

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

Enacted by the order  
of the Head of the Military Academy (Odesa)  
No. \_\_\_\_\_ dated “\_\_\_” \_\_\_\_\_ 2025

**POLICY  
on Ensuring the Quality of Education and Training  
at the Military Academy (Odesa)**

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## 1. GENERAL PROVISIONS

The need to provide the Armed Forces of Ukraine (hereinafter – UAF) and other components of the security and defence sector of Ukraine with motivated, professional, and educated personnel, as well as the implementation of Ukraine's strategic course towards integration into the Euro-Atlantic security space and obtaining NATO membership, require unified views on the quality of professional military education, regulation of processes, goals, and its capabilities. This is also realized through the formation of the Policy on Quality Assurance in Education and Training of the Military Academy (Odesa) (hereinafter – the Policy).

The legal basis of the Policy consists of the Constitution of Ukraine, the Laws of Ukraine “On Education,” “On Higher Education,” the Resolution of the Cabinet of Ministers of Ukraine of December 15, 1997, No. 1410 (as amended by the Resolution of the Cabinet of Ministers of Ukraine of December 30, 2022, No. 1490) “Concept of Transformation of the Military Education System,” the Policy of the Ministry of Defence of Ukraine on Ensuring the Quality of Professional Military Education, NATO Directive Bi-SCD 075-007 “Education and Individual Training” (hereinafter – NATO Standard), “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), the Regulation on Military Training Units of Higher Education Institutions, approved by the order of the Ministry of Education and Science of Ukraine (hereinafter – MES) and the Ministry of Defence of Ukraine (hereinafter – MoD) of 15.08.2018 No. 910/412, the Regulation on the Peculiarities of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defence of Ukraine, Military Training Units of Higher Education Institutions, Institutions of Professional Pre-Higher Military Education, approved by the order of 15.02.2024 No. 120, recommendations of the National Agency for Higher Education Quality Assurance (hereinafter – NAQA) regarding the introduction of the internal quality assurance system, approved by NAQA decision 26.06.2019 (protocol No. 6), other regulatory legal acts in the field of military education that regulate the functioning of the military education quality assurance system, as well as national and international experience in the training of servicemen.

The Policy defines the directions for the development of education and training, covering all levels of management of the quality assurance system of the educational process at the Military Academy (Odesa) (hereinafter – the Academy), as well as all aspects of the educational process, and contributes to ensuring the high quality of education and training, professional development of the instructor staff, scientific and scientific-pedagogical workers. This policy is developed taking into account the specifics of the educational activities of military educational institutions, the NATO Standard regarding the quality of professional military education, the Policy of the Ministry of Defence of Ukraine on Ensuring the Quality of Professional Military Education, and is aimed at increasing the professionalization of military specialists for the UAF and other components of the security and defence sector of Ukraine, which aids Ukraine's integration into the Euro-Atlantic security space and obtaining NATO membership.

The Policy on Quality Assurance in Education and Training includes the training of military specialists under: educational-professional programs at the Bachelor's, Master's, Doctor of Philosophy levels, educational programs for L-courses of professional military education, and plan-programs for training and advanced training courses (hereinafter – Policy on Quality Assurance in Education and Training).

The Policy on Quality Assurance in Education and Training of the Academy is implemented within the higher education system of Ukraine and is based on the principles of internal quality assurance of educational activities and higher education.

The Policy takes into account the main provisions of the "Strategy for the Development of the Military Academy (Odesa)" and the Joint Directive of NATO Strategic Commands "Education and Individual Training Bi-SCD 075-007".

The Policy provides for adherence to the defined procedures and standards of NATO member states in the field of education and individual training.

## **2. PROBLEMS IN ENSURING THE QUALITY OF PROFESSIONAL MILITARY EDUCATION THAT REQUIRE RESOLUTION**

The need for substantial changes is due to the necessity of increasing the professionalization of military specialists for the Armed Forces of Ukraine (UAF) and other components of the security and defence sector of Ukraine by implementing combat experience, taking into account quality requirements for professional military education based on the NATO Standard, and achieving interoperability of the professional military education quality assurance system with the respective systems of NATO military educational institutions and member states of the Alliance.

The analysis of the professional military education quality assurance system conducted by the Ministry of Defence of Ukraine indicates the presence of a number of problems that require immediate, comprehensive action.

### ***The main problems include:***

Imperfection of the professional military education quality management system, lack of a clearly defined vertical organizational structure of the system and stakeholder responsibilities;

Formal attitude towards the professional development of instructors, lack of regular training, advanced training courses, and experience exchange with international partners;

Low level of communication between different levels of military command bodies, instructors, and military education seekers, as well as the absence of effective mechanisms for obtaining feedback and considering proposals from all interested parties;

Lack of transparency in decision-making processes regarding the educational activities of military educational institutions, a low level of accountability of their leaders and instructors;

Use of outdated teaching methods that do not take into account modern pedagogical and methodical approaches, a low level of use of innovative methods in the educational process, and insufficient provision of the latest technical means;

Lack of continuous monitoring of the quality of professional military education, which allows for problem identification and prompt response;

Imperfection of mechanisms for preventing violations of academic integrity norms;

Insufficient funding, which limits opportunities for the professional development of instructors and military education seekers, and also leads to a shortage of resources for updating the material and technical base of military educational institutions.

Given the above, resolving these problems requires a comprehensive approach that includes the development and implementation of a modern Policy, and its realization demands close interaction between all participants in the educational process and continuous improvement based on results analysis, implementation of innovations, and combat experience.

### **3. DESCRIPTION OF THE ACADEMY'S POLICY ON QUALITY ASSURANCE IN EDUCATION AND TRAINING**

#### ***3.1. Vision of the Policy***

The Policy's vision is to build a human capital development system that is not only effective but also adaptive, combined with career management.

#### ***3.2. Mission of the Policy***

The Policy's mission is the formation of a system for on Quality Assurance in Education and Training of military specialists in accordance with the needs of the UAF and other components of the security and defence sector, operational interoperability with the armed forces of NATO member states, and the requirements of Ukrainian legislation.

This mission involves implementing effective management of the education and training quality assurance system, which is results-oriented and meets national education standards, the NATO Standard, and also stipulates the continuous development of professional skills and leadership qualities of servicemen. At the core of the mission is the Academy's aspiration for continuous improvement of the educational process, innovative approaches to education, and the development of critical thinking, which allows for the preparation of leaders ready to perform complex tasks.

#### ***3.3. Goal of the Policy***

The goal of the Policy is to ensure the quality of education and individual training at the Academy—the implementation and maintenance of a culture of a systemic approach to training, continuous review of educational-professional, educational-scientific, and educational programs (hereinafter – educational

programs), and ongoing professional and academic development of all participants in the educational process.

The review of educational programs involves their continuous improvement in accordance with the requirements of the present and near future for the subject areas within which educational activities are carried out.

The Policy on Quality Assurance in Education and Training of the Academy is implemented by fulfilling the requirements of documents on ensuring the quality of educational activities and higher education (Appendix 1) and the Academy's Standard Operating Procedures (SOPs) (Appendix 2).

### ***3.4. Objectives of the Policy***

The Policy covers all key aspects of the educational process and is aimed at increasing the quality of education and training and integrating Ukrainian military education into the military education system of NATO member states and the European Union. The implementation of the Policy's objectives will contribute to strengthening the defence capability of Ukraine and raising the international prestige of its military education.

A key objective of the Policy is the implementation of the NATO Standard regarding the quality of professional military education, which is integrated into the state education system. At the same time, conditions are created for the mutual recognition of certificates obtained both in military educational institutions of Ukraine and NATO member states.

The established Quality Management System for Education and Training ensures a high level of military education and is based on a mechanism of continuous improvement. The Quality Management System for Education and Training complies with the NATO Standard.

The Quality Management System for Education and Training covers all aspects of the military educational institution's educational activities, from defining and satisfying stakeholder needs to planning the educational process, implementing best practices, modern technologies and teaching methodologies, realization, monitoring, and review of educational programs.

The Quality Management System for Education and Training defines requirements for: the organizational-staffing structures of quality assurance units, the main criteria for evaluating the quality of educational programs, the professional qualifications of the teaching staff, material and technical support, scientific, scientific-technical, and innovative activities.

The Policy provides for the organization and execution of continuous monitoring and evaluation of the quality of professional military education. The fulfilment of this objective involves conducting regular internal reviews and external audits, analysing the results of surveys of education seekers and instructors, as well as monitoring the compliance of educational programs with the requirements of governing documents. The monitoring results are used to improve educational programs, the content of educational components, the educational process, as well as to upgrade the qualifications of instructors and renew the

material and technical base.

Professional development of the teaching staff, namely the organization of systematic advanced training for instructors, participation in international conferences, seminars, and experience exchange programs, as well as participation in collective troop (force) training events, testing of weapons and military equipment, etc. This is ensured by instructors' access to modern teaching methodologies, educational materials, and scientific research, which will contribute to improving the quality of teaching and the relevance of educational programs.

The Policy provides for equipping the Academy with a modern material and technical base, which includes the renewal of educational and laboratory equipment, the creation of modern trainers and simulators, and the development of the infrastructure of military educational institutions. This allows education seekers to acquire practical skills in conditions that are as close as possible to real (combat) conditions, which is important for their professional training.

The Policy combines education, science, and innovation to ensure the growth of scientific, scientific-technical, and innovative activities at the Academy, which will contribute to the development of defence forces. This includes support for scientific projects, participation of education seekers and instructors in scientific work, and ensuring access to modern innovative laboratories and scientific databases. Implementing the results of scientific research into the educational process contributes to increasing its effectiveness and relevance. It is important to ensure the creation of favourable conditions for the development of innovative projects and the implementation of new technologies in the educational process.

The Policy provides for the development and implementation of academic integrity mechanisms, which include control over adherence to ethical norms in the educational process and plagiarism prevention. It is important to ensure the formation of awareness among education seekers and instructors of the importance of academic integrity and its observance as the foundation of quality education.

Integration of Ukrainian professional military education into the professional military education system of NATO member states. This involves participation in international exchange programs, cooperation with leading military educational institutions of other countries, and the implementation of the NATO Standard for the quality of professional military education. Internationalization contributes to raising the level of professional military education, expanding opportunities for education seekers and instructors, and enhancing the authority of Ukrainian professional military education on the international stage.

## **4. PREREQUISITES**

### ***4.1. Academy Mission***

The Academy is a higher military educational institution that shapes the officers of the future. Through the synchronization of military education with the battlefield, innovative solutions, and modern military doctrines, the Academy

trains new-generation leaders. Not just highly qualified military specialists, but physically and intellectually developed individuals capable of critical thinking and resisting information and psychological influence. Commanders with civic consciousness and patriotic values who are capable of making important decisions, acting effectively in complex conditions, contributing to social transformations, and shaping the future of the country.

The Academy forms the officer corps, which becomes the core of the Ukrainian elite and intelligentsia on the battlefield and in civilian life, capable of thinking tactically and strategically, ensuring the stability, security, and development of Ukraine amidst contemporary challenges and future transformations.

#### ***4.2. Academy Vision***

By 2030, the Academy will be the leading military educational institution in Ukraine that has achieved international recognition. The Academy will become a key centre for military education, innovation, and the training of the new Ukrainian elite. It will attract the most talented youth, creating an environment where future leaders in the military, political, civic, and business spheres are formed.

The Academy is a benchmark for higher military educational institutions in the Ukrainian military education system, recognizable among military universities and military institutions of NATO countries, a role model in defined areas of activity and innovative projects. The Academy is the central platform for the highly qualified training of officer personnel for the Defence Forces of Ukraine, focused on modern military standards and future challenges.

The Academy also acts as a leading Ukrainian centre for innovation, scientific research, and the development of approaches and technologies that directly impact the country's defence capability.

The Academy's Policy is implemented within the higher education system of Ukraine by fulfilling the requirements of documents on ensuring the quality of educational activities and higher education (Appendix 1) and is based on the principles of internal quality assurance of educational activities and higher education.

## **5. APPLICATION**

The Policy applies to all participants in the educational process. It is mandatory for execution by everyone involved in the implementation of educational programs and the functioning of the Military Academy (Odesa) as a higher education institution.

## **6. POLICY STATEMENT**

The Academy recognizes the quality of educational activities and higher education as one of the priority directions of its strategic development.

***The Academy undertakes to:***

***Ensure a high quality of education***, in accordance with the requirements of Ukrainian legislation, higher education standards, as well as the standards and procedures adopted in NATO member states, by implementing mechanisms for continuous improvement of the educational process.

***Guarantee academic integrity*** of all participants in the educational process through the functioning of an effective system for preventing and detecting academic plagiarism.

***Integrate combat experience*** and the experience of training and joint application of the defence forces into the content of educational programs, in accordance with the current needs of the UAF and the experience of NATO countries.

***Ensure openness, transparency, and systematic approaches*** in the development, implementation, monitoring, and review of educational programs, involving customers, employers, graduates, and other stakeholders in this process.

***Support the professional development of personnel***, the improvement of qualifications of scientific-pedagogical and pedagogical staff, and stimulate scientific activity and pedagogical excellence.

***Ensure the functioning of an effective internal quality assurance system*** through a clear distribution of powers among participants in the educational process, implementation of regular monitoring, surveys, rating assessment, and results analysis.

***Contribute to the development of a culture of quality*** at the Academy through the support of the principles of academic freedom, gender equality, ethics of academic relations, and equal access to education.

This policy is the basis of the Academy's activities and is subject to regular review for the purpose of its improvement in accordance with changes in legislation, higher education standards, the external environment, and the needs of interested parties.

## **7. PRINCIPLES FOR ENSURING THE QUALITY OF EDUCATION AND TRAINING**

Academy's Quality System is built on mechanisms of continuous improvement, which is necessary for adaptation to changes and new challenges.

The assurance of the quality of educational activities is based on the following principles:

Responsibility of the Academy for the quality of educational services and ensuring this quality;

Systematic nature, integrity, consistency, and logical structure of the components of educational activity;

Rational combination of the rights, duties, and responsibilities of participants in the educational process, formation of a corporate culture;

Fair competition, openness, transparency, equality;

- Academic freedom of participants in the educational process;
- Consideration of the needs and expectations of education seekers, customers, and employers;
- Maintenance of the development of a culture of quality of education and academic integrity;
- Objectivity and impartiality in the evaluation of participants in the educational process;
- Compliance with European and national standards for quality assurance in higher education, as well as professional standards;
- Integration into the international educational and scientific space;
- Measurability of education quality indicators.

## **8. QUALITY MANAGEMENT SYSTEM FOR EDUCATION AND TRAINING**

### ***8.1. Organization***

To ensure a high level of education and training, a quality management system has been introduced at the Academy, aimed at continuous improvement of educational activities and training amidst changes and new challenges (Appendix 3 RACI).

The Chief of the Academy holds the primary responsibility for Quality Assurance in Education and Training. All parties involved in the educational process (including scientific and pedagogical staff, instructors, cadets, and students) contribute to the continuous improvement of its quality.

The duties and powers of all participants in the educational process are outlined in the "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)."

The Academy's Quality Management System for Education and Training includes the following main elements (Appendix 4):

*Inspection* – conducted to identify and correct errors before they cause problems, and includes the following elements:

- Self-assessment;
- Monitoring of instructor performance;
- Inspection of the educational and material base;
- Course correction during their execution;

*Quality Control* – based on a systemic approach to identifying and eliminating problems at every stage of the process, and includes the following elements:

- Assessment of student learning;
- Feedback from stakeholders;
- Monitoring of training delivery;
- Course correction after completion;

*Quality Assurance* – aimed at expanding the responsibility for the quality of the outcome, and includes the following elements:

Development of procedures (instructions) ("Regulation on the Internal Quality Assurance System");  
 Analysis of training performance indicators;  
 Program review;  
 Selection of teaching and other permanent staff, young instructor training program;  
 Information system;  
 Internal process evaluation;  
*Quality Management* – ensures:  
 Focus on meeting the needs and expectations of customers;  
 Coverage of all components of the Academy;  
 Involvement of every person;  
 Study of all aspects related to quality;  
 Development of approaches that will allow for quality improvement, and includes the following elements:  
 Quality management, annual review, and improvement;  
 Analysis of key training performance indicators;  
 Involvement of internal and external stakeholders;  
 Professional development of permanent staff;  
 Public information and communications.

The Academy's Quality Management System for Education and Training requires the implementation of the following procedures:

Quality assurance;  
 Quality control;  
 Quality evaluation.

Key Documents: "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)"

### ***8.2. Functions and Areas of Responsibility***

Ensuring the quality of educational activities and higher education involves the implementation of the following functions (Appendix 5):

Analytical and prognostic;  
 Planning;  
 Regulatory and consultative;  
 Control and diagnostic.

A Quality Management Team for Education and Training (hereinafter – the Management Team) has been formed at the Academy, consisting of designated officials accountable to the Chief of the Academy, and guided by the principles of Quality Assurance in Education and Training.

### ***8.3. Composition of the Management Team***

Management Team includes: the Chief of the Academy, the Academic

Council, the Deputy Chief of the Academy, the Chief of Staff – Deputy Chief of the Academy, the Deputy Chief of the Academy for Academic Affairs, the Deputy Chief of the Academy for Scientific Work – Chief of the Scientific and Organizational Department, the Chief of Logistics – Deputy Chief of the Academy, the Deputy Chief of the Academy for Personnel Psychological Support – Chief of the Personnel Psychological Support Department, the Assistant to the Chief of the Academy for Financial and Economic Work – Chief of the Financial and Economic Service, the Chief of the Academic Department, the Chief of the Personnel and Registry Department, the Chief of the General and Long-Term Planning Department (International), the Chief of the Operational Planning Department of the Staff, the Chief of the Communications and Cybersecurity Department of the Staff, the Chief of the Logistics Planning Department of the Staff, the Chief of the Advanced Training Centre, the Chief of the Department for Quality Assurance of Educational Activities and Higher Education, Chiefs of Departments, Faculties, the Gender Advisor to the Chief of the Academy (Non-Staff), the Authorized Person for Corruption Prevention, customers for the training of military specialists, employers, guarantors of educational programs, and students (Appendix 6).

#### ***8.4. Tasks of the Management Team***

The Management Team is responsible for ensuring the quality of training. To implement the Policy, the following distribution of key tasks is envisaged:

8.4.1. Chief of the Academy: Responsible for the overall organization and coordination of the functioning of the Education and Training Quality Assurance System, strategic management, and the adoption of key decisions regarding quality.

8.4.2. Supervisory Board: Performs public control over the Academy's quality assurance activities, providing consultations and proposals.

8.4.3. Academic Council: Responsible for planning the development strategy and approving normative, governing, and organizational-methodological documents for internal quality assurance of higher education, approving educational programs, and monitoring their implementation.

8.4.4. Chief of Staff – Deputy Chief of the Academy and Deputy Chief of the Academy (other deputies not listed separately): Provides general coordination of the work of units involved in ensuring the functioning of the Education and Training Quality Assurance System, according to functional duties and distribution of areas of responsibility.

8.4.5. Deputy Chief of the Academy for Academic Affairs: Directly coordinates the educational process, controls adherence to quality standards of training, and organizes the development and implementation of educational and methodological support.

8.4.6. Deputy Chief of the Academy for Scientific Work – Chief of the Scientific and Organizational Department: Coordinates the combination of training and scientific research in the educational process, organizes the quality training of third (educational-scientific) level higher education seekers, and trains scientific

and pedagogical personnel.

8.4.7. Chief of Logistics – Deputy Chief of the Academy and Logistics Planning Department of the Staff: Ensures technical and material-technical support for educational activities and the functioning of educational and auxiliary units.

8.4.8. Assistant to the Chief of the Academy for Financial and Economic Work – Chief of the Financial and Economic Service: Ensures financial support for the implementation of measures to assure the quality of educational activities and the development of educational programs.

8.4.9. Department for Quality Assurance of Educational Activities and Higher Education: Conducts regular internal reviews, implements procedures of the internal quality assurance system, monitors the effectiveness of the quality system's functioning, monitors adherence to academic integrity, conducts annual rating assessments, and provides informational and analytical support to the leadership.

8.4.10. Academic Department: Responsible for compiling and implementing class and training schedules, determining and distributing the teaching workload, developing the educational process schedule and monitoring its adherence, coordinating the preparation of educational and methodological support (publishing, reviewing), coordinating interaction with Customers (employers), and organizing advanced training for scientific and pedagogical staff.

8.4.11. Scientific and Organizational Department (in the part not covered by 8.4.6.): Organizes the combination of training and scientific research in the educational process.

8.4.12. Departments, Faculties: Organize the direct implementation of quality teaching, preparation of educational and methodological support, interaction with Customers and other stakeholders, implementation of advanced teaching methods, conducting control measures, implementation of procedures and standards of NATO member states and combat experience, formation of licensing files, and organization of accreditation of educational programs.

8.4.13. General and Long-Term Planning Department: Implements international academic mobility, provides administrative assistance for planning, organizing, and conducting activities under the NATO Defence Education Enhancement Program (DEEP) and other programs.

8.4.14. Personnel and Registry Department: Ensures staffing for the educational process, organizes career guidance and outreach work and professional selection of applicants (through the Admissions Committee), and monitors adherence to military discipline.

8.4.15. Personnel Psychological Support Department: Responsible for forming proper motivation for learning among education seekers, as well as providing psychological support to students and other participants in the educational process.

8.4.16. Gender Advisor to the Chief of the Academy (unpaid): Promotes adherence to gender equality and non-discrimination in the educational process and academic environment, as a component of quality assurance.

8.4.17. Communications and Cybersecurity Department of the Staff,

Operational Planning Department of the Staff: Ensures the functioning of information systems, cybersecurity, and support for the educational process through communication and IT means.

8.4.18. Authorized Person for Corruption Prevention: Ensures adherence to academic integrity norms and prevention of corruption among participants in the educational process.

8.4.19. Guarantors of Educational Programs: Define the content of the educational program, form and control the process of providing quality educational services, ensure quality control of EP implementation (monitoring the achievement of program results), periodic review of EPs with stakeholder involvement, cooperation with NAQA/NATO, and submission of self-assessment reports.

8.4.20. Pedagogical, Scientific-Pedagogical Staff of Departments: Directly conduct educational activities, prepare informational and methodological support for assigned educational components, implement distance learning technologies, and prepare proposals for improving the quality of specialist training.

8.4.21. Education Seekers (through self-governance bodies, and directly): Participate in the quality assurance process (providing proposals, feedback), adhere to military discipline and academic integrity, and actively participate in the educational process.

8.4.22. Customers for the Training of Military Specialists and Employers (Commanders of Military Units): Participate in the development, monitoring, and periodic review of Professional Standards and educational programs, provide feedback and proposals, and are involved in the educational process.

8.4.23. Collegial Bodies of Departments and Faculties (department meetings, educational and methodological councils, working groups): Prepare and discuss organizational and methodological documents, measures for the implementation and improvement of the educational process, and learning outcomes and success.

8.4.24. Direct Superiors of Education Seekers (Course Chiefs, Course Officers): Ensure the participation of students in the educational process, adherence to military discipline, academic integrity, motivation, and control of daily activities.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)."

## **9. EDUCATION QUALITY STANDARDS**

### ***9.1. Standards of the Quality Management System for Education and Training at the Academy***

The Academy defines, maintains, and regularly reviews its internal processes and procedures to ensure compliance with NATO standards and guiding

principles.

9.1.1. Standards of the Quality Management System for Education and Training at the Military Academy (Odesa)

9.1.1.1. Policy and Procedures – Regulation on the Organization of Educational Activities

The Academy has developed the Regulation on the Organization of the Educational Process at the Military Academy (Odesa), which establishes procedures for ensuring the quality of military education. It clearly defines the roles and responsibilities of all participants in the educational process and outlines how stakeholders contribute to the continuous improvement of educational activities. The regulation ensures both internal and external transparency.

It covers: the interrelationship of the main components of educational activity specific to the Academy; the organization of the quality management system; responsibilities of structural units and officials; key performance indicators; and stakeholder involvement in continuous improvement.

9.1.1.2. Professional Development of Teaching Staff

The Academy ensures that instructors are competent, qualified, and continuously developing. Procedures and criteria exist for the selection, admission, and ongoing professional development of teaching staff, including programs for skill enhancement, career development, and leadership training. Requirements for competence, education, and qualifications are clearly defined in job descriptions, and working conditions foster a positive and supportive environment.

9.1.1.3. Information Systems and Knowledge Management

The Academy collects, analyses, and uses relevant information to manage educational activities effectively.

The information management system covers: feedback from stakeholders; development of educational and methodological materials; distance learning resources; lessons learned and summarized combat experience; and profiles of education seekers with their key performance indicators.

9.1.1.4. Public Information

The Academy publishes and regularly updates objective qualitative and quantitative information about professional military education, retraining, and advanced training courses.

It ensures: the availability of a course catalogue on its website; timely updates on any changes; and a communication system with other military educational institutions and stakeholders to discuss issues related to the educational process (excluding classified information).

9.1.1.5. Teaching and Delivery of Classes

The Academy defines methods for designing, implementing, controlling, and evaluating educational programs to ensure their continuous relevance.

Documents detail: the purpose of the educational program; competencies to be acquired; objectives and content; timelines; references; and required resources including lecture halls, staff, equipment, and materials.

Key principles include:

Aligning the program with learners' existing professional experience;

Planning the number of learners according to UAF needs and Academy capacity;

Developing educational and methodological materials, including assessments and schedules;

Monitoring the execution and results of programs;

Conducting formal evaluations to improve quality.

#### 9.1.1.6. Assessment of Military Education Seekers

Assessment is conducted according to published criteria, ensuring that learners understand expectations and evaluation methods.

The process includes:

Measuring achievement of learning outcomes;

Monitoring progress throughout the course;

Aligning assessments with learning objectives;

Providing clear assessment criteria before course commencement;

Establishing an appeal procedure independent of a single instructor (Regulation on the Control and Assessment of Learning Achievements of Higher Education Seekers at the Military Academy (Odesa)).

#### 9.1.1.7. Resource Provision for Supporting Military Education Seekers

Resources are allocated to meet learners' needs and support the educational process.

This includes:

Aligning financial distribution with mission priorities;

Continuously evaluating and improving resource allocation;

Ensuring appropriate working and learning conditions (libraries, lecture halls, laboratories) to meet objectives and stakeholder expectations.

## ***9.2. Standards of the Quality Assurance System for Education and Training***

To support certification of professional military education courses and institutional accreditation, the Academy adheres to 32 NATO Quality Standards, organized under three themes: Command and Control (Management), Education and Training, and Relevance to NATO.

### 9.2.1. Command and Control (Management)

#### 9.2.1.1. General Management

The Academy has a long-term plan aligned with its mission, Ukraine's priorities, NATO requirements, and stakeholder expectations.

A documented quality management system is implemented, regularly reviewed, and kept up-to-date.

Internal and external communications are purposeful and well-managed.

Information systems are used to support management processes and consistent execution of functions.

#### 9.2.1.2. Personnel Management

Principles and procedures for recruitment and training of personnel are established.

Personnel satisfaction is monitored, and motivation measures are

implemented.

Staff participate in NATO activities, including working groups and projects.

Qualifications of scientific, pedagogical, and other staff comply with course requirements and job descriptions.

#### 9.2.1.3. Resource Management

The Academy has a budget supporting its activities.

Financial decision-making follows clear principles.

Resource allocation aligns with mission, objectives, and stakeholder expectations.

Working and learning conditions support educational objectives.

#### 9.2.2. Education and Training

##### 9.2.2.1. Definition and Delivery

Courses follow Global Programming principles and the NATO Systemic Approach to Training.

Resilience plans ensure continuity of training during disruptions.

Student feedback and leadership satisfaction inform continuous teaching improvement.

Instructor feedback on course quality contributes to improving delivery.

##### 9.2.2.2. Student Assessment

Progress is monitored and supported throughout courses.

Assessment aligns with learning objectives and facilitates learning.

Criteria are defined in advance and communicated to learners.

Appeals procedures are in place.

##### 9.2.2.3. Training and Education Support

Resources meet learner needs and support learning objectives.

Guidance is provided when necessary.

Modern tools and resources are utilized.

Learner feedback is incorporated for continuous improvement.

#### 9.2.3. Relevance to NATO

##### 9.2.3.1. Compliance with NATO Requirements

The Academy defines its role in supporting NATO.

NATO-approved courses are offered after certification and inclusion in the global catalogue.

Lessons learned from operational experience are applied to improve training.

Future activities align with NATO priorities.

##### 9.2.3.2. Support for Discipline Management

The Academy contributes to the development and assurance of NATO discipline systems (training areas).

##### 9.2.3.3. Involvement in Other NATO Activities

The Academy participates in NATO doctrine development, research, lessons learned, operations, and defence planning to support Alliance objectives.

### ***9.3. International Standard ISO 9001:2015 for Quality Management System Assurance***

To enhance the quality of education and training, investment attractiveness,

optimize documentation flow, satisfy customer requirements for the presence of a Quality Management System in the institution, reduce the risk of failure to fulfil state orders, and enable competition with leading institutions in the country and the world, the Academy implements the international standard DSTU ISO 9001:2015.

Bureau Veritas Certification Ukraine/Bureau Veritas Certification Holding SAS – UK Branch confirms that the Academy's Management System has been verified and meets the requirements of the management system standards for: training of military specialists at the Bachelor's and Master's higher education levels and part-time study for the Master's higher education level; advanced training; training of officers called up for military service during mobilization (for a special period); and conducting scientific and scientific-practical activities (Bureau Veritas Certification UA230940, subject to the continuous proper functioning of the Institution's Management System, this certificate is valid until May 24, 2026).

## **10. PROCESSES FOR QUALITY ASSURANCE IN EDUCATION AND TRAINING AT THE ACADEMY**

The processes for Quality Assurance in Education and Training at the Academy include:

Development and updating of educational programs; internal methodological expertise of educational programs; monitoring the compliance of educational-professional programs for specialties and specializations with higher education standards, professional standards, and the needs of customers for the training of military specialists; and monitoring educational programs for professional military education courses against professional standards and customer requirements (Appendix 2, SOP 1-3).

Coordination of the activities of educational program guarantors (Appendix 2, SOP 4).

Implementation of modern practices, learning technologies, and active learning methods in the Academy's educational process (Appendix 2, SOP 5).

Periodic assessment of higher education seekers and regular publication of the results of such assessments (Appendix 2, SOP 6).

Monitoring the quality of all types of classes (Appendix 2, SOP 7).

Coordination and evaluation of the completeness of measures for integrating combat experience (experience in performing combat missions) into the educational process (Appendix 2, SOP 8).

Organization of work to include standards and procedures adopted by the armed forces of NATO member states into the curricula of academic disciplines (Appendix 2, SOP 9).

Implementation of the provisions of the NATO Strategic Commands Joint Directive "Education and Individual Training Bi-SCD 075-007" into the Academy's educational process.

Professional development of instructors (Appendix 2, SOP 10).

Monitoring the effectiveness of the internal quality assurance system (Appendix 2, SOP 11).

Ensuring adherence to academic integrity by scientific-pedagogical staff and education seekers (Appendix 2, SOP 12).

Implementation of the Procedure for Licensing an Educational Program (Appendix 2, SOP 13).

Implementation of the Procedure for Preparing for Accreditation/Certification of Educational Programs (Appendix 2, SOP 14).

## **11. STRATEGY FOR THE IMPLEMENTATION OF THE POLICY ON QUALITY ASSURANCE IN EDUCATION AND TRAINING AT THE ACADEMY**

### ***11.1. Policy Implementation***

The Policy on Quality Assurance in Education and Training at the Academy is implemented by:

Integrating quality goals and principles into the educational process at all levels of management;

Approving quality assurance procedures that regulate the development, implementation, monitoring, and review of educational programs;

Participation of all structural units, instructors, education seekers, employers, and customers;

Continuous improvement of the internal quality assurance system in accordance with changes in the regulatory framework and modern challenges.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)," "Strategy for the Implementation of the Policy on Quality Assurance in Education and Training of the Military Academy (Odesa)"

### ***11.2. Control and Monitoring of Policy Implementation***

Control is carried out through:

Monitoring the quality of educational programs;

The state of adherence to academic integrity;

Inspection of the material and technical support for the educational process;

Rating assessment of education seekers and scientific-pedagogical staff;

Annual self-analysis of educational programs;

Control over the implementation of education standards;

Tracking the effectiveness of implementing combat experience and NATO standards.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality

Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)"

### ***11.3. Periodic Review of the Policy***

The Policy is reviewed at least once a year or in case of significant changes in the legislation of Ukraine, NAQA recommendations, NATO recommendations, or the Academy's internal challenges (survey results, inspections, etc.).

The results of the review are formalized as proposals to the Academy's Academic Council regarding the need for amendments, and are approved by the order of the Chief of the Academy.

### ***11.4. Process for Collecting Feedback, Analysis, and Generalization***

The institution has implemented a sustainable data collection process:

Surveys of education seekers, scientific-pedagogical staff, and employers;

Focus groups, interviews, and questionnaires;

Analysis of the results of knowledge control, accreditations, and feedback from the troops;

Preparation of analytical materials and reports by areas.

Based on the collected data, proposals for the improvement of the educational process are formulated.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)"

### ***11.5. Elements of Continuous Improvement***

Quality management;

Quality assurance;

Quality control;

Inspection.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)"

### ***11.6. Goals, Objectives, and Key Performance Indicators (KPIs)***

The Academy defines and systematically monitors Key Performance Indicators (KPIs) to show progress in achieving educational outcomes:

***Strategic Goal 1:*** The Academy Cadet as a Role Model for the Officer of the Future

***KPIs:***

- 1) % of graduates holding command positions in the UAF within 2 years after graduation;
- 2) Number of officer-graduates involved in operational and strategic levels of planning;
- 3) Level of employer satisfaction (UAF) with the training of graduates (based on surveys).

***Strategic Goal 2:*** Strengthening the Academy's Position as an Attractive Workplace for Leading Specialists of Ukraine

***KPIs:***

- 1) Number of applicants per one instructor/scientist position during the competition;
- 2) % of vacancies filled by instructors with a scientific degree;
- 3) Level of personnel satisfaction with working conditions (based on internal surveys);
- 4) Staff turnover (indirect risk).

***Strategic Goal 3:*** Development of the Alumni Community as a Tool to Enhance the Academy's Influence on the Ukrainian Military and Society

***KPIs:***

- 1) Number of active alumni in the Academy's alumni community;
- 2) Number of projects/initiatives implemented with the participation of alumni;
- 3) Frequency of alumni involvement in the educational process (lectures, training, etc.).

***Strategic Goal 4:*** The Academy's Physical Space as an Example of Aesthetics, Functionality, and Barrier-Free Access in HMEI

***KPIs:***

- 1) % of renewed/renovated premises according to barrier-free principles;
- 2) Assessment of aesthetics and functionality among cadets and personnel (based on survey results);
- 3) Number of created/modernized open spaces for study and recreation.

***Strategic Goal 5:*** Flexible, Adaptive, and Relevant Educational Process

***KPIs:***

- 1) % of curricula updated in accordance with changes in military doctrine;
- 2) Number of external experts involved in course development;
- 3) Average time of curriculum adaptation to changes considering combat experience;
- 4) Number of new educational technologies/simulations.

***Strategic Goal 6:*** The Best Training Ground in Ukraine, the Largest Practical Training Base

**KPIs:**

- 1) Number of practical exercises conducted at the training ground per year;
- 2) Number of UAF units that underwent training at the training ground;
- 3) Level of training ground equipment (percentage of planned technical solutions).

**Strategic Goal 7:** The Academy Brand as the Most Recognizable and Understandable Military Educational Institution

**KPIs:**

- 1) Level of brand recognition of the Academy among applicants and servicemen (%);
- 2) Number of mentions of the Academy in national and international media;
- 3) Growth of subscribers and interaction in the Academy's official social media.

**Strategic Goal 8:** The Academy as a Partner Institution

**KPIs:**

- 1) Number of signed cooperation agreements with domestic and international institutions;
- 2) Number of joint educational/scientific projects with partners;
- 3) Number of cadets involved in international exchange programs.

Key Documents: "Strategy for the Development of the Military Academy (Odesa)"

## **12. QUALITY ASSURANCE REVIEW CYCLE**

The Quality Assurance Review Cycle at the Academy is based on the principle of continuous improvement of educational activities and relies on systematic, phased monitoring of all components of the educational process.

The main stages of the quality assurance review cycle are:

***Planning and Definition of Quality Standards***

Establishment of strategic goals, principles, and procedures for educational quality;

Definition of expected learning outcomes in accordance with higher education standards, international requirements, and the needs of employers.

***Implementation of Educational Programs***

Execution of the educational process according to approved programs;  
Adherence to academic integrity by all participants in the process;  
Support of the learning environment through adequate material-technical, informational, and organizational provision.

***Monitoring and Information Gathering***

Annual assessment of learning outcomes of education seekers;

Monitoring the state of educational programs, academic integrity, and the material and technical base;

Collection of analytical data through surveys, testing, focus groups, and residual knowledge control;

Continuous analysis of the quality of pedagogical and managerial activities.

***Analysis and Evaluation of Results***

Comparison of actual results with established standards;

Identification of problem areas and analysis of the effectiveness of methods used;

Review of results at the level of departments, faculties, and scientific-methodological councils.

***Corrective Actions and Improvement***

Making changes to educational programs, curricula, and methodological materials;

Advanced training for scientific and pedagogical personnel;

Improvement of infrastructure, information systems, and control procedures;

Development and approval of new internal regulations.

***Transparency and Public Disclosure of Results***

Open access to monitoring results through the Academy's website and internal resources;

Informing stakeholders (students, instructors, employers, customers) about the results of reviews and decisions made.

***Frequency of Reviews***

Monitoring of educational programs – annually;

Evaluation of teaching quality – annually;

Verification of academic integrity – continuously;

Analysis of the material and technical base – annually;

Rating assessment of education seekers – annually.

***Parties Responsible for Cycle Implementation***

Department for Quality Assurance of Educational Activities and Higher Education;

Departments, faculties, academic and scientific-organizational departments;

Other units in accordance with their functional duties.

**Key Documents:** "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)," "Regulation on Surveying Participants in the Educational Process at the Military Academy (Odesa)," "Regulation on the Rating of Scientific-Pedagogical and Scientific Staff (Odesa)," "Regulation on the System for Controlling Program Learning Outcomes at the Military Academy (Odesa)," "Regulation on Academic Integrity at the Military Academy (Odesa)," "Regulation on the Control and Assessment of Learning Achievements of Higher Education Seekers at the Military Academy (Odesa)."

## **13. AUXILIARY ELEMENTS AND RESOURCES FOR QUALITY ASSURANCE IN EDUCATION AND TRAINING**

### ***13.1. Educational Activity Planning Process***

The educational activity planning process must be predictable, systematic, and directly linked to meeting the requirements of key stakeholders. The Academy implements a systematic approach to education planning, which consists of four stages: determination of needs (analysis and design), development, delivery, and control over execution.

The Academy adheres to the guiding principles of the systemic approach, which is modified according to the specific situation and requirements.

Key Documents: "Regulation on the Peculiarities of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defence of Ukraine, Military Training Units of Higher Education Institutions, Institutions of Professional Pre-Higher Military Education," "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)."

### ***13.2. Assessment of Education Seekers***

At the Academy, the assessment of education seekers' learning outcomes from educational components during the learning process and certification is carried out according to the requirements of the European Credit Transfer and Accumulation System (ECTS), the key elements of which are: credit units as a measure of the workload and quality of the student's work and a motivational rating system for assessing learning outcomes. The mechanism for implementing the rating system for assessing results, the procedure for control, and the application of rating assessment during the certification of education seekers are determined by the Academy.

The assessment of education seekers' learning outcomes includes the entire spectrum of control measures provided for by the working curriculum of the academic discipline.

The detailed process of assessing education seekers is described in the "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)."

Education seekers have the right to appeal the results of the final assessment.

The possibility of appealing the results of control measures and their re-taking is defined in the "Regulation on the Control and Assessment of Learning Achievements of Higher Education Seekers at the Military Academy (Odesa)."

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the Control and Assessment of Learning Achievements of Higher Education Seekers at the Military Academy (Odesa)."

### ***13.3. Development of Personnel and Scientific-Pedagogical (Pedagogical)***

**Staff**

Advanced training for scientific, scientific-pedagogical, and pedagogical staff is the purposeful continuous improvement of professional competencies and pedagogical mastery necessary for mastering knowledge that contributes to enhancing the quality of managerial, educational, methodological, scientific, innovative, creative, and educational activities of the Academy.

Scientific-pedagogical (pedagogical) staff undergo advanced training in accordance with the "Regulation on Advanced Training of Scientific-Pedagogical Staff of the Military Academy (Odesa)" and the regulatory framework of Ukraine.

The provisions listed below:

Establish clear, transparent, and fair procedures regarding enrolment and working conditions;

Promote support for scientific activities to strengthen ties with education;

Ensure monitoring of the quality of scientific research conducted by scientific and scientific-pedagogical staff;

Encourage innovative activities in teaching methods and the use of new technologies;

Define advanced training for pedagogical, scientific, and scientific-pedagogical staff, and improve the system for forming the pedagogical competence of young instructors and researchers;

Ensure the evaluation of the activities of scientific, scientific-pedagogical, and pedagogical staff.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)," "Regulation on Advanced Training of Scientific-Pedagogical Staff of the Military Academy (Odesa)."

**13.4. Educational Resources and Support for Education Seekers**

Material-technical (logistical) support for the educational process is provided by relevant services that define, order, and receive military-educational property.

Annually, during the monitoring of educational programs, an analysis of the compliance of the material and technical base with the content of military specialist training is carried out. Based on this, planning for the development and improvement of the material and technical base is conducted.

Key Documents: "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)."

**13.5. Information Systems and Knowledge Management**

Management of the educational process at the Academy is carried out using

software certified in Ukraine and the Unified State Electronic Database on Education (EDEBO).

Digitalisation of the Academy is carried out to optimize educational processes and automate key functions: planning, organization, control of the educational process, and managerial activities.

Information support for educational activities in the field of higher education is built in compliance with the technological requirements of the licensing conditions for conducting educational activities.

The operation of information systems at the Academy is ensured using:

A website on which the main information about its activities is posted;

An internal electronic resource on the MOODLE platform, which contains educational and methodological materials, library resources, and other internal documents;

The Central Repository of the Distance Learning System of the Armed Forces of Ukraine on the MOODLE platform, which contains training courses, educational and methodological materials, library resources, and other documents;

An automated rating system designed for the creation, processing, and storage of information about the Academy's scientific-pedagogical staff;

Internet systems (software) recommended by the Ministry of Education and Science of Ukraine for checking academic texts for plagiarism.

Key Documents: Order of the Ministry of Defence of Ukraine "On the Procedure for the Use of the Internet Network in the Ministry of Defence of Ukraine and the Armed Forces of Ukraine," Resolution of the Cabinet of Ministers of Ukraine "On the Approval of the Procedure for the Organization and Assurance of the Secrecy Regime in State Bodies, Local Self-Government Bodies, at Enterprises, Institutions, and Organizations," "Regulation on the Organization of the Educational Process at the Military Academy (Odesa)," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)."

### ***13.6. Public Information***

To ensure transparency and openness regarding the acquisition of higher education in the specialties of training military specialists for the ground forces of the Armed Forces of Ukraine, the Academy's website operates at <https://vaodesa.mil.gov.ua/>.

Information published on the Academy's official website is formed in accordance with the requirements of current Ukrainian legislation and other regulatory documents on public information, which does not contradict the assurance of the secrecy regime.

The provision of public information is carried out in response to information requests in accordance with the legislation.

The Academy maintains an active presence in social networks. Two social networks. Currently, the following platforms are used: Facebook and Instagram.

Both are used to publish information about events and activities of both employees and education seekers (e.g., official visits, training trips, etc.). Information about courses, organized scientific events, and publications is posted on the Academy's website.

The information published on the official website is updated as needed.

Key Documents: Laws of Ukraine: "On Education," "On Higher Education," "On Access to Public Information," "Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)."

#### **14. CONCLUDING PROVISIONS**

The provisions of this Policy are implemented by a collegial decision of the Academy's Academic Council, undergo monitoring during the academic year, and can be adjusted and supplemented as necessary depending on changes in the military-political and economic situation, current and prospective tasks, budgetary provision for their functioning, and the results of the implementation of planned measures.

## **LIST OF DOCUMENTS ON ENSURING THE QUALITY OF EDUCATIONAL ACTIVITIES AND HIGHER EDUCATION**

1. Law of Ukraine "On Education," with amendments from 2025, No. 2145-VIII of 05.09.2017.
2. Law of Ukraine "On Higher Education" (Official Gazette of the Verkhovna Rada (VVR), 2014, No. 37-38, Article 2004).
3. Law of Ukraine "On Military Duty and Military Service" (according to the Resolution of the Verkhovna Rada of Ukraine of March 25, 1992, No. 2233-XII).
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2005.
5. International Standard ISO 9001:2015 Quality Management System Assurance.
6. Regulation on Higher Military Educational Institutions, approved by the Resolution of the Cabinet of Ministers of Ukraine of 12.05.2021, No. 467.
7. Regulation on Military Training Units of Higher Education Institutions, approved by the Order of the Ministry of Education and Science of Ukraine and the Ministry of Defence of Ukraine of 15.08.2018, No. 910/412 (registered with the Ministry of Justice of Ukraine on 30.10.2018 under No. 1229/32681).
8. Regulation on the Peculiarities of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defence of Ukraine, Military Training Units of Higher Education Institutions, Institutions of Professional Pre-Higher Military Education, approved by the Order of 15.02.2024, No. 120 (registered with the Ministry of Justice of Ukraine on 26.03.2024 under No. 453/41798).
9. Procedure for the Organization and Conduct of Military Traineeships, Educational, Industrial, Repair, Shipboard, and Other Types of Practice for Cadets and Students of Higher Military Educational Institutions, Military Training Units of Higher Education Institutions, and Institutions of Professional Pre-Higher Military Education, approved by the MODU Order of 12.01.2024, No. 23 (registered with the Ministry of Justice of Ukraine on 30.01.2024 under No. 155/41500).
10. Instruction on the Organization and Conduct of Military-Professional Orientation of Citizens of Ukraine and Admission to Institutions of Professional Pre-Higher Military Education, Higher Military Educational Institutions, Military Training Units of Higher Education Institutions, and Scientific Institutions within the System of the Ministry of Defence of Ukraine, approved by the Order of 16.07.2024, No. 479 (registered with the Ministry of Justice of Ukraine on 21.08.2024 under No. 1285/42630).
11. Directive of the Commander-in-Chief of the Armed Forces of Ukraine "On the Approval of Amendments to the Table of Urgent Reports of the Armed

Forces of Ukraine on Personnel Issues and Training of Military Specialists" of February 22, 2022 (with amendments) No. D-8.

12. Order of the Ministry of Defence of Ukraine "On the Organization and Conduct of Advanced Training Courses in Higher Military Educational Institutions, Military Training Units of Higher Education Institutions, and Institutions of Professional Pre-Higher Military Education in 2025-2026" 06.02.2025 No. 85/nm.

13. Recommendations of the National Agency for Higher Education Quality Assurance (NAQA) Regarding the Implementation of an Internal Quality Assurance System, approved by NAQA Decision, 26.06.2019 (Protocol No. 6).

14. NATO Strategic Commands Joint Directive "Education and Individual Training Bi-SCD 075-007," 2025.

15. Kovalchuk A. T. (Head of the Author Team), Androshchuk O. S., Albieshchenko O. S., Bilonozhko N. Y., Bohdanova O. H., Veits A. M., Krichfalushii M. V., Tkachenko V. V. Organization and Monitoring of the Internal Quality Assurance System for Military Education in Higher Military Educational Institutions: Educational and Methodological Manual. Edited by Hero of Ukraine Major General Kovalchuk A. T. Military Academy (Odesa), 2025. 172 p.

## STANDARD OPERATING PROCEDURES OF THE ACADEMY

### SOP-1. Development of Educational Programs

№ 3/II	Action	Document	Deadline	Responsible Party	Assessment / Evaluation
1.	Formation of the Project Group	Submission to the Head of the Structural Unit regarding the formation of the Project Group	No later than May 1st of the calendar year preceding the launch of the new Educational Program	Not Applicable	Not Evaluated
2.	Justification of the feasibility of launching a new Educational Program	Explanatory Note	No later than June 1st of the calendar year preceding the year the new Educational Program is launched	Head of the Project Group	Self-assessment by the Project Group. Evaluation Scale: 1. Complies. 2. Does not comply.
3.	Preliminary approval of the feasibility of launching a new Educational Program at the department level	Decision of the Scientific and Methodological (Academic and Methodological) Commission of the Structural Unit, Decision of the Structural Unit's Academic Council	No later than July 1st of the calendar year preceding the year the new Educational Program is launched	Head of the Project Group	Department Meeting. Evaluation Scale: 1. Recommended for development. 2. Not recommended for development.
4.	Development of the draft Description of the new Educational Program	Educational Program Description, Cost Calculation Form for the Educational Program	No later than September 15th of the calendar year preceding the year the new Educational Program is launched	Head of the Project Group	Evaluating Departments, External Reviewers. Evaluation Scale: 1. Recommended for approval. 2. Not recommended for

№ 3/П	Action	Document	Deadline	Responsible Party	Assessment / Evaluation
					approval.
5.	Calculation of the Educational Program cost	Cost Calculation for the Educational Program	No later than 2 weeks from the date of document submission	Financial and Economic Service	Not performed
6.	Decision on admitting the Educational Program Description for review by the Academic Council	Evaluation Form; Expert Conclusion	No later than October 15th of the calendar year preceding the year the new Educational Program is launched	Head of the Project Group	Academic/Training Department. Evaluation Scale: 1. Recommended for review. 2. Not recommended for review.
7.	Approval of the Educational Program Description by the Academic Council	Decision of the Academic Council	No later than December 10th of the calendar year preceding the year the new Educational Program is launched	Secretary of the Academic Council (for adherence to the approval procedure)	Academic Council. Evaluation Scale: 1. Approved. 2. Not approved.
8.	Implementation (Entry into force) of the Educational Program and appointment of the Guarantor / Course Director by order of the Chief of the Academy	Order of the Chief of the Academy	No later than December 20th of the calendar year preceding the year the new Educational Program is launched	Chief of the Academy for Academic and Scientific Affairs (for preparing the order); Chief of the Academy	Not performed
9.	Public disclosure (Publication) of the Educational Program Description	Approved and digitized Educational Program Description, link/reference	No later than January 10th of the year in which the Educational Program launch is planned	Guarantor/Course Director of the Educational Program	Department for Quality Assurance of Educational Activities and Higher Education. Evaluation Scale: 1. Description is available. 2. Description is absent.

### SOP-2. Updating of Educational Programs

№ 3/II	Action	Document	Responsible Party	Assessment / Evaluation
1.	Initiation of change development			Not evaluated
2.	Development of the draft changes to the Educational Program	Draft Changes to the Educational Program. Explanatory Note	Guarantor/Course Director of the Educational Program	Self-assessment: 1. Developed. 2. Not developed.
3.	Review of proposals for amendments at the structural unit level		Guarantor/Course Director of the Educational Program, Head of the Educational Program Monitoring Group	Evaluation Scale: 1. Recommended for amendment. 2. Not recommended for amendment.
4.	Review of proposals for amendments at the Academy's Academic Council	Decision of the Educational Program Monitoring Group, Extract from the Protocol of the Academy's Academic Council Meeting	Guarantor/Course Director of the Educational Program, Head of the Monitoring Group	1. Recommended for amendment. 2. Not recommended for amendment.
5.	Development and approval of the new edition of the Educational Program	New Edition of the Educational Program Description	Guarantor/Course Director of the Educational Program (Working Group)	Self-assessment Scale: 1. Developed, approved. 2. Developed, not approved. 3. Not developed, not approved.
6.	Public disclosure (Publication) of the new edition of the new program description	Until July 10 (upon completion of studies)	Guarantor/Course Director of the Educational Program	Evaluation Scale: 1. Available (Available). 2. Absent.

### SOP-3. Development of the Working Syllabus for an Academic Discipline

№ з/п	Action	Responsible Party	Assessment / Scale
1.	Requirements for the formatting and content of the working syllabus	Academic/Training Department	Not applied
2.	Syllabus Development	The Academic Staff Member (NPP) who provides the teaching of the discipline is responsible for the development of the working syllabus (its content, substance, formulation of learning outcomes and their correspondence to program learning outcomes, the assessment system and organization, structure, etc.)	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
3.	Quality Guarantee and Control	Head of the Department	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
4.	Compliance with the Educational Program requirements (for mandatory educational components)	Academic Staff Member (NPP) (Program Developer)	Assessment – Head of the Department, Guarantor/Course Director of the Educational Program. Evaluation Scale: 1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
5.	Methodological and consultative assistance with syllabus development	Head of the Department, Academic/Training Department, Department for Quality Assurance of Educational Activities and Higher Education	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
6.	Syllabus Approval	Instructor, Head of the Department, Guarantor/Course Director of the Educational Program	1. Approved. 2. Not approved.

№ 3/Π	Action	Responsible Party	Assessment / Scale
7.	Monitoring of the working syllabi for academic disciplines	Guarantor/Course Director of the Educational Program, Head of the Department	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.

### SOP-4. Educational Program Management: Activities of Guarantors/Course Directors of Educational Programs

№ 3/II	Action	Specifics	Responsible Party for the Action	Assessment / Evaluation
1.	Formation of the Project Group	<p>Formed by the initiator of the development of a new Educational Program; may include academic and scientific staff, students/trainees, customers (employers), and graduates.</p> <p>The Project Group selects a leader, who must be a full-time academic staff member for whom the institution is the primary place of employment.</p> <p>The activity of the Project Group ceases at the moment the program draft is approved/rejected.</p>	Not Applicable	Not Evaluated
2.	Appointment of the Educational Program Guarantor/Course Director	<p>Carried out by order of the Chief of the Academy based on the submission of the Academic Council, approved by the Academic/Training Department.</p> <p>Qualification requirements for the EP Guarantor are determined by the Regulation on the Organization of the Educational Process and take into account the norms of the Licensing Conditions for Educational Activity of Higher (or Vocational Pre-Higher) Education Institutions.</p>	Chief of the Academy and the Academic Council of the Academy	Evaluation Scale: 1. Appointed. 2. Not appointed.
3.	Change of the Educational Program Guarantor/Course Director	<p>Carried out: 1) at their own request; 2) upon their dismissal from the full-time academic (scientific, pedagogical) staff of the Academy, for whom the Academy is the primary place of employment; 3) on other grounds.</p> <p>In all cases, the motivated submission is considered at the Academic Council meeting. In case of disagreement by the EP Guarantor/Course Director, they are invited to the Academic Council meeting.</p>	Head of the Structural Unit	Evaluation Scale: 1. Appointed. 2. Not appointed.

№ 3/Π	Action	Specifics	Responsible Party for the Action	Assessment / Evaluation
		The decision to change the EP Guarantor/Course Director is enacted by an Order of the Academy.		
4.	Responsibility for Educational Program Assurance	<p>The Academy is responsible for the high professional level of the academic, pedagogical, and scientific staff involved in assuring the Educational Programs, the availability of necessary information resources, specialized equipment and premises, the relevance, objectivity, and openness of the assessment processes for student learning outcomes, and the compliance of assessment procedures with the level of qualification and specialty.</p> <p>Departments, as the primary and basic structural units, bear full responsibility for the implementation of the Educational Programs in which they are involved.</p>	Guarantor/Course Director of the Educational Program, Heads of Departments	<p>Evaluation Scale:</p> <ol style="list-style-type: none"> <li>1. Does not meet requirements;</li> <li>2. Partially meets requirements;</li> <li>3. Mostly meets requirements;</li> <li>4. Fully meets requirements.</li> </ol>

### SOP-5. Matrix for Selecting Active Teaching Methods in the Academy's Educational Process

Compiled based on the requirements of the NATO Bi-SCD 075-007 Joint Strategic Commands Directive "Education and Individual Training" (Annex Q)

Qualification Levels	Type of Learning	Teaching Methods
100	<b>Psychomotor</b> Perception, Readiness, and Guided Response	Demonstration; Role-Playing; Activity Execution (Performance)
	<b>Cognitive</b> Memorization (Recall)	Lecture; Consultation; Self-Study (Mentorship)
200	<b>Psychomotor</b> Mechanism/Manipulation	Demonstration; Simulation/Modelling; Activity Execution (Performance); Internship/Practicum; Role-Playing
	<b>Cognitive</b> Awareness/Understanding (Comprehension)	Lectures; Self-Study; Consultation (Mentorship); Study Trip (Field Trip); Small Group; Role-Playing
300	<b>Psychomotor</b> Complex Response/Accuracy (Precision)	Demonstration; Activity Execution (Performance); Role-Playing; Simulation/Modelling; Internship/Practicum
	<b>Cognitive</b> Application	Lecture; Guided Discussion; Research Assignment; Self-Study; Role-Playing; Simulation/Modelling; Panel Discussion; Peer Tutoring/Teaching; Small Groups; Case Study Method
400	<b>Psychomotor</b> Adaptation	Activity Execution (Performance); Role-Playing; Simulation/Modelling; Internship/Practicum
	<b>Cognitive</b> Analysis	Lecture; Guided Discussion; Self-Study; Role-Playing; Peer Tutoring/Teaching; Panel Discussion; Small Groups; Simulation/Modelling; Case Study Method
500	<b>Psychomotor</b> Initiating (Origination)	Activity Execution (Performance); Role-Playing; Simulation/Modelling
	<b>Cognitive</b> Evaluation/ Construction/ Creation (Synthesis)	Self-Study; Role-Playing; Simulation/Modelling; Thematic Research (Case Study Method); Peer Tutoring/Teaching; Panel Discussion; Small Groups; Study Trip (Field Trip)

## **SOP-6. Periodic Assessment of Higher Education Students and Regular Publication of Assessment Results**

The Academy uses the following types of control/assessment: entry (preliminary), current, self-control, semester, and final.

The procedure for assessing students' learning outcomes is determined by the Regulation on the Organization of the Educational Process of the Military Academy (Odesa).

No.	Type of Assessment	Content
1.	Entry Control	<p>Entry control is conducted before studying a new academic discipline to determine the student's level of preparation in that discipline or related disciplines that precede its study. Based on the results of the entry control, measures are developed to provide individual assistance to students and adjust the educational process.</p>
2.	Current control	<p>Current control is conducted by instructors in all types of classroom activities throughout the semester (half-year) according to the schedule. The main task of current control is to verify the student's level of preparation for a defined topic (learning element). The information obtained from current control is used by the instructor to adjust teaching methods and tools and by the student to plan self-study.</p> <p>Current control may be conducted in the form of oral questioning, written express-control, student presentations during discussion of theoretical issues, solving written assignments, practical situations, as well as in the form of computer testing, etc.</p> <p>The forms of current control and its quantitative evaluation for a specific type of class are determined by criteria regulated by the working syllabus of the academic discipline.</p>
3.	Self-Control	<p>Self-control is designed for the student's independent verification of the degree of assimilation of educational material in a specific academic discipline (topic, class). 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.</p>
4.	Semester Control	<p>Semester control is a type of final control that reveals the student's level of assimilation of the academic discipline or its separate logically complete part over the semester, taking into account the results of current control.</p> <p>Semester control of an academic discipline is conducted in accordance with the curriculum, in the form of an exam or credit/pass, within the deadlines established by the educational process calendar-schedule and covering the educational material defined by the working syllabus of the academic discipline. The form of semester control is chosen according to the level of competencies being formed. The content and structure of exam tickets (control assignments), criteria for admission, and assessment are determined by the decision of the relevant department and are indicated in the</p>

No.	Type of Assessment	Content
		working syllabus of the academic discipline and communicated to the student at the first class.
5.	Final Control	<p>Final control is conducted for the purpose of comprehensive assessment of the level of formation of learning outcomes for an academic discipline over the semester (half-year) or academic year.</p> <p>The forms of final control for academic disciplines (educational components) of the educational-professional (educational-scientific) program are a credit/pass or an exam.</p> <p>If an academic discipline is taught for several semesters, the interim semester control is usually carried out in the form of a credit/pass. The final grade for an academic discipline studied over several semesters is determined taking into account the results of previous semesters.</p> <p>Final control may be carried out orally, in writing, or through computer testing using distance learning technologies, with the aim of establishing the student's achievement of learning outcomes.</p>

**Graduate Certification (Attestation)** is conducted in the form of a Unified State Qualification Exam (Certification Exam) and/or defence of a Qualification Thesis/Work, a final exam in physical training, and a comprehensive final exam (for specialties where obtaining the educational degree is necessary for access to professions for which additional regulation has been introduced).

The organization, procedure, and specifics of conducting graduate certification are determined by the Regulation on the Examination Commission and the Certification of Higher Education Students at the Military Academy (Odesa), which is approved by the Academic Council of the Academy.

**Rating (Publication of Results).** Based on the results of the annual assessment of higher education students, relevant ratings are compiled as a comprehensive quantitative assessment of the level of formation of competencies defined in the educational program over a certain period of the cadet's (student's) training, which fixes their place among similar assessments of other cadets (students) of the Academy.

The mechanism for implementing the rating system, the procedure for control, and the application of the rating assessment of students are determined by the Regulation on the Rating.

## SOP-7. Monitoring the Quality of All Types of Academic Classes

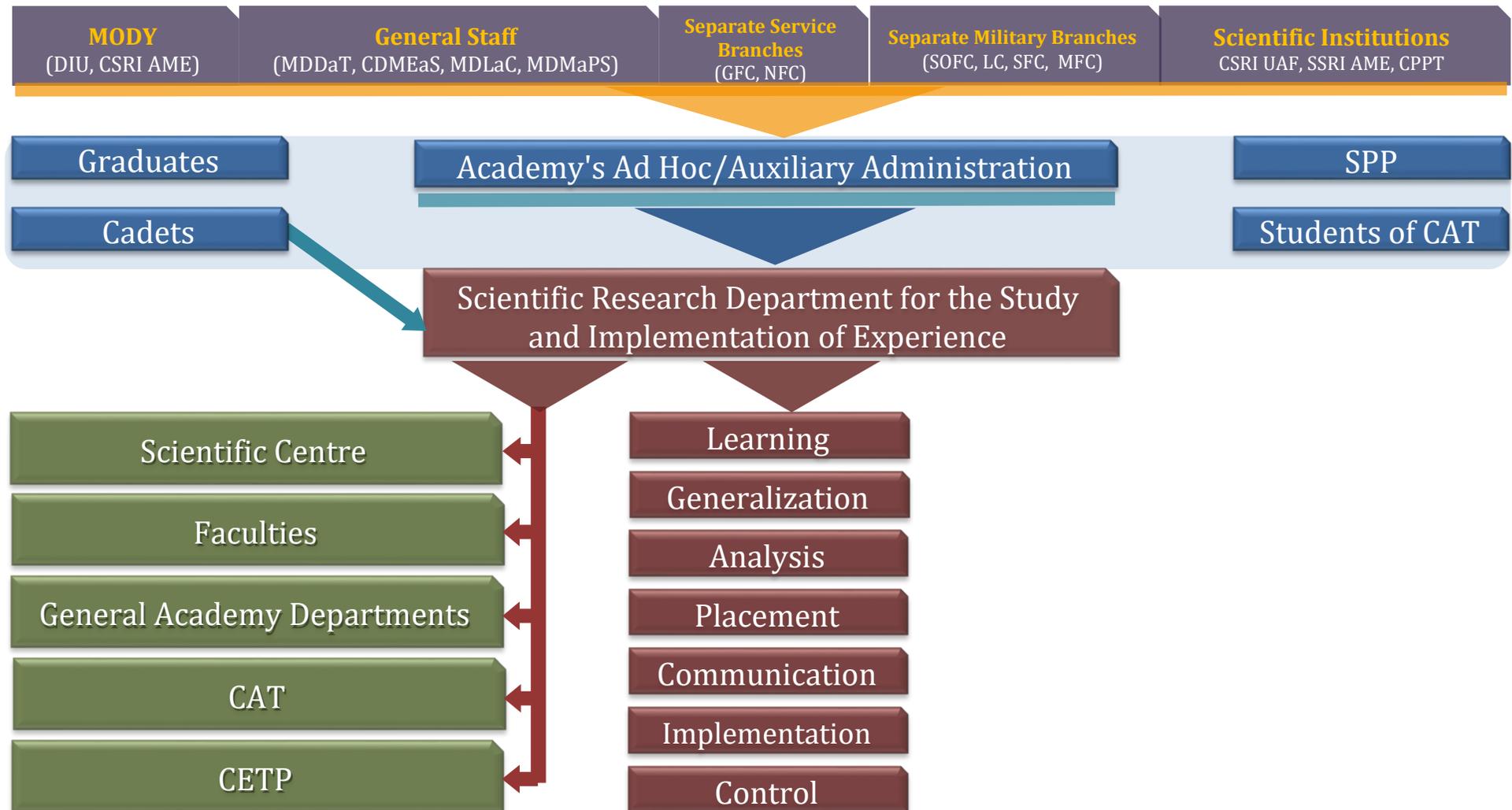
Monitoring is a systemic process based on gathering information (diagnosis), analysing the data obtained, and adjusting a particular part of the Academy's work.

Monitoring may be conducted using modern information-communication and digital technologies, including remotely.

No.	Stage	Content
1.	Stage I. Information Gathering	<p>Methods of conducting research during monitoring may include:</p> <ul style="list-style-type: none"> <li>- Surveys (questionnaires, interviews);</li> <li>- Testing;</li> <li>- Observation of the educational process and educational activities;</li> <li>- Class attendance (visitation);</li> <li>- Analysis of documentation at the group level;</li> <li>- Analysis of statistical data on the state of education based on established reporting forms;</li> <li>- Other methods.</li> </ul> <p>When monitoring the quality of an academic class, pay attention to the following aspects:</p> <ol style="list-style-type: none"> <li>1. Organizational: readiness of the classroom (sanitary and hygienic condition); timely provision of visual aids, technical equipment (TE), devices, etc.; appearance of cadets/instructor (business-like, neat); topic of the class, its connection to previous and subsequent topics, and its place in the relevant section; form, type, and structure of the class, correspondence to the topic and stated goal; level of goal achievement and results obtained, conditions, factors contributing to this, strengths and weaknesses, achievements, general impressions; setting the goal and tasks of the class as the final result necessary for the instructor and cadets to achieve, creating a mind-set among cadets to achieve the goal; emotional readiness of the instructor and cadets for the class; work capacity dynamics: rationality and effectiveness of using class time/each stage of the class; optimality of pace (very fast, accessible, optimal, slow, sluggish); adherence by the instructor/cadets to the established time norms for them; alternation and changes in types of activities, forms of execution of work types (orally, in writing, from the seat, at the board, with TE, etc.); planning ways of perception, considering different types of memory (visual, auditory, motor); optimality of the material volume proposed for assimilation/homework execution; maintenance of interest in the class and engagement with the discipline; ensuring discipline in the class.</li> <li>2. Program and Target-Oriented: how is the motivation for the topic ensured, professional focus; presence of instructional, educational, and developmental goals; presence of educational and methodological support for the class; the class must be part of the course, section, or topic, and have its own logic and clear structure depending on the chosen type.</li> <li>3. Scientific: level of mastery of the educational material by the</li> </ol>

No.	Stage	Content
		<p>instructor/cadets; deep, thoughtful, and accessible presentation of the content of the disciplinary program material; connection of theory with practice; use of new achievements in the given field of knowledge and related fields; correspondence of the content of the educational material to the level of development of the cadets, their cognitive abilities; stimulating the cadets' interest in the content (novelty of knowledge, skills, their multi-faceted significance, paradoxical nature of concepts, facts, relevance of information, emotionality of presentation, presentation of information through the instructor's perspective); the class should not only involve the presentation of material/content but also tasks that imply the practical application of the acquired educational information; the presentation of educational material can and should be variable in its structure—in some cases, ready information is presented in the form of explanation and illustration; in other cases, the material is studied by posing a problem and revealing the paths to its demonstrable solution.</p>
2.	<p>Stage II. Analysis of Monitoring Results</p>	<p>Key directions of monitoring:</p> <ul style="list-style-type: none"> <li>- Implementation of state policy in the field of higher education, control over compliance with the requirements of legislative acts and regulatory legal documents on higher education;</li> <li>- Organization of the class, content of the class;</li> <li>- Relevance of educational material (studying and utilizing experience);</li> <li>- Level of the instructor's professional competence;</li> <li>- Planning of the educational process;</li> <li>- Implementation of educational innovations;</li> <li>- Psychological climate in the class;</li> <li>- Educational and methodological support; textbooks and manuals used and other educational literature;</li> <li>- Resource provision (material, technical, etc.);</li> <li>- Results of academic achievements of higher education students;</li> <li>- Information support;</li> <li>- Academic integrity;</li> <li>- Quality of teaching academic disciplines through the eyes of higher education students;</li> <li>- Ensuring feedback from higher education students regarding the quality of knowledge received, the quality of educational services provided, and the level of resource provision for the educational process;</li> <li>- Identification of shortcomings and problematic issues.</li> </ul>
3.	<p>Stage III. Planning Measures Based on Monitoring Results</p>	<ul style="list-style-type: none"> <li>- Public disclosure of monitoring results (informing about the results of monitoring);</li> <li>- Formulation of recommendations for improving the organization of the educational process in the Academy.</li> </ul>

### SOP-8. Coordination and Evaluation of the Completeness of Measures for Implementing Combat Experience (Experience in Performing Combat Support Tasks) into the Educational Process



### **SOP-9. Organization of Work for the Inclusion of Standards and Procedures Adopted in the Armies of NATO Member Countries into Academic Curricula**

№	Stage of the Algorithm	Unit (Performer)	Actions
1.	Stage I: Reception	Academy	Receiving the standards and procedures, and communicating them to the performers.
		Scientific Research Centre	Receiving the standards and procedures.
		Department	Receiving the standards and procedures.
2.	Stage II: Study	Instructor	Conducting an analysis of the standards and procedures, and developing proposals for implementation.
		Department, Scientific Research Centre	Reviewing the proposals for the implementation of the standards and procedures, and submitting them (if necessary) to the Academic Council.
		Department, Scientific Research Centre	Approving the proposals for the implementation of the standards and procedures.
3.	Stage III: Implementation	Scientific Research Centre	Conferences, publications, etc.
		Department	Making changes to the Working Curriculum and methodological materials for conducting classes.
		Instructor	Communicating the standards and procedures to the education seekers (students).
4.	Stage IV: Feedback	Scientific Research Centre	Reporting on the implementation of the standards and procedures.
		Department	Reporting on the implementation of the standards and procedures.
		Academy	Reporting on the implementation to the Military Command and Control Body to which the Academy is subordinate, and to the customers for the training of military specialists.

### **SOP-10. Professional Development of Instructors**

Professional development of scientific-pedagogical staff (hereinafter – SPS) involves a continuous process of acquiring new and improving previously acquired professional and general competencies necessary for professional activity. It includes constant self-education and other types and forms of professional growth, and can be carried out through formal and non-formal education, traineeship (internship/work placement), professional activity, etc.

Specifically, professional development may include obtaining the next level of higher education (educational-professional, educational-scientific), including in a different specialty, advanced training (professional development), traineeship, and/or self-education, performing new or more complex professional duties, etc., which allows the scientific-pedagogical staff member to maintain a proper or improve their level of professional qualification and continues throughout their entire period of professional activity.

The main components of SPS professional development are *advanced training and traineeship*.

*Advanced training* is the acquisition by a person of new and/or improvement of previously acquired competencies within the scope of professional activity or a field of knowledge.

#### ***Goal of Advanced Training:***

Professional development of military SPS and employees of the Armed Forces of Ukraine in accordance with legislative requirements;

Improvement of the quality of education and educational activity;

Improvement of military-professional knowledge and skills in the specialty;

Study and implementation of best practices into the educational process.

#### ***Types of Advanced Training:***

Training under an advanced training program (seminars, practical courses, trainings, webinars, master classes, etc.);

Participation in academic mobility programs;

Scientific traineeship;

Self-education;

Obtaining a scientific degree.

#### ***Volume (Duration) and Frequency:***

The total volume of advanced training for SPS cannot be less than six ECTS credits (180 hours), over a period of five years.

#### ***Forms of Advanced Training:***

Institutional (full-time (day, evening), part-time, distance, network), dual, on-the-job, at a production facility, etc.

Forms of advanced training may be combined.

***Traineeship is the acquisition by a person of practical experience in performing tasks and duties in a certain professional activity or field of knowledge.***

***Traineeship*** is a core component of SPS professional development.

***Goal of Traineeship:***

Improvement of their military-professional knowledge and skills in the specialty at relevant command, staff, engineering, and other positions of officer personnel;

Study for use in the educational process of best practices in operational, combat, and mobilization training of troops (forces) and the service of graduates of HMEIs, Military Training Units of HEIs, and P-HMEIs in the troops (forces);

Providing assistance to troops (forces) in implementing advanced methods of teaching and education, and the results of scientific research into their practical activities.

***Volume (Duration) and Frequency:***

Traineeship is carried out according to an individual program developed by the SPS member.

One day of traineeship is valued at 6 hours or 0.2 ECTS credits.

***Forms of Traineeship:***

SPS traineeship may be conducted at the educational institution of employment, the place of military service of the scientific-pedagogical staff member, at another educational institution or scientific establishment.

The traineeship supervisor is appointed from a scientific-pedagogical or scientific staff member who works at the Academy as their main place of employment or military service, has a scientific degree and/or academic title, and at least ten years of experience working or military service in scientific-pedagogical or scientific staff positions.

Traineeships may also be conducted in the structural units of the Ministry of Defence of Ukraine and the General Staff of the Armed Forces of Ukraine, in institutions, enterprises, and organizations of the Ministry of Defence of Ukraine and other central executive bodies of Ukraine.

The duration of the traineeship is established by the traineeship program. A decision by the Chief of the Academy to send an SPS member to the troops (forces) to perform a service task related to practical activity in the specialty may be counted as a ***traineeship***.

## **SOP-11. Monitoring the Effectiveness of the Internal Quality Assurance System Functioning**

*The Goal* of the Internal Quality Assurance System for Military Education is the process of creating and implementing reliable conditions for educational activities and the continuous maintenance of these conditions by the participants in the educational process in a proper state, with the aim of guaranteeing the achievement of planned learning outcomes (formation of competencies) by military education seekers in accordance with education standards and professional standards of a military specialist of the Armed Forces of Ukraine.

Ensuring the quality of educational activities and higher education involves the implementation of the following Functions:

- Analytical and Prognostic;
- Planning;
- Regulatory and Consultative;
- Control and Diagnostic.

### Activities of the Department for Quality Assurance of Educational Activities and Higher Education in Implementing the Functions

<b>Analytical and Prognostic Function</b>
Analysis of the possibility of licensing new specialties
Analysis of draft normative documents on the quality of educational activities and higher education
Analysis of proposals on improving the quality of educational activities and higher education
Analysis of proposals for the development and support of educational programs, their structure, and content
Analysis of the state of connections between structural units and stakeholders, particularly customers for the training of military specialists
Analysis of current normative documents on the quality of educational activities and higher education
Analysis of current normative documents on the licensing and accreditation of educational programs
Analysis of normative documents developed at the Academy on quality assurance, taking into account changes in legislation
<b>Planning Function</b>
Perspective (Long-term) and current planning of specialty licensing and educational program accreditation
Planning of measures aimed at the implementation and development of the internal quality assurance system for educational activities and higher education
<b>Regulatory and Consultative Function</b>
Involvement of customers for the training of military specialists in the formation of educational programs and the analysis of the quality of professional training for cadets (students)
Provision of consultative services regarding the preparation of licensing and accreditation files
Conducting scientific and methodological events (seminars, conferences) on higher education quality assurance
Development of recommendations for the Academy's structural units on planning work for the

assurance of higher education and educational activity quality for the academic year
<b>Control and Diagnostic Function</b>
Analysis of the compliance of educational program content with higher education standards
Monitoring of feedback from commanders of military units on graduates
Control over the quality of preparation and processing of licensing and accreditation files
Control over the consideration of recommendations and comments following accreditation
Control over the state of educational-methodological and accounting-reporting documentation at the Academy (Faculty, Department)
Control over the implementation of educational programs
Monitoring of adherence to academic integrity by participants in the educational process
Monitoring of the availability of public information in accordance with legislation
Monitoring of the quality of scientific and pedagogical activity of instructors
Monitoring of the quality and progress of educational activity of cadets (students)
Surveying of graduates regarding the quality of the educational program
Conducting surveys (questionnaires) of instructors regarding the quality of educational activity
Conducting surveys (questionnaires, assessments) of higher education seekers regarding the quality of educational activity

## SOP-12. Ensuring Academic Integrity by Academic and Scientific Staff and Higher Education Students

Regulatory Framework for Academic Integrity	Information Base for Promoting the Principles of Academic Integrity	Tools for Monitoring and Control of Academic Integrity Compliance	Levels of Academic Integrity Assurance
<p>1) Regulation on Academic Integrity at the Military Academy (Odesa);</p> <p>2) Order of the Chief of the Academy "On the Organization of the Educational Process at the Academy for the Academic Year";</p> <p>3) Regulation on the Organization of the Educational Process of the Military Academy (Odesa);</p> <p>4) Regulation on the Scientific Society of Cadets and Young Scientists of the Military Academy (Odesa);</p> <p>5) Regulation on the Academic Council of the Military Academy (Odesa);</p> <p>6) Regulation on the System of Internal Quality Assurance of Educational Activities and Higher Education at the Military Academy (Odesa);</p> <p>9) Regulation on the Prevention and Settlement of Conflicts of Interest at the Military Academy (Odesa);</p> <p>10) Work Plan of the Authorized Person for Anti-Corruption Prevention and</p>	<p>1) Information page on the Academy's official website;</p> <p>2) Information resources on social networks;</p> <p>3) Information materials related to promoting the principles of adherence to academic integrity among all members of the Academy community (visual and video materials);</p> <p>4) Information and methodological materials related to clarifying the procedures for the implementation of academic integrity;</p> <p>5) Online courses and webinars dedicated to academic integrity issues;</p> <p>6) Certificate educational programs that include topics related to academic integrity</p>	<p>1) Annual survey of academic staff, scientific staff, and higher education students regarding academic integrity issues;</p> <p>2) Online communication with participants of the educational and scientific process regarding dishonest conduct, including through mailboxes/channels for reporting academic integrity violations;</p> <p>3) Mandatory plagiarism check of students' qualification theses/works, dissertation texts, and scientific/educational-methodological literature</p>	<p>1) Educational Program Level;</p> <p>2) Department Level;</p> <p>3) Academy Level (Ethics and Academic Integrity Commission, Academic Council of the Academy)</p>

Regulatory Framework for Academic Integrity	Information Base for Promoting the Principles of Academic Integrity	Tools for Monitoring and Control of Academic Integrity Compliance	Levels of Academic Integrity Assurance
Detection; 11) Memo/Guideline on Academic Integrity and Ethical Conduct of Educational Process Participants at the Military Academy (Odesa)			

### SOP-13. Educational Program Licensing Procedure

No.	Action	Document	Deadline	Responsible Party	Assessment / Evaluation
1.	Establishment of the working (project) group for the development and monitoring of the Educational Program (EP).	Order of the Chief of the Academy	By May 1st	Heads of Departments	Not performed
2.	Development of the project/draft and description of the new Educational Program.	Educational Program	No later than November 20th	Head of the Project Group	1. Evaluating Departments, External Reviewers. Evaluation Scale: 1. Recommended for approval. 2. Not recommended for approval.
3.	Review of the Educational Program, adoption by the Academic Council, and its approval.	Educational Program, Protocol of the Academic Council Meeting	No later than December 10th	Guarantor of the Educational Program	Not performed
4.	Implementation of the Educational Program and appointment of the Educational Program Guarantor	Order of the Chief of the Academy	By December 20th	Heads of Departments	Not performed
5.	Preparation for the licensing of the Educational Program (formation of the licensing file/dossier).	Licensing File/Dossier	By April 30th	Heads of Departments, Guarantor of the Educational Program	1. Evaluation Scale: 1. Recommended for submission to the MES. 2. Not recommended for submission to the MES.
6.	Submission of the application for licensing the Educational Program and its support/follow-up.	Application	January–March	Department for Quality Assurance of Educational Activities and Higher Education	Not performed

7.	Undergoing the licensing of the Educational Program.	Licensing File/Dossier	May–June	Heads of Departments, Guarantor of the Educational Program	1. Evaluation Scale: 1. License obtained. 2. License not obtained.
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### SOP-14: Procedure for Preparation for Accreditation/Certification of Educational Programs

№	Action	Document	Timeframe	Responsible Party	Evaluation
1.	Execution of measures for preparation for accreditation/certification of the educational program	Typical Accreditation Preparation Plan	According to the plan	Heads of Departments, Guarantors/ Directors of educational programs	Evaluation Scale: 1. Executed; 2. Not executed
2.	Processing of information regarding the self-assessment of educational programs	Self-Assessment Report	The report for EPP, ESP is submitted two months before accreditation / The EP for L-Course is submitted by the end of February	Guarantor/Director of the educational program course	Evaluation Scale: 1. Submitted. 2. Not submitted
3.	Submission of the application for accreditation/ certification of the educational program and its support	Application	By the end of June	Department for Quality Assurance of Educational Activities and Higher Education	Not performed
4.	Accreditation/ certification of the educational program	Self-Assessment Report	During the commission's work	Heads of Departments, Guarantor/ Director of the educational program course	1. Evaluation Scale (Accreditation): 1. Exemplary. 2. By the combination of the following conditions. 3. Conditional deferred. 4. About refusal of accreditation / Evaluation Scale (Certification): 1. Approved; 2. Selected; 3. Included in the list (registered)

**RESPONSIBILITY DISTRIBUTION MATRIX FOR THE ACADEMY'S  
SYSTEMIC QUALITY MANAGEMENT APPROACH**

VA Matrix / RACI	Chief of the Academy Supervisory Board, Academic Council Council	Chief of Staff – Deputy Chief of the Academy	Deputy Chief of the Academy	Deputy Chief of the Academy for Academic/Training Affairs	Deputy Chief of the Academy for Scientific Work – Head of the Scientific and Organizational Department	Chief of Logistics – Deputy Chief of the Academy	Assistant to the Chief of the Academy for Financial and Economic Affairs – Head of the Financial and Economic Service	Department for Quality Assurance of Educational Activities and Higher Education	Academic Department	Scientific and Organizational Department	Staff's Logistics Support Planning Department	Departments, Faculties	General and Long-Term Planning Department	Personnel and Drill Department	Personnel Psychological Support Department	Gender Advisor to the Chief of the Academy (Non-Staff)	Staff's Communication and Cybersecurity Department	Staff's Operational Planning Department	Authorized Person for Anti-Corruption Issues	Customers/Patrons for the Training of Military Specialists	Employers (Commanders of Military Units)	Program Directors/Coordinators (or Guarantors of Educational Programs)	Students/Trainees	Product
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Institutional Audit</b>	I	C	CI	A	C	C	C	R	R	R	R	R	R	R	R	C	R	C	C	I	I	R	I	Report on the Results of the Institutional Audit
<b>Licensing of Educational Programs (EP)</b>	I	C	CI	A	C	C	C	R	R	R	R	R	R	R	R	C	I	C	C	I	I	R	I	Licenses for Educational Programs (EP)
<b>Accreditation of Educational Programs (EP)</b>	I	C	CI	A	C	C	C	R	R	R	R	R	R	R	R	C	I	C	C	I	I	R	I	Accreditation Decision
<b>Rules and Procedures for Evaluating Management Activities of the Leadership</b>	A	R	C	C	C	C	C	I	I	I	I	I	I	C	I	I	I	I	C	I	I	I	I	Regulation on the Competition (Admissions/Sel ection) Commission
<b>System and</b>	I	I	C	C	A	I	I	R	R	R	C	R	I	I	I	I	I	I	C	I	I	I	I	Regulation on

Mechanisms for Ensuring Academic Integrity																							Academic Integrity	
<b>Rules and Procedures for Student/Trainee Assessment</b>	I	I	C	A	C	I	C	R	I	R	I	R	I	C	R	C	I	I	C	I	I	I	I	1. Policy on Quality Assurance of Education and Training 2. Regulation on the Organization of the Educational Process 3. Regulation on the System of Internal Quality Assurance of Educational Activities and Higher Education Quality
<b>Rules and Procedures for Evaluating Academic (Teaching) Staff</b>	I	I	C	A	C	I	C	R	R	I	I	R	I	C	R	C	I	I	C	I	I	I	I	Regulation on the Annual Rating Assessment of Academic Staff Performance
<b>Provision of Necessary Resources</b>	I	C	C	C	C	A	C	C	C	C	R	R	C	I	I	I	C	I	C	I	I	I	I	Long-Term Development Plan for Improving the Educational and Material Base
<b>Provision of Information Systems</b>	I	C	C	A	C	C	I	I	R	I	I	I	I	I	I	I	R	I	C	I	I	I	I	Academy Website Distance Learning System (DLS) Internal Moodle (Platform)

<b>Development, Monitoring, and Periodic Review of Educational Programs</b>	I	I	C	A	C	C	I	R	R	I	R	R	R	R	R	C	I	I	C	C/R	C	R	R	Regulation on the Development, Approval, Monitoring, and Review of Educational Programs
<b>Policy (Strategy) and Regulations for Quality Assurance of Education</b>	I	C	C	A	C	C	C	R	R	R	C	R	R	C	R	C	I	I	C	I	I	I	I	Policy (Strategy) on Quality Assurance of Education and Training Statute of the Academy Regulation on the System of Internal Quality Assurance of Educational Activities and Higher Education Quality
<b>System for Studying and Implementing Experience (Lessons Learned/Best Practices)</b>	I	I	I	A	C	I	I	R	R	R	I	R	I	I	I	I	I	I	I	I	C/I	I	I	Order of the Chief of the Academy Regarding Increasing the Effectiveness of Functioning and Implementation of Experience

**Note**

R – is the person who actually performs the task (Responsible).

A – is the person who ultimately bears responsibility (Accountable). This includes "YES" or "NO" authority and the right of veto.

C – is the person who must be consulted before the final decision is made (Consulted).

I – is the person who must be informed after a decision or action has been taken (Informed).

## QUALITY MANAGEMENT SYSTEM ELEMENTS AND IMPLEMENTATION FORMS

№ з/п	Quality Management System Elements for Education and Training	Form of Implementation
<b>1.</b>	<b>Quality Management</b>	
1.1.	Policy Development (Quality Leadership)	Regulation on the internal quality assurance system for the Academy's educational activities and higher education quality
1.2.	Quality management, annual review, and improvement	Annual Review Report
1.3.	Analysis of key performance indicators for training/education delivery	Monitoring and Review of Key Performance Indicators for Training/Education Delivery
1.4.	Involvement of internal and external stakeholders	Plan for the Involvement of Internal and External Stakeholders
1.5.	Public information and communications	Academy Website
<b>2.</b>	<b>Quality Assurance</b>	
2.1.	Development of procedures (instructions for action)	Regulation on the System of Internal Quality Assurance of Educational Activities and the Quality of Military Education of the Military Academy (Odesa)
2.2.	Analysis of performance indicators for training/education delivery	Monitoring and Accounting (Records)
2.3.	Definition of education/individual training course and its review	Review of Educational Programs
2.4.	Information system	Academy Website, Academy Database
2.5.	Internal process evaluation	Monitoring and Accounting (Records)
<b>3.</b>	<b>Quality Control</b>	
3.1.	Assessment of student learning	Monitoring and Accounting (Records)
3.2.	Feedback from stakeholders	Accounting (Records)
3.3.	Monitoring of training delivery (reporting)	Monitoring and Accounting (Records)
3.4.	Course correction after its completion	Course Review
<b>4.</b>	<b>Inspection</b>	
4.1.	Conducting self-assessment	Accounting (Records) of Materials
4.2.	Monitoring of scientific-pedagogical staff work	Monitoring and Accounting (Records)
4.3.	Inspection of the educational and material base	Monitoring and Accounting (Records)
4.4.	Course correction during its delivery	Course Changes

**ACTIVITIES CARRIED OUT BY THE DEPARTMENT FOR QUALITY ASSURANCE OF EDUCATIONAL ACTIVITIES AND HIGHER EDUCATION WITHIN THE FRAMEWORK OF QUALITY IMPROVEMENT FUNCTIONS**

<b>Analytical and Prognostic Function</b>
Analysis of the possibility of licensing new specialties
Analysis of draft normative documents on the quality of educational activities and higher education
Analysis of proposals on improving the quality of educational activities and higher education
Analysis of proposals for the development and support of educational programs, their structure, and content
Analysis of the state of connections between structural units and stakeholders, particularly customers for the training of military specialists
Analysis of current normative documents on the quality of educational activities and higher education
Analysis of current normative documents on the licensing and accreditation of educational programs
Analysis of normative documents developed at the Academy on quality assurance, taking into account changes in legislation
<b>Planning Function</b>
Perspective (Long-term) and current planning of specialty licensing and educational program accreditation
Planning of measures aimed at the implementation and development of the internal quality assurance system for educational activities and higher education
<b>Regulatory and Consultative Function</b>
Involvement of customers for the training of military specialists in the formation of educational programs and the analysis of the quality of professional training for cadets (students)
Provision of consultative services regarding the preparation of licensing and accreditation files
Conducting scientific and methodological events (seminars, conferences) on higher education quality assurance
Development of recommendations for the Academy's structural units on planning work for the assurance of higher education and educational activity quality for the academic year
<b>Control and Diagnostic Function</b>
Analysis of the compliance of educational program content with higher education standards
Monitoring of feedback from commanders of military units on graduates
Control over the quality of preparation and processing of licensing and accreditation files
Control over the consideration of recommendations and comments following accreditation
Control over the state of educational-methodological and accounting-reporting documentation at the Academy (Faculty, Department)
Control over the implementation of educational programs
Monitoring of adherence to academic integrity by participants in the educational process
Monitoring of the availability of public information in accordance with legislation
Monitoring of the quality of scientific and pedagogical activity of instructors
Monitoring of the quality and progress of educational activity of cadets (students)
Surveying of graduates regarding the quality of the educational program
Conducting surveys (questionnaires) of instructors regarding the quality of educational activity
Conducting surveys (questionnaires, assessments) of higher education seekers regarding the quality of educational activity

**ACADEMY EDUCATION AND TRAINING QUALITY MANAGEMENT TEAM**

