} + R_{\text{individual assignment}} + R_{\text{report}} + R_{\text{plan}} + R_{\text{report quality}} \pm R_{\text{penalty and encour. points.}}$$

### **System of Rating (Weight) Points and Assessment Criteria**

Feedback from the Military Unit (Institution, Establishment) on the Results of the Internship ( $R_{\text{feedback}}$ )

To account for the feedback from the military unit (institution, establishment) on the results of the military internship, which is graded on the

traditional (five-point) scale, the coefficient 9 is applied. The resulting number of points for the feedback is equal to:

$$R_{\text{feedback}} = 5 \text{ (excellent)} \times 9 \text{ coefficient} = 45 \text{ points,}$$

$$R_{\text{feedback}} = 4,5 \text{ (very good)} \times 9 \text{ coefficient} = 40,5 \text{ points,}$$

$$R_{\text{feedback}} = 4 \text{ (good)} \times 9 \text{ coefficient} = 36 \text{ points,}$$

$$R_{\text{feedback}} = 3,5 \text{ (satisfactory)} \times 9 \text{ coefficient} = 31,5 \text{ points,}$$

$$R_{\text{feedback}} = 3 \text{ (sufficient)} \times 9 \text{ coefficient} = 27 \text{ points,}$$

$$R_{\text{feedback}} = 2 \text{ (unsatisfactory)} \times 9 \text{ coefficient} = 18 \text{ points.}$$

**The maximum weight point is 45 points.**

### Completeness and Quality of Completing the Individual Assignment (R<sub>individual assignment</sub>)

To account for the grade from the supervisor of the qualification work, which is graded on the traditional (five-point) scale, the coefficient 4 is applied. The resulting number of points for the completion is equal to:

$$R_{\text{individual assignment}} = 5 \text{ (excellent)} \times 4 \text{ coefficient} = 20 \text{ points,}$$

$$R_{\text{individual assignment}} = 4,5 \text{ (very good)} \times 4 \text{ coefficient} = 18 \text{ points,}$$

$$R_{\text{individual assignment}} = 4 \text{ (good)} \times 4 \text{ coefficient} = 16 \text{ points,}$$

$$R_{\text{individual assignment}} = 3,5 \text{ (satisfactory)} \times 4 \text{ coefficient} = 14 \text{ points,}$$

$$R_{\text{individual assignment}} = 3 \text{ (sufficient)} \times 4 \text{ coefficient} = 12 \text{ points,}$$

$$R_{\text{individual assignment}} = 2 \text{ (unsatisfactory)} \times 4 \text{ coefficient} = 8 \text{ points.}$$

**The maximum weight point is 20 points.**

### Content and Quality of Preparation of Reporting Documents (R<sub>report</sub>)

The maximum number of points for the content and quality of preparation of the personal report and documents is:

$$R_{\text{report}} = 1 \times 10 = 10 \text{ points.}$$

The weight point is 10 points:

- Report and military internship journal, and additional materials (if necessary), prepared qualitatively, completely, and timely .....10;
- Report and military internship journal, and additional materials (if necessary), prepared unqualitatively, completely, and timely .....6-9;
- Report and military internship journal, and additional materials (if necessary), prepared unqualitatively, incompletely, and timely .....4-5;
- Report and military internship journal, and additional materials (if necessary), prepared unqualitatively, incompletely, and untimely .....1-3.

### Completeness and Quality of Preparing the Plans (Lesson Plans/Outlines) for Conducting Classes (R<sub>plan</sub>)

The maximum number of points for the quality of preparing the plans (lesson plans/outlines) for conducting classes is:

$$R_{\text{plan}} = 1 \times 5 = 5 \text{ points.}$$

The weight point is 5 points:

- Plans for conducting classes and additional materials (if necessary) prepared qualitatively, completely, and timely .....5;
- Plans for conducting classes and additional materials (if necessary) prepared unqualitatively, completely, and timely .....4-3;
- Plans for conducting classes and additional materials (if necessary) prepared unqualitatively, incompletely, and timely .....3-2;

– Plans for conducting classes and additional materials (if necessary) prepared unqualitatively, incompletely, and untimely.....1.

#### Quality of the Report and Presentation Materials ( $R_{\text{report quality}}$ )

The maximum number of points for the quality of the report and presentation materials is:

$$R_{\text{report quality}} = 1 \times 20 = 20 \text{ points.}$$

The weight point is 20 points:

– Results of the practical training fully covered qualitatively, analysis of positive and negative factors conducted, conclusions made .....20;

– Results of the practical training incompletely covered qualitatively, analysis of positive and negative factors conducted, conclusions made .....14-19;

– Results of the practical training incompletely covered unqualitatively, analysis of positive and negative factors conducted, but conclusions and proposals for improving the quality of military internship not made .....8-13;

– Results of the practical training incompletely covered unqualitatively, analysis of positive and negative factors not conducted, and relevant conclusions and proposals not made .....1-7.

Penalty and Encouragement Points for ( $R_{\text{penalty and encour. points}}$ ) (The sum of both penalty and encouragement points must not exceed 10 points):

– Reprimand from supervisors for safety violations ..... – 5

– Reprimand from supervisors for disciplinary violations ..... – 5

– Participation in the modernization, maintenance, and administration of software in the unit (institution), completion of tasks to improve the material base with written confirmation (implementation act, etc.) .....+1 - +10.

### **Calculation of the Rating Score Scale (in points) for the Educational Component "Military Internship"**

The Rating Grade (in points) for the Educational Component "Military Internship" ( $R$ ) consists of:

$$R = R_{\text{feedback}} + R_{\text{individual assignment}} + R_{\text{report}} + R_{\text{plan}} + R_{\text{report quality}} \pm R_{\text{penalty and encour. points.}} = 45+20+10+5+20 = 100 \text{ points.}$$

To determine the grade on the extended scale, the rating score (in points) for the educational component "Military Internship" ( $R$ ) is converted according to Table 1.

3.22. During the attestation, the results of the defence of the qualification work and the passing of the comprehensive examination by higher education students are assessed on a 100-point scale with subsequent conversion of points to grades on the extended scale (requirements for the format of the European Diploma Supplement).

To determine the assessment of knowledge during the defence of qualification works, methodological recommendations are developed for the defense of the qualification work. One section of these recommendations includes unified requirements for assessing the knowledge, skills, and abilities of higher education students, assessment criteria for the qualification work, etc., taking into account the RSA.

**The Rating Grade for the Qualification Work ( $R$ ),** as a rule, will have two components. The first component characterizes the higher education student's

work on the qualification work and its result — the quality of the qualification work (explanatory note, graphic material, illustrative material, etc.) –  $R_{\text{quality of qualification work}}$ . The second component characterizes the quality of the defence of the qualification work by the higher education student –  $R_{\text{qualification work defence}}$ .

The Rating Grade for the Qualification Work ( $R$ ) is determined as the sum of the rating score for the quality of the qualification work ( $R_{\text{quality of qualification work}}$ ) and the rating score for the quality of the defence of the qualification work ( $R_{\text{qualification work defence}}$ ):

$$R = R_{\text{quality of qualification work}} + R_{\text{qualification work defence}}$$

The development of the RSA for students' academic performance in qualification work may be as follows, for example:

Table 4

### Distribution of Rating Grade Points for Attestation Work

Distribution of Points for Attestation Work		Total
First Component	Second Component	100
60	40	

When determining the Rating Grade for the Qualification Work ( $R$ ) for the higher education student, the sum of points obtained for the following is taken into account:

- Practical focus of the work;
- Justification of the research goal, depth of analysis of the problem-solving status;
- Justification of the choice of research method;
- Depth of theoretical substantiation of the research and object modeling;
- Level of use of computers (electronic computing machines);
- Level of conducting a full-scale experiment;
- Scientific novelty of the work;
- Quality of presentation of the qualification work;
- Quality of illustrative material;
- Implementation of work materials;
- Grade of the qualification work supervisor;
- Grade of the qualification work reviewer;
- Defence of the qualification work at the meeting of the Examination Commission (EC) sub-commission.

### System of Rating (Weight) Points and Assessment Criteria

The Rating Score for the Quality of the Qualification Work ( $R_{\text{quality of qualification work}}$ ) takes into account:

#### Practical Focus of the Work

Maximum number of points ( $R_{\text{practical focus}}$ ) – 5.

Weight points consist of:

- Work completed at the request of an institution. The task (initial data) is approved by the customer of the research .....5;
- Work completed based on the interest of the department's educational process .....4;
- Work completed based on real initial data .....3;
- Work is purely academic in nature .....2.

### Justification of the Research Goal, Depth of Analysis of the Problem-Solving Status

Maximum number of points (**R** goal justification) – 5.

Weight points consist of:

- Research goal is relevant and convincingly justified. Analysis of the problem status is carried out using the latest domestic and foreign sources .....5;
- Research goal is relevant but insufficiently justified. Analysis of the problem status is carried out mainly using domestic sources without the use of periodical scientific and technical publications ... 4;
- Conditions for "5" and "4" points are partially met ..... 3;
- Research goal and objectives are not justified. Status analysis is carried out mainly using academic literature and outdated sources (more than 10 years) .....2.

### Justification of the Choice of Research Method

Maximum number of points (**R** choice of research method) – 5.

Weight points consist of:

- The choice of theoretical and experimental research methods is made based on the approaches of system analysis .....5;
- Several possible theoretical and experimental research methods are considered. The optimal method is chosen based on one of the criteria .....4;
- The choice of the research method is made based on a qualitative comparison of at least two options.....3;
- The choice of the research method is made without sufficient justification .....2.

### Depth of Theoretical Substantiation of the Research and Object Modeling

Maximum number of points (**R** theoretical substantiation of research) – 5.

Weight points consist of:

- The mathematical method for solving the research problems is justifiably chosen. Boundary and initial conditions are correctly defined. The modeling method is justifiably chosen. An analysis of the adequacy of the developed model is conducted .....5;
- The choice of the mathematical research method and the modeling method is correct, but without sufficient justification. The developed model is adequate to the research object. The main assumptions are correct, but the substantiation is insufficient .....4;
- The choice of the mathematical research method and the modeling method is not justified. Some assumptions are incorrect or not justified..... 3.

### Level of Computer Use (ECMs - Electronic Computing Machines)

Maximum number of points (**R** level of ECM use) – 5.

Weight points consist of:

- Development of application and system software using an object-oriented approach is carried out. Presence of a windowed dialogue interface in the development of application software (SW). The optimality of the developed SW is substantiated based on the most important criterion .....5;
- Development of programme systems for database design; interfaces and schemes for interaction of software tools; mathematical, linguistic, software, information, or organizational support is carried out. The choice of the programming system is justified ..... 4;
- Development of individual components of mathematical, linguistic, software, information, or organizational support for computer systems is carried out.....3.

### Level of Conducting a Full-Scale Experiment

Maximum number of points (**R** full-scale experiment) – 5.

Weight points consist of:

- An original methodology for the experiment is developed or an original experimental setup is created. The research is conducted at a modern technical and methodological level. A comparative analysis of theoretical and experimental results is carried out .....5;
- The choice of the experimental research method is sufficiently justified. The research is carried out at a modern technical and methodological level. An evaluation of the comparative analysis of theoretical and experimental results is carried out.....4;
- The ability to qualitatively perform full-scale experimental research is demonstrated. The results are analysed and conclusions are drawn .....3;
- A full-scale experiment was not conducted .....2.

### Scientific Novelty of the Work

Maximum number of points (**R** scientific novelty of the work) – 9.

Weight points consist of:

- Original ideas put forward personally by the master's student are used in the work (according to the supervisor's certificate). A deep analysis of scientific and technical results is conducted from the perspective of credibility, scientific, and practical value .....9;
- Research is carried out based on known approaches, but a final solution to the posed problem is obtained. An evaluation of the obtained results is conducted regarding the possibilities of their use in scientific and practical activities .....4-8;
- The ability to conduct scientific research under supervision and draw correct conclusions is demonstrated in the work .....1-3.

### Quality of Qualification Work Presentation

Maximum number of points (**R** work presentation) – 3.

Weight points consist of:

- Qualification work is written in Ukrainian (material is presented clearly, concisely, explicitly, the work's presentation fully complies with the requirements for R&D reports). Text material, all illustrations, and tables are prepared using an office suite like *MS Office* .....3;
- Material is presented clearly, concisely, but there are stylistic inaccuracies. The text is prepared using the *Word for Windows* editor. The presentation has minor deviations from DSTU requirements ....2;
- Unclear presentation of material, with grammatical errors. The presentation violates DSTU requirements .....1.

### Quality of Illustrative Material

Maximum number of points (**R** illustrative material) – 3.

Weight points consist of:

- Illustrative material fully and with high visual clarity reveals the main provisions of the work presented for defence. The material is prepared using modern graphic packages, adhering to DSTU requirements ..... 3;
- Illustrative material fully, but with insufficient visual clarity, reveals the main provisions of the work. The material is prepared using modern graphic packages with minor deviations from DSTU requirements .....2;
- Illustrative material incompletely and with insufficient visual clarity reveals the main provisions of the work. There are minor deviations from DSTU requirements .....1.

### Implementation of Work Materials

Maximum number of points (**R** implementation of work materials) – 5.

Weight points consist of:

- One of the following conditions is met: a patent of Ukraine for an invention, industrial design, utility model, or a positive decision has been received; the results of the work are

implemented or accepted for implementation under relevant acts; an article is published in a scientific journal; the results of the work are accepted for use in the educational process .....5;

– One of the following conditions is met: an application for a patent of Ukraine for an invention, industrial design, utility model, or an object of industrial property is submitted; "know-how" with a proposal is presented; a report is given at a scientific conference, and report abstracts are available; a certificate for a rationalization proposal is issued .....3-4;

– Scientific supervisor's recommendation for implementation or publication of results .....1-2.

### Grade of the Qualification Work Supervisor

Maximum number of points ( $R_{\text{supervisor's grade}}$ ) – 5.

### Grade of the Qualification Work Reviewer

Maximum number of points ( $R_{\text{reviewer's grade}}$ ) – 5.

**The Rating Score for the Quality of Qualification Work Defence** ( $R_{\text{qualification work defence}}$ ) is determined by the following criteria at the Examination Commission (EC) sub-commission:

#### **Goal of the work is fully achieved:**

The student demonstrated a high level of scientific training, the ability to creatively apply acquired knowledge to solve practical problems, and knowledge of the combat capabilities and technical characteristics of armament and military equipment in their specialty;

The student is able to use scientific methodology when developing a complex task and draw correct conclusions, and to substantiate their decisions using combat experience, military exercises, and combat training of troops, and the latest achievements of science and technology;

The student delivered the report fully justifiably, clearly, and concisely, answered theoretical questions and explained practical actions confidently and correctly, constructed their report logically, and defended their point of view with arguments;

The student possesses good methodological skills.....40;

#### **Goal of the work is not fully achieved:**

The student demonstrated not a very high level of scientific training, is not fully capable of creatively applying acquired knowledge to solve practical problems, and does not fully know the combat capabilities and technical characteristics of armament and military equipment in their specialty;

The student is not fully capable of using scientific methodology when developing a complex task and drawing correct conclusions, and to substantiate their decisions using combat experience, military exercises and combat training of troops, and the latest achievements of science and technology;

The student delivered the report incompletely justified, clearly, and concisely, answered all theoretical questions and explained practical actions hesitantly and incorrectly, did not construct their report entirely logically, and did not fully defend their point of view with arguments;

The student does not fully possess methodological skills.....20 – 39;

#### **Goal of the work is not fully achieved:**

The student demonstrated a weak level of scientific training, is weakly capable of creatively applying acquired knowledge to solve practical problems, and weakly knows the combat capabilities and technical characteristics of armament and military equipment in their specialty;

The student is weakly capable of using scientific methodology when developing a complex task and drawing correct conclusions, and to substantiate their decisions using combat experience, military exercises, and combat training of troops, and the latest achievements of science and technology;

The student delivered the report weakly justified, unclearly, and unconcisely, did not answer correctly all theoretical questions and weakly explained practical actions, did not construct their report logically, and did not defend their point of view with arguments;

The student weakly possesses methodological skills.....1 – 19.

### **Calculation of the Rating Score Scale (in points) for Qualification Work**

The Rating Grade (in points) for the Qualification Work (R) consists of:

$$\begin{aligned}
 R = & R_{\text{practical focus}} + R_{\text{goal justification}} + R_{\text{choice of research method}} + \\
 & R_{\text{theoretical substantiation of research}} + R_{\text{level of ECM use}} + R_{\text{full-scale experiment}} + R_{\text{scientific novelty of the work}} \\
 & + R_{\text{work presentation}} + R_{\text{illustrative material}} + R_{\text{implementation of work materials}} + R_{\text{supervisor's grade}} + \\
 & R_{\text{reviewer's grade}} + R_{\text{qualification work defense}} = (5+5+5+5+5+5+9+3+3+5+5+5)+40 = 100 \\
 & \text{points.}
 \end{aligned}$$

To determine the grade on the extended scale, the rating score (in points) for the qualification work (R) is converted according to Table 1.

### **Conditions for Admission to the Defence of Qualification Work**

A student is admitted to the defence of the qualification work if the rating score (in points) before the start of the defence (the sum of the rating score for the quality of the qualification work –  $R_{\text{quality of qualification work}}$ ) is not less than 21 points.

When developing the RSA for qualification work, the department uses (formulates) various assessment characteristics for the qualification work (relevance, novelty, originality of the obtained results, practical value, justification for the choice of research methods and object modeling, level of experimental work, approbation of the obtained results, quality of presentation of the explanatory note and graphic material, etc.) and their criteria, taking into account the specifics of training and the specialty (specialization).

3.23. The Comprehensive Examination in Physical Training is a means of objective control of the quality of higher education in physical training for higher education students, which includes checking physical and methodological readiness. The level of physical training is established through a comprehensive check of the content of education, formed professional skills and practical abilities, as well as the conformity of the training to the requirements of educational and professional programs at the relevant levels of higher military education.

The Comprehensive Examination in Physical Training includes:

Checking and assessing the physical readiness of higher education students (practical performance of exercises and standards for physical training);

Checking the methodological readiness of higher education students, which includes assessing knowledge of the theoretical foundations of physical training and the practical performance of a methodological task.

The Comprehensive Examination in Physical Training is the most objective method for determining the level of a student's assimilation of the content of education. It is conducted using control technology in the form of answers to an examination ticket, which contains theoretical questions on the basics of physical training, practical questions on the performance of a methodological task concerning organizational and command-methodological skills and abilities in conducting physical training, and the practical performance of exercises and standards for physical training.

The technology of the comprehensive examination in physical training includes the following technological stages:

Creating a system of theoretical questions, methodological tasks, and checking the general and special physical readiness of higher education students;

Constructing the examination ticket;

Conducting the examination;

Checking knowledge of the theoretical foundations of physical training and the practical execution of organizational and command-methodological skills and abilities in conducting physical training, as well as the performance of exercises and standards for physical training;

Assessing the level of physical and methodological readiness of higher education students in accordance with objective criteria.

**The rating score for the physical training examination** is calculated for the cadet taking into account gender, age group, and category of servicemen.

The check of cadets' physical readiness is carried out through the practical performance of control exercises and is assessed in a score equivalent in accordance with the Instruction on Physical Training within the Ministry of Defence of Ukraine system.

During the check of theoretical knowledge, each cadet answers one question. The check is conducted by oral or written questioning. Asking the examinees additional questions on the determined topic is permitted. The level of theoretical knowledge is assessed as:

"Excellent" – if the answer to the posed question is essentially correct and complete;

"Good" – if the answer to the posed question is essentially correct, but insufficiently complete or presented with immaterial errors in meaning;

"Satisfactory" – if the answer to the posed question is generally correct, but presented incompletely or with some essential errors;

"Unsatisfactory" – if the answer does not reveal the essence of the posed question.

The level of organizational and methodological skills and abilities of servicemen is checked over the course of one day prior to the performance of practical physical training standards. The quality of performing the organizational and methodological task, which includes practical actions for the organization and/or conduct of physical training, is assessed as:

"Excellent" – if the task is performed correctly and confidently;

"Good" – if the task is performed correctly, but not confidently enough;

"Satisfactory" – if the task is generally performed correctly, but hesitantly and with minor errors;

"Unsatisfactory" – if the task is not performed or performed hesitantly and with gross errors.

The grade for methodological readiness of servicemen is comprised of the grades received for the answer to the theoretical question and the performance of the methodological task, and is determined as:

"Excellent" – if both grades received are "excellent";

"Good" – if one grade received is "excellent" and the second is "good" or "satisfactory"; or both grades are "good";

"Satisfactory" – if one grade received is "good" and the second is "satisfactory"; or both grades are "satisfactory";

"Unsatisfactory" – if the conditions for a "satisfactory" grade are not met.

Hand-to-hand combat techniques are assessed as:

"Excellent" – if the serviceman managed to defend against the enemy's attack, and simultaneously: executed a counter-attack, performed a throw with a finishing strike, performed a painful or marked a choking technique, carried out effective escorting or "disabled the opponent";

"Good" – if the technique (action) is performed without stops, technically correct, but insufficiently fast;

"Satisfactory" – if the technique (action) is performed with a violation of fluidity and speed, a loss of balance during throws or falls is allowed, but the final goal is achieved;

"Unsatisfactory" – if the technique (action) is not performed, grossly distorted, or the serviceman failed to defend themselves and did not execute counter-attacking actions.

Success rate is calculated as follows:

1. First, the total score for the practical performance of control exercises is determined. (Table 1)

$$\sum_{i=1}^n (B_{KE} + B_{KE1} + B_{KE2} + B_{KEi})$$

where  $B_{KE}$  is the score for the control exercise;

$\sum_{i=1}^n$  is summation sign.

2. Next, the overall grade is calculated, taking into account theoretical knowledge, organizational and methodological skills and abilities. (Table 1)

$$O_{pt} = \sum_{i=1}^n B_{KE} + N_{MS}$$

where  $\sum_{i=1}^n B_{KE}$  is the sum of scores for the practical performance of control exercises;

$N_{MS}$  is the Grade for theoretical knowledge, organizational and methodological skills and abilities.

3. The overall grade for physical training for the credit semester consists of the grades for physical readiness (preparedness) and methodological preparedness, and is determined as:

"Excellent" – if the grade for physical readiness (preparedness) is "excellent" and the grade for methodological preparedness is no lower than "good";

"Good" – if the grade for physical readiness (preparedness) is "good" and the grade for methodological preparedness is no lower than "satisfactory";

"Satisfactory" – if the grade for physical readiness (preparedness) is "satisfactory" and the grade for methodological preparedness is no lower than "satisfactory";

"Unsatisfactory" – if the conditions for a "satisfactory" grade are not met.

Table 5

### Academic Performance Record for the Credit Semester

No.	Military Rank	Surname and Initials	Age Group	Category	Chest Number	Numbers (Name) of Control Exercises								Sum of Control Exercise Scores $\Sigma$	Physical Readiness Grade	Theoretical $N_{MS}$ Knowledge Grade	Organizational-Methodological $N_{MS}$ Skills and Abilities Grade	Physical Training Grade	Rank by Rating
						№ 1		№ 2		№ 3		№ 4							
						Result	$B_{KE}$ Score	Grade	Result	$B_{KE}$ Score	Grade	Result	$B_{KE}$ Score						

The cadet may receive encouragement additional points (from 0 to 10 points), the distribution of which is shown in Table 2. Additional points are added to the total score. The system for accruing encouragement additional points to the cadet is developed by the instructor in accordance with the specifics of the academic discipline. Additional points are applied only if the cadet has completed the entire programme for the current semester and has passed the final (semester) examination or credit test with a grade no lower than satisfactory.

Table 6

### System for Awarding Encouragement Additional Points

No.	Type of Cadet Activity	Encouragement Rating Points
11	Presentation at a scientific conference with a report	International – 10 pts; Local – 5 pts.
32	Active participation in the work of an academic club (circle)	5 pts.

43	Other types of cadet work aimed at improving the department's academic and material base	Up to 5 pts.
54	Achieving sports ranks	II Rank – 3 pts; I Rank – 5 pts; Candidate for Master of Sports (CMS) – 7 pts; Master of Sports (MS) – 10 pts.
65	Participation in competitions	City and Regional Championship – 2 pts; Championship of Higher Military Educational Institutions (HMEI) of the Ministry of Defence of Ukraine – 5 pts; Championship of the Armed Forces of Ukraine (AFU) – 5 pts; Championship of Ukraine – 5 pts.
66	Performance of the complex of control exercises with a total score exceeding the "Excellent" grade according to the Instruction on Physical Training (IPT)	Over 10% – 1 pt; Over 20% – 2 pts; Over 25% – 3 pts.
67	Completion of the training programme for the current semester	Average grade "Good" – 3 pts; Average grade "Excellent" – 5 pts.

**Correspondence (correlation) is a criterion for evaluating the overall rating score of the exam (test) in physical education, special physical training, the sum of points from four or five exercises to a 100-point score, taking into account the course of study, the category of cadets, and the score for methodological preparedness.**

Table 7

ASSESSMENT		Sum of Scores for 5 Exercises					Sum of Scores for 4 Exercises				
National Scale	Score (Rating)	1 course. II category	1 course I cat. 2 course II cat.	2 course I cat. 3 course II cat.	3 course I cat. 4 course II cat.	4 course I cat.	1 course. II category	1 course I cat. 2 course II cat.	2 course I cat. 3 course II cat.	3 course I cat. 4 course II cat.	4 course I cat.
1	2	3	4	5	6	7	8	9	10	11	12
<b>excellent</b>	100	440	465	490	515	540	365	385	400	425	440
	99	435	460	485	510	535	360	380	395	420	435
	98	430	455	480	505	530	355	375	390	415	430
	97	425	450	475	500	525	350	370	385	410	425
	96	420	445	470	495	520	345	365	380	405	420
	95	415	440	465	490	515	340	360	375	400	415
	94	410	435	460	485	510	335	355	370	395	410
93	405	430	455	480	505	330	350	365	390	405	

ASSESSMENT		Sum of Scores for 5 Exercises					Sum of Scores for 4 Exercises				
National Scale	Score (Rating)	1 course. II category	1 course I cat. 2 course II cat.	2 course I cat. 3 course II cat.	3 course I cat. 4 course II cat.	4 course I cat.	1 course. II category	1 course I cat. 2 course II cat.	2 course I cat. 3 course II cat.	3 course I cat. 4 course II cat.	4 course I cat.
		3	4	5	6	7	8	9	10	11	12
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	92	400	425	450	475	500	325	345	360	385	400
	91	395	420	445	470	495	320	340	355	380	395
	90	390	415	440	465	490	310	330	350	370	390
<b>very good</b>	89	388	413	438	463	488	308	328	348	368	388
	88	386	411	436	461	486	306	326	346	366	386
	87	384	409	434	459	484	304	324	344	364	384
	86	382	407	432	457	482	302	322	342	362	382
	85	380	405	430	455	480	301	320	340	360	380
	84	378	403	428	453	478	300	319	339	359	379
	83	376	401	426	451	476	299	318	338	358	378
	82	374	399	424	449	474	298	317	337	357	377
	81	372	397	422	447	472	297	316	336	356	376
80	370	395	420	445	470	296	315	335	355	375	
<b>good</b>	79	369	394	419	444	469	295	314	334	354	374
	78	368	393	418	443	468	294	313	333	353	373
	77	367	392	417	442	467	293	312	332	352	372
	76	366	391	416	441	466	292	311	331	351	371
	75	365	390	415	440	465	291	310	330	350	370
	74	364	389	414	439	464	290	309	329	349	369
	73	363	388	413	438	463	289	308	328	348	368
	72	362	387	412	437	462	288	307	327	347	367
	71	361	386	411	436	461	287	306	326	346	366
	70	360	385	410	435	460	286	305	325	345	365
	69	359	384	409	434	459	284	304	324	344	364
	68	358	383	408	433	458	283	303	323	343	363
	67	357	382	407	432	457	282	302	322	342	362
66	356	381	406	431	456	281	301	321	341	361	
65	355	380	405	430	455	280	300	320	340	360	
<b>satisfactory</b>	64	352	377	402	427	452	278	298	318	338	358
	63	349	374	399	424	449	276	296	316	336	356
	62	347	372	397	422	447	274	294	314	334	354
	60	345	370	395	420	445	272	292	312	332	352
	59	343	368	393	418	443	270	290	310	330	350
	58	341	366	391	416	441	268	288	308	328	348
	57	339	364	389	414	439	267	287	307	327	347
	56	337	362	387	412	437	266	286	306	326	346
55	335	360	385	410	435	265	285	305	325	345	
<b>sufficient</b>	54	333	358	383	408	433	264	284	304	324	344
	53	331	356	381	406	431	263	283	303	323	343
	52	329	354	379	404	429	262	282	302	322	342
	51	327	352	377	402	427	261	281	301	321	341
	50	325	350	375	400	425	260	280	300	320	340
<b>unsatisfactory</b>	49	Grade for physical readiness on the national scale is "Excellent", but methodological readiness is "Unsatisfactory"									
	48	Grade for physical readiness on the national scale is "Very Good", but methodological readiness is "Unsatisfactory"									
	47	Grade for physical readiness on the national scale is "Good", but methodological readiness is "Unsatisfactory"									
	46	Grade for physical readiness on the national scale is "Satisfactory", but methodological readiness is "Unsatisfactory"									
	45	Grade for physical readiness on the national scale is "Sufficient", but methodological readiness is "Unsatisfactory"									
	44	Methodological readiness is "Excellent", but physical readiness is "Unsatisfactory"									

ASSESSMENT		Sum of Scores for 5 Exercises					Sum of Scores for 4 Exercises				
National Scale	Score (Rating)	1 course. II category	1 course I cat. 2 course II cat.	2 course I cat. 3 course II cat.	3 course I cat. 4 course II cat.	4 course I cat.	1 course. II category	1 course I cat. 2 course II cat.	2 course I cat. 3 course II cat.	3 course I cat. 4 course II cat.	4 course I cat.
		3	4	5	6	7	8	9	10	11	12
1	2										
	43	Methodological readiness is "Very Good", but physical readiness is "Unsatisfactory"									
	42	Methodological readiness is "Good", but physical readiness is "Unsatisfactory"									
	41	Methodological readiness is "Satisfactory", but physical readiness is "Unsatisfactory"									
	40	Methodological readiness is "Sufficient", but physical readiness is "Unsatisfactory"									
	39	256	275	294	314	334	205	220	236	251	264
	38	233	250	267	286	303	186	200	214	228	240
	37	210	225	250	257	273	168	180	193	205	216
	36	186	200	223	229	242	149	160	171	182	193
	35	162	175	187	200	212	130	140	150	160	170
	34	160	165	175	190	200	125	135	145	155	165
	33	155	160	170	185	195	120	130	140	150	160
	32	150	155	165	180	190	115	125	135	145	155
	31	145	150	160	175	185	110	120	130	140	150
	30	140	145	155	170	180	105	115	125	135	145
	29	135	140	150	165	175	100	110	120	130	140
	28	130	135	145	160	170	95	105	115	125	135
	27	125	130	140	155	165	90	100	110	120	130
	26	120	125	135	150	160	85	95	105	115	125
	25	115	120	130	145	155	80	90	100	110	120
	24	110	115	125	140	150	75	85	95	105	115
	23	105	110	120	135	145	70	80	90	100	110
	22	100	105	115	130	140	65	75	85	95	105
	21	95	100	110	125	135	60	70	80	90	100
	20	90	95	105	120	130	55	65	75	85	95
	19	85	90	100	115	125	50	60	70	80	90
	18	80	85	95	110	120	45	55	65	75	85
	17	75	80	90	105	115	40	50	60	70	80
	16	70	75	85	100	110	35	45	55	65	75
	15	65	70	80	95	105	30	40	50	60	70
	14	60	65	75	90	100	25	35	45	55	65
	13	55	60	70	85	95	20	30	40	50	60
	12	50	55	65	80	90	15	25	35	45	55
	11	45	50	60	75	85	12	20	30	40	50
	10	40	45	50	70	80	10	15	25	35	45
	9	35	40	45	65	70	9	10	20	30	40
	8	30	35	40	60	60	8	8	15	25	35
	7	25	30	35	50	50	7	7	10	20	30
	6	20	25	30	40	40	6	6	8	15	25
	5	15	20	25	30	30	5	5	6	10	20
	4	10	15	20	20	20	4	4	4	5	15
	3	5	10	10	10	10	3	3	3	3	10
	2	3	5	5	5	5	2	2	2	2	5
	1	1	1	1	1	1	1	1	1	1	1

The assessment of overall physical readiness (preparedness), taking into account methodological readiness, is determined according to Table 8.

Table 8

Physical Readiness Score	Methodological Readiness Grade	Correction to the Overall Score	Overall Physical Readiness Score
90-100	5	5	Overall score not exceeding 100
	4	-5	Overall score not less than 90
	3		89
	2		49
80-89	5	5	Overall score not exceeding 89
	4	-5	Overall score taking into account the correction
	3	-15	Overall score taking into account the correction
	2		48
65-79	5	10	Overall score not exceeding 84
	4	5	Overall score not exceeding 79
	3	-10	Overall score not less than 65
	2		47
50-64	5	10	Overall score not exceeding 64
	4	5	Overall score taking into account the correction
	3	0	Overall score taking into account the correction
	2		46 (for scores 55-64) 45(for scores 50-54)

For determining the grade on the extended scale, the rating score (in points) for the comprehensive examination in physical training (**R**) is converted according to Table 1.

**3.18. The Examination in a Foreign Language (Language Testing)** is a means of objective quality control of higher education for assessing the level of formation of speech skills and abilities in the main types of communicative activities (listening, speaking, reading, writing). It ensures the verification of the level of mastery of the educational material taught by the Department of Foreign Languages.

The Examination in a Foreign Language (Language Testing) consists of four subtests corresponding to the main types of communicative activities, conducted in the following sequence: Listening, Speaking, Reading, Writing. All subtests are conducted within one day.

The language material of the subtests corresponds to the standardized language proficiency level SPL 2 (Functional) in accordance with the Military Standard (MST) 003.001:2024(01) "Linguistic Support. Language Proficiency Levels" (NATO standard STANAG 6001 Language Proficiency Levels. Edition 5 / ATrainP-5 Language Proficiency Levels Edition A).

The set of test tasks for conducting the Examination in a Foreign Language (Language Testing) includes:

- Test booklets for the Reading, Listening, and Writing subtests;
- Groups of questions for the Speaking subtest;
- Answer sheets for Reading and Listening;
- Scoring cards for Writing and Speaking answers;
- Answer keys for Reading and Listening, used during the checking of answers;
- Audio recording on an electronic data carrier.
- Testing using computer programs is permitted.
- The content of the test materials is strictly confidential.

**The Rating Grade for the Foreign Language Examination (R)** has four components: First component characterizes the determined level of development of students' skills and abilities in Listening (**R<sub>listening</sub>**), second component characterizes the determined level of development of students' skills and abilities in Speaking (**R<sub>speaking</sub>**), third component characterizes the determined level of development of students' skills and abilities in Reading (**R<sub>reading</sub>**), fourth component characterizes the determined level of development of students' skills and abilities in Writing (**R<sub>writing</sub>**).

The Rating Grade for the Foreign Language Examination (**R**) is determined as the sum of the rating scores for the check and assessment of listening (**R<sub>listening</sub>**), speaking (**R<sub>speaking</sub>**), reading (**R<sub>reading</sub>**), and writing (**R<sub>writing</sub>**).

$$\mathbf{R} = \mathbf{R}_{\text{listening}} + \mathbf{R}_{\text{speaking}} + \mathbf{R}_{\text{reading}} + \mathbf{R}_{\text{writing}}.$$

The RSA for students' academic performance in the foreign language examination is as follows:

Table 9

***Distribution of Foreign Language Examination Scores***

Distribution of Comprehensive Examination Scores for a Foreign Language				Total
Check and Assessment				
Reading	Listening	Writing	Speaking	100
25	25	25	25	

**System of Rating (Weight) Scores and Assessment Criteria**

The system of rating (weight) scores and assessment criteria takes into account the characteristics of SPL 2 (Functional) foreign language proficiency.

**When determining the rating (weight) scores and assessment criteria for Listening (R<sub>listening</sub>),** the following characteristics are taken into account:

The level of perception is sufficient for understanding conversations on everyday, social, and work topics.

Can clearly understand a native speaker who is not accustomed to talking to non-native speakers, during direct communication, and provided they use standard, normal-speed speech with a small number of repetitions and paraphrases.

Can understand statements on diverse but clearly defined topics, such as personal and family news, social matters of a personal and general nature, everyday work issues that include descriptions of people, places, or things, as well as narratives about current, past, and future events.

Can follow the main points of a discussion or conversation on topics within their own professional field.

May not distinguish different stylistic levels, but distinguishes means of connection and organization of more complex speech.

Can follow a paragraph-length conversation, even if it is significantly detailed.

Rarely understands words and phrases heard in unfavourable conditions (e.g., via a loudspeaker on the street or in a situation of heightened emotional tension).

Can, as a rule, only understand the general meaning of spoken language from mass media or native speakers in situations that require understanding of specialized or complex vocabulary.

Can understand the factual content of the statement.

Can understand facts, but not the nuances of the language.

The grading scale for Listening responses is determined taking into account the characteristics of the levels.

**When determining the rating (weight) scores and assessment criteria for Speaking (R<sub>speaking</sub>),** the following characteristics are taken into account:

Can communicate in everyday social and work situations. In these situations, the speaker can describe people, places, and things; narrate present, past, and future events at the level of a complete but simple paragraph; state facts; compare and contrast; give direct instructions and directions; ask and answer predictable questions.

Can confidently conduct a conversation on most common everyday topics, such as work, family, personal information and interests, travel, and current events.

Can frequently converse in everyday communicative situations to meet minimal personal and practical needs, for example, can give complex detailed and extended directions, as well as make unplanned changes to a travel route and amend arrangements.

Can converse with native speakers who are not accustomed to communicating with non-native speakers, although the former may need to adapt to some limitations.

Can combine sentences into a paragraph-length utterance.

Can usually correctly use simple constructions and basic grammatical connections, but at the same time avoids complex constructions or does not always use them correctly.

Can correctly use vocabulary in widely used expressions, but sometimes inappropriately or unsuitably to the situation.

Errors in pronunciation, vocabulary, and grammar may sometimes distort the meaning. Generally, the speaker talks appropriately to the situation, but knowledge of conversational language is not always assured.

**When determining the rating (weight) scores and assessment criteria for Reading (R<sub>reading</sub>),** the following characteristics are taken into account:

Can read simple authentic literature on familiar topics.

Can read unambiguous, accurate, fact-based texts that may contain descriptions of people, places, and things, as well as narratives about present, past, and future events. Text topics include news that describes frequently repeated events and simple biographical information, public announcements, standard business letters, and simple technical literature intended for a wide audience.

Can read uncomplicated authentic prose on familiar topics, which is usually presented in a predictable sequence that helps the reader understand the text.

Can identify and understand the gist and details of a text belonging to literature intended for a wide audience, and can answer factual questions about the texts.

Cannot directly infer from the text or understand linguistic nuances.

Can easily read prose that uses typical constructions. Although the active vocabulary may be small, the reader can use information provided by the context and previously acquired knowledge of the world to understand the text. They may do this quite slowly and misunderstand some information.

Can summarize, select information, and find specific information in more complex texts related to their own professional field, but not always consistently and reliably.

**When determining the rating (weight) scores and assessment criteria for Writing (R<sub>writing</sub>),** the rating (weight) scores for writing are assessed according to the following three criteria:

Content and Completeness of the Answer, Vocabulary Volume:

Grammatical Correctness (correct sentence structure; use of correct forms of parts of speech; spelling);

Style, Organization, and Coherence (correspondence of the chosen style to the task, logical sequence and integrity of the work, structural design of the work (e.g., date, salutation, forms of greeting and farewell).

Level Characteristics:

Can conduct personal and routine work correspondence and write corresponding documents, such as memos, short reports, and private letters on everyday topics.

Can state facts; give instructions; describe people, places, and things; can narrate current, past, and future events in the form of complete, but simple paragraphs.

Can combine sentences into a coherent text. Paragraphs are contrasted and combined using appropriate connectives in reports and correspondence.

Can express thoughts in approximate correspondence to the main theses or in the form of a direct sequence of events. However, the connections between different thoughts may not be entirely clear, and transitions from one thought to another may be insufficiently organic.

The writing can be understood by a native speaker unaccustomed to texts written by non-native speakers.

Can usually correctly use simple grammatical constructions, but, at the same time, uses more complex constructions incorrectly or avoids them.

Can use common vocabulary; some more complex words are replaced by simpler ones or an explanation is provided.

Errors in grammar, vocabulary, spelling, and punctuation may sometimes distort the meaning. The individual writes appropriately to the situation, but is not always confident.

For determining the grade on the extended scale, the rating score (in points) for the foreign language examination (R) is converted according to Table 1.

#### **4. DETERMINATION AND PUBLICATION OF THE STUDENTS' OVERALL RATING**

4.1. Monitoring the quality of the educational activities of students at the Academy is carried out by conducting annual rating assessments of students' academic work based on the results of work completed during the reporting academic year.

4.2. The rating of students in a study group (course) is a comprehensive indicator of their quality of learning, which determines not only the quality of acquired knowledge and skills in individual educational components but also their activity, creativity, and independence in acquiring knowledge at a certain stage.

The results of the rating assessment of students in a study group (course) are reviewed at a meeting of the Faculty Academic Council and are published in the cadet subdivisions.

## **5. FINAL REGULATIONS**

5.1. These Regulations are approved by the Academic Council of the Academy and is put into effect by the Order of the Commandant of the Academy.

5.2. Changes and additions to the Regulations are reviewed and approved by the Academic Council of the Academy and are put into effect by the Order of the Commandant of the Academy.

**MILITARY ACADEMY (Odesa)**

Faculty for Training of Specialists  
of the Air Assault Forces and Naval Infantry

APPROVED

Commandant of the Academy

“ \_\_\_ ” \_\_\_\_\_ 20 \_\_ year

**INDIVIDUAL SCHEDULE FOR TAKING EXAMINATIONS**

(DIFFERENTIATED CREDIT TESTS)

by Cadet PROKOPCHUK O.S.

Course of Study 3rd course Study Group 183

5th semester 20 \_\_ - 20 \_\_ Academic Year

No.	Name of Academic Discipline	Form of Semester Control	Date, Time, and Location	Instructor's Surname
1	Tactics of Air Assault Forces Units	Examination	20.06.20__ at 11:00 – 12:00, Aud. 120	Col. Klymenko V.
2	Physical Education and Special Physical Training	Differentiated Credit Test	23.06.20__ at 11:00 – 12:00, Sports Base VM No. 17	Lt. Col. Polozenko D.

*The basis for drawing up an Individual Schedule for taking examinations (credit tests) is the cadet's report (or extramural cadet's report) via the chain of command, which specifies the reason, the form of final (semester) control for the academic discipline, the date and location of the examination, and the instructor's surname. The report is agreed upon with the instructor who is conducting the examination or credit test.*

*A copy of the Individual Schedule for taking examinations (credit tests) is provided to the Educational Department and the Department (Instructor). An academic performance sheet is prepared for the event. In the event the cadet (or extramural cadet) receives an "Unsatisfactory" grade, an Individual Retake Schedule for examinations (credit tests) is drawn up.*

Familiarized:

Cadet Prokopchuk O.S.

“ \_\_\_ ” \_\_\_\_\_ 20 \_\_ year

AGREED UPON

Deputy Commandant of the Academy  
for Academic Affairs

Colonel \_\_\_\_\_

“ \_\_\_ ” \_\_\_\_\_ 20 \_\_ year

Head of the Faculty

Colonel \_\_\_\_\_

“ \_\_\_ ” \_\_\_\_\_ 20 \_\_ year