Land Forces

Faculty Development Course

Military Institute of Taras Shevchenko National University of Kyiv

(based on NATO best practices and NATO Strategic Commands Joint Directive «EDUCATION AND INDIVIDUAL TRAINING (E&ITD) 075-007»)

(pilot version)

CONTENT

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Faculty Development Course, Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices)

Welcoming speech by the Commander of the Land Forces of the Armed Forces of Ukraine

In the conditions of repelling the full-scale armed aggression of russia, one of the most important tasks of the Land Forces of the Armed Forces of Ukraine has become the generation of capabilities. In this real war, it is the Land Forces that bear the main burden and require an extremely large number of trained servicemen. We must train specialists in a very wide range of specialties, many of which appeared specifically during this war. For Victory, to save the lives of our servicemen, we must provide them with the best modern training. Every soldier, sergeant and officer must learn to use the most modern models of weapons and military equipment, be able to apply modern processes of military decision-making and operational planning according to NATO standards, be a true leader who leads his subordinates not only by the force of order, but also by personal example, personal culture, real authority and trust of subordinates.

In wartime, we do not have the luxury of spending a lot of time on such training, and therefore the importance of its effective use almost comes to the fore.

The key figures in the intensive training of military personnel are teachers, instructors, and mentors. The formation of modern skills of military personnel depends on their professional level. That is why the Command of the Land Forces of the Armed Forces of Ukraine welcomes and supports the initiative of the Military Institute of the Taras Shevchenko National University of Kyiv to devise faculty development course according to NATO standards.

The implementation of this pilot project will be an important step in spreading the experience of training faculty to all military education institutions of the Land Forces of the Armed Forces of Ukraine.

I am convinced that the course participants, together with the developers and teachers who conduct it, will make every effort to ensure that the Land Forces and the Armed Forces of Ukraine as a whole receive a modern educational product. This course will become the basis of a renewed process of training specialists capable of developing and implementing effective programmes for our soldiers and will make another powerful contribution of educators to the Victory over the aggressor.

Lieutenant General Oleksandr PAVLYUK,
Commander of the Land Forces of
the Armed Forces of Ukraine

Faculty Development Course, Military Institute of Taras Shevchenko
National University of Kyiv (based on NATO best practices)

PILOT VERSION

Welcome speech by the Commandant of the Military Institute of Taras Shevchenko National University of Kyiv

Creating a faculty development course of the Military Institute of the Taras Shevchenko National University of Kyiv (based on NATO best practices and the Joint Directive of the Strategic Commands "Education and Individual Training (E&ITD) 075-007" is our initiative, our response to today's challenges, one of the important tasks outlined by the Concept of Transformation of the Military Education System according to NATO standards.

This is a joint work of the Military Institute staff, aimed primarily at the development of our faculty. At the same time, we are ready to organize and conduct relevant trainings for colleagues from other military institutions and military educational institutions of partner countries.

I express my sincere gratitude to the DEEP Programme and our partners for their many years of cooperation and support, thanks to which we are able to prepare and implement high-quality products, ensuring the transformation of the military education system. With you, it is truly changing, improving, and aligning with the best practices of NATO countries.

Colonel Oleksiy SIROSHTAN
Commandant of the Military Institute of
Taras Shevchenko National University of Kyiv

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Faculty Development Course, Military Institute of Taras Shevchenko
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Welcome speech by the Director of the Military Education and Science Department of the Ministry of Defence of Ukraine

The modern system of military education is gradually being updated and transitioning to a new Path, focused on Euro-Atlantic principles and active approaches. Faculty training according to the new Model is a requirement of the time and an important component of this transition.

The development of the «Faculty Development Course of the Military Institute of the Taras Shevchenko National University of Kyiv (based on the best practices of NATO and the Joint Directive of the Strategic Commands «Education and Individual Training (E3HTD) 075-007»» is evidence that our military educational institutions understand and realize the vector of development and the need for change. The very fact of the development of the Course, its structure and content, the depth of the study of new and relevant issues of education according to NATO standards indicate that the Military Institute of the Taras Shevchenko National University of Kyiv is becoming a leader in the modernization of military education in Ukraine.

The developed course is a successful result of our cooperation under the DEEP Programme, the successful implementation of one of its directions - the training of master instructors. It is worth noting the extreme relevance of the declared course programme, primarily for military educational institutions and for the Armed Forces of Ukraine in general.

The leadership of the Department of Military Education and Science of Ukraine of the Ministry of Defence of Ukraine welcomes and is ready to support the timely initiative of the staff of the Military Institute of Taras Shevchenko National University of Kyiv. We are convinced that the course will be successful and will temper not only specialists of the Military Institute, but also representatives of other military educational institutions of the country.

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

Faculty Development Course, Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices)

PILOT VERSION

Welcome speech by the Director of NATO DEFENCE EDUCATION ENHANCEMENT PROGRAMME

Today I have a great opportunity to recommend to all interested parties the real result of many years of cooperation between the NATO DEEP Programme and the military educational institutions of Ukraine. This cooperation began several years ago. One of the most important, and apparently the most successful projects was the training of master instructors and the faculty development programme of Ukrainian military universities. Today we have a product developed by Ukrainian specialists, active participants in the DEEP Programmes, in full accordance with the practices, approaches and techniques adopted in NATO countries.

The creation of such a course is of particular importance because countering a full-scale russian invasion requires a significant increase in the capabilities of the Ukrainian military education system, high-quality and at the same time rapid training of a large number of specialists in various fields and levels. This task is impossible without professional faculty members, mentors and instructors who possess modern techniques and teaching methods. In addition, Ukraine has undertaken to implement NATO standards, a systematic approach to education and training adopted in NATO countries, active learning methods and other NATO best practices in the military education system, which are briefly outlined in the Joint Directive of NATO Strategic Commands «Education and Individual Training (E5ITD) 075-007».

On behalf of the coordinators of the NATO DEEP Programme and on my own behalf, I would like to congratulate and support the initiative of the leadership and faculty of the Military Institute of the Taras Shevchenko National University of Kyiv, and assure them of further support for the development and promotion of this and other courses that will contribute to the transformation of the military education system of Ukraine based on NATO best practices and standards.

Mariusz SOLIS
Director of NATO DEEP Programme

Developers of the Faculty Development Course (hereinafter referred to as the Course)

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Faculty Development Course, Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices)

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Prerequisites for the Course implementation and compliance with NATO requirements

The implementation of Ukraine's strategic course towards full membership in the European Union and the North Atlantic Treaty Organization requires achieving sufficient interoperability of the Armed Forces and other components of the defence forces with the relevant structures of NATO member states in the shortest possible time.

In the context of ensuring the readiness of the Ukrainian Defence Forces to repel armed aggression, achieving a high level of operational interoperability, interagency cooperation, and coordination of the actions of the Armed Forces and other components of the defence forces during the planning and conduct of joint operations at the level of joint staffs according to NATO standards and procedures, the application of new approaches to the formation of the structure and content of the military education system is of particular relevance.

The Concept for the Transformation of the Military Education System, approved by the resolution of the Cabinet of Ministers of Ukraine dated December 30, 2022 No. 1490, states that one of the factors that hinder the effective functioning of the military education system is the insufficient level of training of scientific and pedagogical (pedagogical) employees and instructors of higher military educational institutions, military training units of higher education institutions, institutions of professional pre-higher military education and training units (centers).

In order to eliminate the above-mentioned deterrent factor, the List of tasks and measures for the implementation of the Concept of Transformation of the Military Education System provides for the following:
· introduction of the NATO standard "Education and Individual Training (E&ITD) 075-007" into the educational activities of military educational institutions;
· development and approval of curricula for advanced training courses for scientific and pedagogical (pedagogical) employees and instructors of professional military education courses;
· launching advanced training courses for scientific and pedagogical (pedagogical) workers according to updated plans and programmes.

Therefore, the development and implementation of faculty development course of the Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices and NATO Strategic Commands Joint Directive "Education and Individual Training (E&ITD) 075-007") aimed at fulfilling the tasks of transforming military education in Ukraine.

Faculty Development Course, Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices)

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General Course Objective

The goal of the Course is to develop in its participants competencies in planning, organizing and ensuring the quality of educational activities in compliance with the requirements of the NATO standard «Education and Individual Training (E&ITD) 075-007» (hereinafter - Directive (E&ITD) 075-007), in particular, conducting classes using the best educational practices of NATO countries, modern methods and principles of learning, as well as objectively assessing the learning outcomes of cadets and the programme as a whole.

Target audience

The course is intended for scientific and pedagogical employees (mentors, instructors) of the Military Institute of Taras Shevchenko National University of Kyiv, who plan, organize and conduct educational activities. In the future, it is possible to scale the course for scientific and pedagogical employees (mentors, instructors) of other military educational institutions of Ukraine and partner countries.

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Faculty Development Course, Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices)

Programme learning outcomes

After completing the Course, participants will be able to:

· apply the basic principles and approaches of adult learning when organizing and implementing the educational process;

· analyze educational and professional standards, educational and professional programmes of higher education, programmes of professional military education courses and advanced training to develop high-quality educational components in one's own pedagogical practice;

· formulate learning goals, develop lesson plans and schedules, and select teaching materials for classes in compliance with the requirements of Directive (E&ITD) 075-007;

· create a student-centered educational environment involving cadets/students in active participation in the educational process;

· plan, prepare for and conduct training classes using NATO best practices, including active learning approaches.

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Course Description

Course duration – 90 hours, 3 ECTS credits.
Frequency – annually (before the commencement of the academic year).
Information about the Course and its description is posted on the official page of the Military Institute of Taras Shevchenko National University of Kyiv.

The selection of Course participants takes place in advance, no later than a month before its start.

A week before the commencement of the Course, a Google Classroom (or other knowledge management platform) is created, which contains all Course materials. Access to them is provided to Course participants no later than three days before the first class.

The course consists of a series of intensive training classes and concludes with demonstration classes prepared and conducted by the participants with the support of the instructor.
Each training has three main parts:
1) an interactive lecture in which participants and the teacher discuss theoretical and practical approaches to completing a practical task;
2) a group lesson in which students consider (work out) the procedure for completing a practical task using a real example;
3) a practical lesson in which students independently complete a practical task using the examples of documents that the department processes;

On the first day of the Course, students are assigned to develop a demonstration lesson on the methodology according to the list given in Appendix P of the Directive (E&ITD) 075-007. Each student has a mentor assigned. Demonstration lessons are held according to the schedule at the end of the Course.

The demonstration class consists of two parts: a presentation of the class methodology and a question-and-answer class regarding this class and the Course in general. Course participants who receive 24 points for the demonstration class and 60 points or more for the course receive a certificate of successful completion of the Course.

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National University of Kyiv (based on NATO best practices)

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Prerequisites for the Course completion

The Course is open to scientific and pedagogical workers (mentors, instructors) of the Military Institute of Taras Shevchenko National University of Kyiv who have experience in planning, organizing and conducting educational activities.

Teachers who are just starting their teaching career are admitted to the Course by decision of the head of the department (head of the unit) after familiarization with the processes of planning, organizing, and conducting educational activities at the Military Institute.

Before the commencement of the Course, all participants should be familiar with the basic provisions of the following documents:
· Directives (E&ITD) 075-007;
· Concepts for transforming the military education system;
· List of tasks and measures for the implementation of the Concept of Transformation of the Military Education System (in the part that concerns the Higher Military Educational Institutions of the Ministry of Defence of Ukraine);
· The standard of higher education of the specialty for which the department graduates its specialists (has the main workload);
· Educational and professional programme of the specialty for which the department graduates its specialists (has the main workload);
· The work programme of the academic discipline (educational component), which ensures the implementation of the corresponding standard of higher education, as well as educational and professional programme.

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Sources used in the Course development

Constitution of Ukraine;
Law of Ukraine "On National Security of Ukraine";
Law of Ukraine "On Education";
Law of Ukraine "On Higher Education";
Directive of NATO Strategic Commands "Education and Individual Training (E&ITD) 075-007";
The concept of transformation of the military education system;
List of tasks and measures for the implementation of the Concept of Transformation of the Military Education System (in the part that concerns the Higher Military Educational Institutions of the Ministry of Defence of Ukraine);
higher education standards;
professional standards;
educational and professional programmes;
working programmes of academic disciplines.

Teaching methods

The types of training classes of the Course are interactive lectures, group and practical classes under the guidance of a teacher, as well as individual work (completion of individual tasks) of the Course participants with teacher's consultation (under the guidance of the teacher). The methodology of conducting classes focuses on active learning methods and purposeful individual work of the Course participants.

At the beginning of the Course, an introductory lecture is held, which aims to provide information about the role of the Course in the professional activities of its participants, the principles of organizing work with materials, recommended sources, the reporting procedure, and the system for assessing the level of achievement of programme learning outcomes.

Each skill is formed, as a rule, through a consistent set of group and practical classes (trainings) on mastering teaching methods, a practical class on individual (collective) performance of the assigned task, and a practical class on presenting and defending the results obtained.

To prepare for group and practical classes, Course participants are provided with advance access to the necessary materials and appropriate instructions for their study.

During the group class, the teacher explains the basic principles, the methodology for completing practical tasks, and the procedure for assessing learning outcomes. There is a discussion of questions that arise among the Course participants.

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During the practical class, Course participants independently, under the supervision and consultation of the instructor, apply the task completion methods learned in previous classes, the conditions of which are explained to the participants at the beginning of the class.

As a rule, during practical classes, Course participants work on the basis of documents of the unit they represent. During classes No. 21-27, one of the participants acts as the class leader, the others as cadets (students).

Assessment of the degree of achievement of programme learning outcomes is carried out during practical classes.

Individual work (completion of individual tasks) is aimed at preparing and conducting demonstration classes (the teacher offers specific tasks and recommends materials for their implementation).

The Google Class platform is used to support the educational process. All planning, educational, working, reference, reporting, and other materials must be uploaded to the appropriate virtual classroom with access for participants in the educational process.

Typical Course Schedule and Topics

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 WEEK					
	Course Opening	*Reflection*	*Reflection*	*Reflection*	*Reflection*
1-2 hrs.	1. IL. Introductory lesson. Introduction to the Course programme	4. GC. System of quality assurance of military education at the Military Institute of the National University of Kyiv	7. GC. Main forms of documents of the educational process (taking into account the requirements of the Directive (E&ITD 075-007)	10. GC. Modern teaching methods	113. GC. Bloom's Taxonomy, Backward design
BREAK					
3-4 hrs.	2. GC. Adult learning, student-centered and active learning	5. GC. Implementation of the provisions of the NATO Directive (E&ITD) 075-007 in the educational process of the Military Institute of the National University of Kyiv	8. GC. NATO's Systemic Approach to Education and Training: From Requirements to Solutions. ADDIE	11. GC. Initial data for formulating programme learning outcomes of educational programmes	14. GC. Methodological approach to formulating the objectives of educational components (subjects, modules, topics)
BREAK					
5-6 hrs.	3. PC. Using modern platforms and programmes to support the educational process	6. GC. Modern approaches to the formation of the educational environment, cadet-teacher relationships, assessment of cadets' results and achievements	9. IL. NATO's Systemic Approach to Education and Training: Analysis Phase	12. GC. NATO's Systemic Approach to Education and Training: Design Phase	15. PC. Formulation of the objectives of the department's academic discipline
BREAK					
7-9 hrs.	Individual work. Collecting information about active forms of learning	Individual work. Preparation for demonstration classes	Individual work. Analysis of the standard of higher education and professional standard in the specialty of the department	Individual work. Analysis of the programme learning outcomes of the educational and professional programmes of the departments	Individual work. Formulation of educational objectives of the department's academic discipline
2 WEEK					
	Reflection	*Reflection*	*Reflection*	*Reflection*	*Reflection*
1-2 hrs.	16. PC. Presentation of clarified objectives of academic disciplines	19. PC. Presentation of revised plans and schedules for studying academic disciplines	22. PC. Conducting classes using the behavior modeling method	25. PC. Conducting a class using the discussion method under the guidance of a teacher	28. GC. NATO's Systemic Approach to Education and Training: Evaluation Phase
BREAK					
3-4 hrs.	17. GC. NATO's Systemic Approach to Education and Training: Development Phase. Modern Methods of Instruction and Assessment	20. GC. NATO's Systemic Approach to Education and Training: Implementation Phase	23. PC. Conducting classes using the demonstration method and carrying out activities	26. PC. Methodology for organizing and conducting an interactive lecture	29. PC. Analysis of results and review of programmes
BREAK					
5-6 hrs.	18. PC. Methodological approach to developing a plan-schedule for studying an academic discipline	21. PC. Methodology for organizing and presenting a case study	24. PC. Methodology for organizing and conducting an educational game	27. PC. Conducting a lesson using the method of learning by finding a solution to the problem (small group - work in a syndicate)	30. PC. Feedback and summary. Course closure
BREAK					
7-9 hrs.	Individual work. Development of a plan-schedule for studying the academic discipline of the department	Individual work. Preparation for demonstration classes	Individual work. Preparation for demonstration classes	IIndividual work. Forming feedback about the Course	

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Performance monitoring

Evaluation of the work results of the Course participants is carried out constantly. Lessons No. 16, 19, 21-27 provide for intermediate control. The grade for the Course is the sum of the credits received for the specified lessons. Indicators and criteria for assessing learning outcomes have been developed for each lesson.

During classes 21-27, one participant acts as a teacher, the others as cadets (listeners). Conducting demonstration classes and participating in them are evaluated separately.

The maximum number of credits that a participant can receive during the Course is given in the table:

	Class 16	Class 19	Class 21-27 (participation in demonstration classes)	Class 21 -27 (conducting a demonstration lesson)	Total
Maximum number of credits	15	15	30	40	100

A grade of "ungraded" for a demonstration lesson means failure to pass the Course.

Faculty Development Course, Military Institute of Taras Shevchenko National University of Kyiv (based on NATO best practices)

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Course evaluation, review and development

In order to further develop and improve the Course, its strengths and weaknesses are monitored and evaluated at all stages of development and implementation.

Course review is a structured and regular process that involves the collection and analysis of qualitative and quantitative data to assess the quality (effectiveness, adequacy, accessibility) of the Course and improve learning outcomes, as well as involves internal and external evaluation.

Internal evaluations an initial review of the Course. Immediately after the Course is completed, a report is generated based on an analysis of the monitoring materials and assessments collected during the preparation and delivery of the Course. The report outlines areas for improvement of the Course and a corresponding action plan.

The internal evaluation of the Course focuses on feedback and administrative data collected during the preparation and delivery of the Course. The main focus is on assessing the perception of the Course by its participants and analyzing the degree of achievement of the learning outcomes.

Internal evaluation shall include at least the following elements:

1. Reviews of the Course participants collected to analyze their motivation and overall satisfaction level.

At the beginning of the Course, the expectations of the participants are examined.

Feedback from Course participants about the lessons, focused on the students' self-assessment of the degree to which they have achieved their learning objectives, is collected daily.

On the last day of the Course, students are asked to provide feedback on the entire Course based on the results of their self-assessment of the level of achievement of the programme learning outcomes.

The feedback should be structured according to the following mandatory indicators:

time allocation (whether the time to achieve programme results is rationally allocated);

conformity (to what extent does the content of the Course meet the programme outcomes and needs of its participants);

certainty (degree of confidence of the Course participant in the ability to apply the mastered material in practice);

adequacy (level of detailing and coverage depth of the subject of study);

clarity/understandability (how well the Course participant understood the subject and how clear the instructors' explanations were);

quality and usefulness of educational materials (how useful they are);

tempo of teaching using educational materials (to what extent it was acceptable).

Additionally, other indicators can be analyzed.

It is inappropriate to evaluate the personal qualities of teachers in student reviews.

To ensure objectivity, completeness, and timeliness of feedback, Course participants are encouraged to keep a "Self-Observation Diary."

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2. The learning process. During the training process, the results of the participants' success evaluation are documented and the achievement degree of the programme learning outcomes is assessed. **A course can be considered effective if its participants have successfully achieved the learning objectives, as confirmed by the final evaluation.**

The procedure for assessing outcomes and monitoring progress (ongoing assessment) of the Course is set out on page 18. The results of both ongoing and summative assessments are used primarily to identify possible errors in the design, development and delivery of the Course. These results may also reveal weaknesses in the approaches to selecting Course participants (for example, whether they fully met the requirements for candidates for training).

The results of the ongoing and summative evaluations influence the monitoring procedure for subsequent iterations of the Course.

During the Course's control activities, the reliability and validity of assessment methods are tested to confirm their appropriateness and adequacy as a means of measuring learning effectiveness.

External evaluation – this is an assessment that is carried out after graduates have completed the Course and have been applying the acquired skills in the real educational process for six months. It is based on it and further revision of the Course is carried out, which focuses on observations and feedback from the workplaces of graduates. The main attention is paid to assessing the extent to which the programme competencies of the Course are applied in the practical activities of the Course graduate, as well as whether the programme learning outcomes were achieved in the Course.

For effective external assessment, the main focus is on the graduate's ability to perform specific professional tasks - to carry out activities in accordance with a specific educational objective. Therefore, effective external assessment is based on the correspondence of educational objectives to professional activity and on the Course contribution to the ability to achieve certain programme learning objectives. The feedback from the Course graduate concerns the relevance of the material learned during the course to perform job functions effectively.

The graduate will be asked to provide review after six months from the date of the Course completion based on the following indicators:

importance: how important is the correct formulation of the learning objective for the successful work of a graduate;
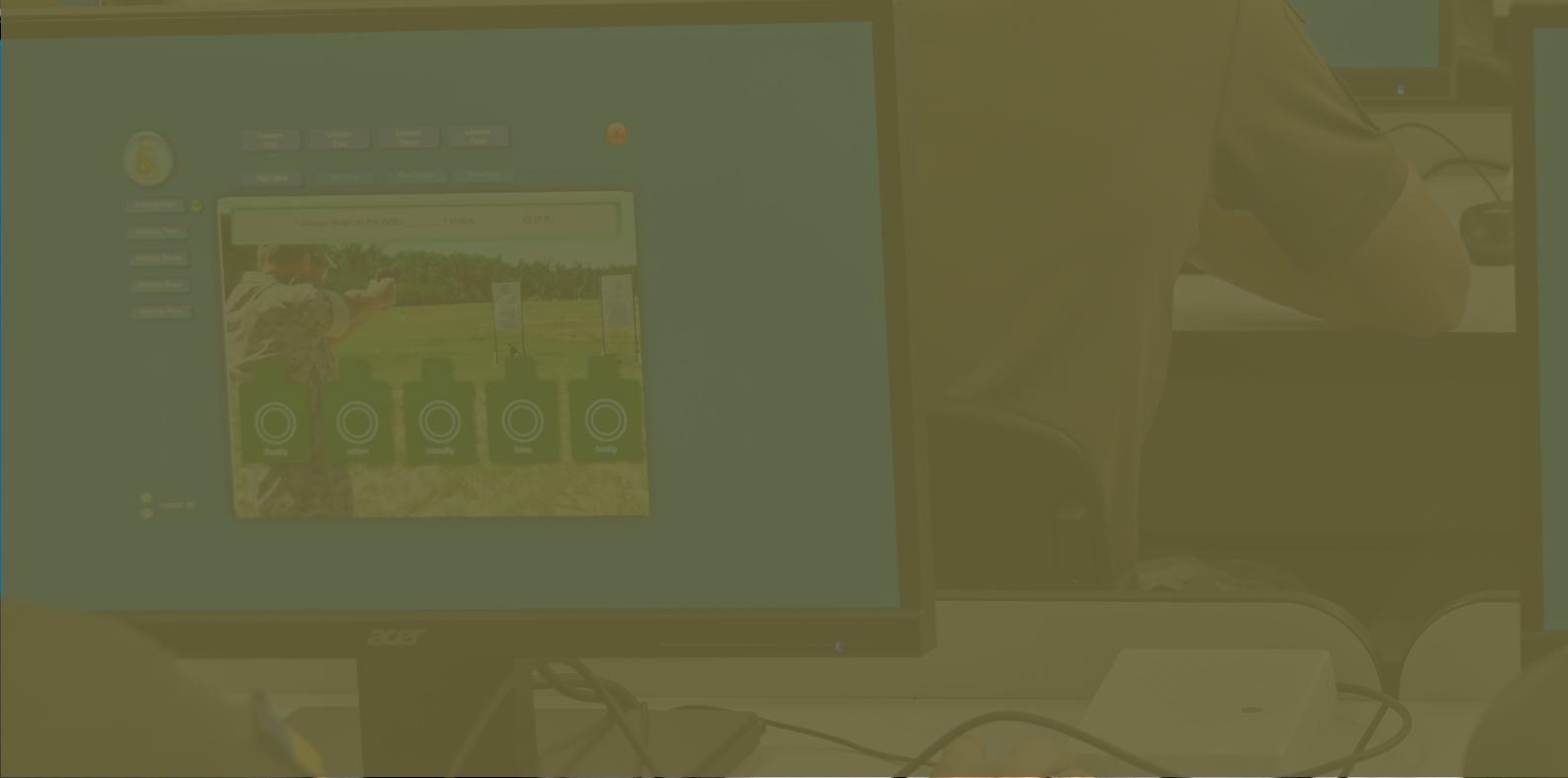
conformity: whether the formulation of the learning objective reflects the nature of the tasks of course graduates and whether they can effectively carry out their activities in accordance with the learning objectives;

confidence: whether the Course graduate confident in his/her ability to provide activities in accordance with the learning objectives, if necessary;

adequacy: do graduates feel that they are sufficiently prepared to carry out activities in accordance with the learning objectives.

To ensure objectivity and completeness of feedback, Course participants are recommended to keep a "Self-Observation Diary" before providing feedback from the workplace.

Notes

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