

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

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(Odesa)

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**REGULATIONS
on the Internal Quality Assurance System
for Educational Activities and Military Education
of the Military Academy (Odesa)**

Approved
by the Academic Council
of the Military Academy (Odesa)
(Minutes No. ___ dated “___” _____ 20)

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The Regulations on the Internal Quality Assurance System for Educational Activities and Military Education of the Military Academy (Odesa) were developed by a team of staff under the general supervision of the Head of the Military Academy (Odesa), Major General Andrii Kovalchuk.

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1. GENERAL PROVISIONS

1.1. This Regulation was developed in accordance with the Laws of Ukraine "On Higher Education", "On Scientific and Scientific-Technical Activities", the Military Security Strategy of Ukraine, approved by the Decree of the President of Ukraine of March 25, 2021 No. 121/2021, the Resolution of the Cabinet of Ministers of Ukraine of April 15, 2015 No. 244 "On the Establishment of the National Agency for Higher Education Quality Assurance", the Resolution of the Cabinet of Ministers of Ukraine of December 15, 1997 No. 1410 "On the Transformation of the Military Education System" (as amended), the Licensing Conditions for Conducting Educational Activities, approved by the Resolution of the Cabinet of Ministers of Ukraine of December 30, 2015 No. 1187, the Regulation on Higher Military Educational Institutions, approved by the Resolution of the Cabinet of Ministers of Ukraine of May 12, 2021 No. 467, the Regulation on the Specifics of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defence of Ukraine, Military Educational Units of Higher Education Institutions, and Professional Pre-Higher Military Education Institutions, approved by the Order of the Ministry of Defence of Ukraine of February 15, 2024 No. 120, the Procedure for Organizing and Conducting Military Internships, Training, Production, Repair, Naval, and Other Types of Practical Training for Cadets and Students of Higher Military Educational Institutions, Military Educational Units of Higher Education Institutions, and Professional Pre-Higher Military Education Institutions, approved by the Order of the Ministry of Defence of Ukraine of January 12, 2024 No. 23, the Order of the Ministry of Defence of Ukraine of July 5, 2022 No. 175 "On the Organization of Training for Officer, Sergeant, and Petty Officer Personnel in Higher Military Educational Institutions, Professional Pre-Higher Military Education Institutions of the Ministry of Defence of Ukraine, and Military Educational Units of Higher Education Institutions", the Order of the Chief of the General Staff of the Armed Forces of Ukraine of September 7, 2023 No. 215 "On the Creation and Implementation in the Armed Forces of Ukraine of a System for Analysing the Professional Performance of Graduates of Professional Pre-Higher Military Education Institutions, Higher Military Educational Institutions, and Military Educational Units of Higher Education Institutions", the Order of the Chief of the General Staff of the Armed Forces of Ukraine of April 29, 2024 No. 223 "On the Approval of Amendments to the Regulation on the System for Analysing the Professional Performance of Graduates of Professional Pre-Higher Military Education Institutions, Higher Military Educational Institutions, and Military Educational Units of Higher Education Institutions", the decision of the Acting Minister of Defence of Ukraine No. 83654/S of September 20, 2023, DSTU ISO 9000:2015 (Quality Management Systems. Fundamentals and Vocabulary), DSTU ISO 9001:2015 (Quality Management Systems), DSTU ISO 9004:2018 (Quality Management. Quality of an Organization. Guidance to Achieve Sustained Success), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Regulation on the Organization of the

Educational Process at the Military Academy (Odesa), the Regulation on the Evaluation of Cadets' (Students') Knowledge using the Credit-Module System at the Military Academy (Odesa), and others.

The list of indicators to be monitored by the quality assurance system for education at the Military Academy (Odesa) and the level of requirements for the institution's activities are determined by external quality assurance procedures, licensing conditions, accreditation procedures, and evaluation criteria of the European Association for Quality Assurance in Higher Education, the European University Association, the European Association of Institutions in Higher Education, recognized rankings, and so on.

The internal quality assurance system for education at the Military Academy (Odesa), in addition to monitoring quantitative and qualitative indicators, is aimed at supporting a system of values, traditions, and norms (both at the general academy level and at the sub-levels of academic departments – faculties, chairs, etc.), which, in turn, determine the effectiveness of the Military Academy (Odesa).

The policy of quality assurance for educational activities and higher education is implemented with the involvement and active participation of all participants in the educational process at the Military Academy (Odesa) (command, heads of structural units, academic and research staff, other personnel, and higher education students). At the same time, on the one hand, all participants in the educational process are empowered to develop their own goals, initiatives, and quality research, and on the other hand, all participants must develop the quality assurance system: ultimately, the leadership of the Military Academy (Odesa) bears full responsibility for the delegation of authority and the results of the activities.

1.2. This Regulation uses terms and concepts applied in regulatory legal acts effective in the higher education system, as well as new terms introduced in accordance with the purpose and objectives of this Regulation, which are used in the following meanings:

competence – a dynamic combination of knowledge, skills, practical abilities, ways of thinking, professional, worldview, and civic qualities, moral and ethical values that determines a person's ability to successfully carry out professional and further educational activities and is the result of learning at a certain level of higher education;

customer – a military command body for whose needs the training of relevant military specialists is carried out under a specific educational programme;

educational (educational-professional or educational-scientific) programme – a system of educational components at the corresponding military education level and higher education level within a specialty, which defines the requirements for the educational level of persons who can begin training under this programme, a list of academic disciplines and the logical sequence of their study, the number of ECTS credits required to complete this programme, as well as the expected learning outcomes (competencies) that a student of the corresponding higher education degree must master;

European Credit Transfer and Accumulation System (ECTS) – a system for

transferring and accumulating credits used in the European Higher Education Area to award, recognize, and confirm qualifications and educational components, and to promote academic mobility of higher education students. The system is based on defining the student's workload required to achieve the defined learning outcomes and is accounted for in ECTS credits;

higher education students – individuals studying at a higher education institution at a certain level of higher education to obtain the corresponding degree and qualification;

internal quality assurance system for educational activities and higher education quality – the unity of targeted guidelines, principles, and approaches to forming a higher military educational institution's own quality strategy, monitoring the effectiveness of professional-educational training of military specialists, timely and objective certification, and continuous improvement of the quality of the educational process and its results;

learning outcomes – knowledge, skills, abilities, ways of thinking, views, values, and other personal qualities that can be identified, planned, assessed, and measured, and that a person is able to demonstrate after completing an educational programme or individual educational components;

military education – a specialized education aimed at acquiring competencies in the field of professional military activity to obtain corresponding educational degrees and/or military education levels;

military education level – a completed stage of professional military education, characterized by a set of competencies defined by the professional standard of a military specialist of the Armed Forces of Ukraine for a military occupational specialty (related military occupational specialties);

military-professional competencies and military-special competencies – specific competencies defined by the professional standard of a military specialist of the Armed Forces of Ukraine for a military occupational specialty (related military occupational specialties) and necessary for performing service (combat) functions in a designated position in peacetime and during a special period, which should not repeat (duplicate) the competencies defined in the relevant standards of higher and professional pre-higher education for specialties;

qualification – an official result of assessment and recognition obtained when an authorized institution has established that a person has achieved competencies (learning outcomes) in accordance with higher education standards, which is certified by a corresponding higher education document;

quality assurance of military education – the process of creating reliable conditions (personnel, legal, educational-methodical, informational, material-technical, financial-economic, moral-ethical, psychological-pedagogical, living, aesthetic, etc.) for educational activities by military education management bodies and relevant structural units of a higher military educational institution and their constant maintenance in proper condition by participants of the educational process to guarantee the achievement of planned learning outcomes (formed competencies) by military education students in accordance with educational standards and professional standards of a military specialist of the Armed Forces of Ukraine

within the specified timeframes;

quality of educational activity – the level of organization of the educational process in a higher education institution that meets higher education standards, ensures that individuals receive quality higher education, and contributes to the creation of new knowledge;

quality of higher education – the conformity of learning outcomes to the requirements established by law, the relevant higher education standard, and/or the educational services agreement;

specialization – a component of a specialty, determined by the higher education institution, which provides for a profile-specific educational programme for the training of higher and postgraduate education students;

specialty – a component of a field of knowledge under which professional training is carried out.

1.3. The internal quality assurance system for educational activities and higher education of the Military Academy (Odesa) is an integral part of the higher education quality assurance system in Ukraine, which consists of:

the internal quality assurance system for educational activities of higher education institutions and the quality of higher education;

the external quality assurance system for educational activities of higher education institutions and the quality of higher education;

the quality assurance system for the activities of the national agency for higher education quality assurance and independent institutions for the evaluation and quality assurance of higher education.

1.4. The internal quality assurance system for educational activities and higher education quality at the Military Academy (Odesa) includes the following procedures and measures:

determining the principles and procedures for higher education quality assurance;

monitoring and periodic review of educational programmes;

annual evaluation of higher education students, academic and research staff of the Military Academy (Odesa), and regular publication of the results of such evaluations on information boards and by any other means;

ensuring professional development for teaching, research, and academic staff;

ensuring the availability of necessary resources for organizing the educational process, including independent work of higher education students, for each educational programme;

ensuring the availability of information systems for effective management of the educational process;

ensuring the public availability of information about educational programmes, higher education degrees, and qualifications;

ensuring an effective system for preventing and detecting academic plagiarism in the scientific works of Military Academy (Odesa) staff and higher education students;

other procedures and measures.

1.5. The quality assurance system for educational activities and higher education of the Military Academy (Odesa), upon its submission, is evaluated by the National Agency for Higher Education Quality Assurance or by independent evaluation and quality assurance institutions accredited by it, for its compliance with the requirements for the higher education quality assurance system approved by the National Agency for Higher Education Quality Assurance.

2. PRINCIPLES AND PROCEDURES FOR QUALITY ASSURANCE OF EDUCATIONAL ACTIVITIES AND HIGHER EDUCATION

2.1. The goal of the quality assurance system for educational activities and higher education is to realize the right of participants in the educational process to obtain high-quality higher education and engage in productive academic and research activities, and to achieve high indicators in the training of specialists at the first (bachelor's), second (master's), and third (educational-scientific) levels of higher education according to the standards of the European Higher Education Area and NATO.

The quality assurance system for educational activities and higher education at the Military Academy (Odesa) is based on the following principles:

- awareness among all participants in the educational process of their responsibility for the quality of higher education;

- compliance of the provided higher education with European and national quality standards for higher education;

- prioritizing the autonomous rights of the Military Academy (Odesa) in the development, approval, implementation, and updating of the internal quality assurance system for educational activities and higher education quality;

- a systematic approach that provides for quality management at all stages of the educational process;

- continuous monitoring of the quality of the higher education provided;

- ensuring the quality of education meets the needs of society and the requirements of customers for the training of military specialists;

- involving higher education students, customers for the training of military specialists, and other stakeholders in the quality assurance process;

- objectivity, transparency, and openness at all stages of quality assurance.

3. MECHANISMS FOR QUALITY ASSURANCE OF EDUCATIONAL ACTIVITIES AND HIGHER EDUCATION

3.1. The Policy of the Military Academy (Odesa) and Quality Assurance Procedures.

To define the policy of the Military Academy (Odesa) regarding quality assurance of education, a core document is developed – the Concept of Development of the Military Academy (Odesa), which includes:

- the current state of educational activities at the Military Academy (Odesa);

- strategic goals and priority development areas;

- a description of organizational principles for improving organizational and

management activities;

a description of organizational principles for improving the educational process and its scientific-methodological support;

a description of organizational principles for improving scientific, scientific-technical, and innovative activities, and the training of scientific and academic staff;

a description of organizational principles for improving personnel provision for military specialist training specialties.

The creation and official definition of the quality assurance policy and procedures determine the ways and practical means used to achieve high effectiveness of the quality assurance system and contribute to the public's recognition of the Military Academy's (Odesa) right to autonomy.

The quality assurance system for higher military education at the Military Academy (Odesa) is a hierarchically structured and sufficient, dynamically managed set of educational content, methods, tools, as well as informational, legal, personnel, material-technical, and financial support, aimed at achieving the maximum possible quality assurance of graduates' professional-educational training.

The quality system for higher military education at the Military Academy (Odesa) must ensure a prompt response to fundamental changes in the state's external and internal security environment, the further dynamic development of the main components of the security and defence sector, compatible with the structures of NATO member countries; aligning military education with European and Euro-Atlantic educational standards; a qualitatively new level of training for higher military education students, and their practical readiness to perform functional duties in peacetime and wartime conditions; timely review of existing conceptual provisions in the field of military education that hinder its further development and the development of new, modern concepts.

The quality assurance system for higher military education at the Military Academy (Odesa) must provide for the fundamental impossibility of guaranteeing the quality of higher education without the procedure of expelling individuals with an objectively determined critically low level of learning ability and motivation. Thus, the quality assurance policy and procedures of the Military Academy (Odesa) provide for the creation of a certain personnel reserve of higher education students, which, based on the practical experience of the Military Academy (Odesa), amounts to at least 5 %.

To meet the requirements defined in Articles 13, 16 of the Law of Ukraine "On Higher Education" and the decision of the Acting Minister of Defence of Ukraine No. 83654/S of September 20, 2023, the Military Academy (Odesa) has a Department for Quality Assurance of Educational Activities and Higher Education.

In accordance with Clause 6 of Section VII "Quality Assurance of Military Education" of the Regulation on the Specifics of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defence of Ukraine, Military Educational Units of Higher Education Institutions, and Professional Pre-Higher Military Education Institutions, approved by the Order of

the Ministry of Defence of Ukraine of February 15, 2024 No. 120, the main tasks of the Department for Quality Assurance of Educational Activities and Higher Education are:

- organizing the implementation of the internal quality assurance system procedures for military education in accordance with the defined principles (specifically, organizing measures for preparing for licensing of educational activities and accreditation of educational programmes at the Military Academy (Odesa));

- monitoring the effectiveness of the internal quality assurance system for military education;

- conducting monitoring studies based on the results of surveys of customer representatives, the command staff of the Military Academy (Odesa), academic and research staff, and students;

- monitoring compliance with academic integrity by participants in the educational process;

- conducting annual ranking assessments of the academic and research staff of the Military Academy (Odesa).

3.2. Approval, Monitoring, and Periodic Review of Educational Programmes.

3.2.1. To ensure the transparency and attractiveness of academic discipline work plans, and to maintain their relevance and demand, mechanisms are created that include:

- a procedure for developing and formulating expected learning goals and outcomes;

- officially approved recommendations and regulatory requirements for the creation of educational-professional (educational-scientific) programmes, academic discipline work plans;

- a procedure for internal expertise, evaluation, and approval of programmes, curricula, and academic discipline syllabi;

- conditions for the implementation of professional-educational (educational-scientific) training programmes and their provision with relevant educational resources;

- an analysis of the effectiveness of curriculum implementation, and monitoring of the progress and achievements of higher education students.

3.2.2. The mechanism for the development, approval, monitoring, and periodic review of educational programmes is regulated by the Regulation on the Specifics of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defence of Ukraine, Military Educational Units of Higher Education Institutions, and Professional Pre-Higher Military Education Institutions, approved by the Order of the Ministry of Defence of Ukraine of February 15, 2024 No. 120, the Methodological Recommendations for the Development of Regulatory Documents for the Training of Military Specialists in Higher Military Educational Institutions of the Ministry of Defence of Ukraine and Military Educational Units of Higher Education Institutions of Ukraine, approved by the First Deputy Minister of Defence of Ukraine on April 16, 2016, and the

Regulation on the Procedure for the Development, Monitoring, and Periodic Review of Educational Programmes of the Military Academy (Odesa).

3.2.3. An educational (educational-professional, educational-scientific) programme must comply with the requirements of the higher education standard. Higher education standards for each level of higher education within each specialty are developed and approved by the Ministry of Education and Science of Ukraine in agreement with the National Agency for Higher Education Quality Assurance.

Higher education standards are used to define and evaluate the quality of the content and outcomes of educational activities.

The adoption or change of a standard (educational, professional) is a basis for developing a new educational programme or reviewing an existing one.

3.2.4. The educational (educational-professional, educational-scientific) programme is a system of educational components at the corresponding level of higher education within a specialty. It defines the requirements for the level of individuals who can begin studying under this programme, a list of academic disciplines and the logical sequence of their study, the number of ECTS credits required to complete the programme, as well as the expected learning outcomes (competencies) that a student of the corresponding higher education degree must master.

The educational (educational-professional, educational-scientific) programme is formed on the basis of higher education standards and professional (sectoral) higher education standards. For each educational programme at the Military Academy (Odesa), a programme leader (programme guarantor) is appointed from among the leading specialists of the relevant specialty.

The educational (educational-professional, educational-scientific) programme of a certain higher education degree is a component of the higher education standard of the Military Academy (Odesa).

The educational (educational-professional, educational-scientific) programme for a specific specialty is developed by a working group of the relevant faculty.

The working group may include the faculty management, the graduating department, leading specialists in the field of education and science in that specialty, representatives of general academy departments that participate in the training of higher education students in that specialty, representatives of the customer for the training of military specialists, and the student self-government, etc.

Specifically:

the working group for the development of an educational programme for the first (bachelor's) level of higher education must include at least three people who have a scientific degree and/or academic title;

the working group for the development of an educational programme for the second (master's) level of higher education must include at least three people who have a scientific degree and an academic title, one of whom must be a Doctor of Sciences or a professor;

the working group for the development of an educational programme for the

third (educational-scientific) level of higher education must include at least three people who have a scientific degree and an academic title, at least two of whom must be Doctors of Sciences.

The composition of the working groups is approved by the order of the Head of the Military Academy (Odesa). The head of the working group is the person responsible for the implementation of the educational programme (the programme guarantor). The programme guarantor for the first (bachelor's) and second (master's) levels of higher education must have a qualification in the corresponding educational programme, a scientific degree, and/or an academic title. The programme guarantor for the third (educational-scientific) level of higher education must have a qualification in the corresponding educational programme, a scientific degree, and/or an academic title.

3.2.5. Taking into account the recommendations of European institutions, the experience of implementing qualification frameworks and the so-called "subject area benchmarks" in the EU and countries that are leading exporters of educational services, the Academy must constantly improve the process of developing educational (educational-professional, educational-scientific) programmes and curricula, which should be oriented not to the teacher but to the higher education student.

3.2.6. When developing educational programmes, the following requirements must be met:

- justification of the uniqueness of the training programme, taking into account the points of view of customers for the training of military specialists, specialists, and the academic community;

- definition of the training programme profile in accordance with the level of assigned qualifications and taking into account the typical types of employment for graduates;

- definition of general (instrumental, interpersonal, systemic, worldview-value, etc.) and professional competencies that must be achieved in the training programme and are necessary for the recognition of professional and/or academic qualifications; competencies (a person's capacity for effective performance) are a dynamic combination of knowledge, understanding, skills, abilities, experience, and capabilities (to make correct professional decisions, predict the results of actions, take responsibility, etc.) that form the basis of a graduate's qualification;

- definition of final learning outcomes (a description of what a higher education student should know, be able to do, and be capable of demonstrating upon completion of studies) for the training programme; according to the recommendations of ENQA (European Network for Quality Assurance in Higher Education), learning outcomes are formulated in terms of competence formation; the final learning outcomes of training programmes at different levels should be clearly distinct; similarly, the final learning outcomes of specializations introduced in the training programme must differ;

- learning outcomes must be described in language accessible to higher education students, customers for military specialist training, and other stakeholders;

- defining criteria for assessing higher education students' achievement of educational programme goals and their level of attainment;
- defining the need and potential of the programme;
- defining key competencies;
- formulating programme learning outcomes;
- forming a list of academic disciplines (educational programme units) and assigning ECTS credits to them;
- defining competencies and formulating learning outcomes for each module (topic) of an academic discipline;
- defining approaches to teaching, learning, and assessment;
- verifying the coverage of key general and subject-specific competencies;
- developing the educational programme and its structural units;
- checking the balance and realism of the programme;
- self-analysis of the educational programme;
- monitoring and improving the programme during its implementation.

3.2.7. Those responsible for development and implementation: faculties, educational programme guarantors, the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

3.2.8. The criteria for reviewing educational programmes are formulated by the working (project) group.

The criteria are formulated both as a result of feedback from academic staff, higher education students, graduates, and customers for military specialist training, and as a result of forecasting the development of the field and the needs of society.

The criteria for reviewing educational programmes are approved by the Academic Council of the Military Academy (Odesa).

3.2.9. The review and updating of educational programmes take place based on the results of their monitoring, but at least once after the completion of a training cycle.

3.2.10. The grounds for reviewing educational programmes are:

- changes in the regulatory and legal framework in the field of higher education, military sciences, and national security;
- changes in educational (professional) standards of higher education;
- requirements from customers (employers) for military specialist training;
- conclusions of the attestation commission for graduates of the Military Academy (Odesa);
- conclusions of expert commissions made during accreditation reviews of educational programmes;
- results of scientific research: dissertation research, scientific research works, resolutions of scientific conferences;
- acts of state inspections and audits;
- decisions of the Academic Council of the Military Academy (Odesa), etc.

3.2.11. To improve educational programmes and respond promptly to the needs of the Ministry of Defence of Ukraine, the Military Academy (Odesa) has developed a feedback mechanism with customers for military specialist training

(commanders of military units and formations of the Ministry of Defence of Ukraine).

Representatives of customers for military specialist training evaluate the quality of educational programmes and curricula during:

- inspections, audits, final attestation of graduates (in the form of reports);
- after one year of service in units and formations of the Ministry of Defence of Ukraine and other military formations (in the form of feedback on graduates);
- during military internships and practical training of higher education students of the Military Academy (Odesa) (in the form of feedback);
- during the involvement of practicing specialists in the educational process for relevant educational (educational-professional, educational-scientific) programmes.

Representatives of customers for military specialist training evaluate:

- the relevance of educational programmes;
- the compliance of educational programmes with state and professional (sectoral) higher education standards;
- the availability of necessary general and professional competencies and the level of their formation;
- the ability to apply acquired knowledge in practice.

In the feedback on graduates of the Military Academy (Odesa), commanders of units and formations of the Ministry of Defence of Ukraine and other military formations characterize the graduates according to:

European requirements:

- ability to analyse and synthesize;
- ability to organize a process and plan it;
- ability to apply acquired knowledge in practice;
- ability for oral and written communication in the native language;
- knowledge of a second (foreign) language;
- computer skills;
- information processing skills (ability to find and analyse information from various sources);
- problem-solving skills;
- decision-making skills;
- ability for critical thinking and self-critical evaluation;
- ability to work in a team;
- interpersonal communication skills;
- ability to work in a team;
- ability to communicate with experts in other fields;
- understanding of diversity and multiculturalism;
- ethical obligations;

Evaluation of the level of professional suitability:

- the formed level of national-patriotic consciousness;
- manifestation of leadership qualities in daily activities and in combat conditions;
- ability to practically perform tasks in the position;

ability to work practically with standard armament and military equipment;
 ability to independently and promptly make informed decisions according to
 the current situation;

ability to think creatively;

the level of general military training;

the level of self-motivation for military service;

the level of communication skills;

positive qualities of graduates;

characteristic shortcomings in the professional activities of graduates;

suggestions for improving the level of cadet training.

The information received is processed and analysed by the Department for Quality Assurance of Educational Activities and Higher Education of the Military Academy (Odesa), after which it summarizes recommendations for changes (improvements) to educational programmes and curricula from customers (employers) for military specialist training.

Responsibility for the development and implementation is held by: the Academic Council of the Military Academy (Odesa), and the Department for Quality Assurance of Educational Activities and Higher Education.

3.2.12. Determining the level of satisfaction with educational programmes and curricula among participants in the educational process and graduates of the Military Academy (Odesa).

The main tool for determining the level of satisfaction with educational programmes and curricula among participants in the educational process at the Military Academy (Odesa) is regular general and thematic sociological surveys, which allow for an objective evaluation of the quality of educational programmes and curricula. Trust in the survey results and fostering a sense of involvement in ensuring the quality of the educational process among academic staff, higher education students, and graduates of the Military Academy (Odesa) are extremely important for building and maintaining mutual partnership relationships.

Sociological surveys are conducted by customers, employers, and structural units (faculties and departments) of the Military Academy (Odesa):

with graduates of the Military Academy (Odesa) – one year after graduation;

with academic and research staff – once during the academic year;

with higher education students – throughout the academic year.

To ensure proper methodological, organizational, and material support for sociological surveys:

survey programmes are approved by the command of the Military Academy (Odesa), taking into account proposals from structural units;

the results are summarized.

Responsibility for development and implementation is held by: the Department for Quality Assurance of Educational Activities and Higher Education of the Military Academy (Odesa).

Effectiveness criterion: the level of participation of educational process participants in the educational activities of the Military Academy (Odesa).

3.2.13. Before being considered, educational programme drafts are

discussed at the academic councils of faculties and by the self-governing bodies of higher education students.

The educational programme is approved by a decision of the Academic Council of the Military Academy (Odesa), agreed upon with the customer for military specialist training, and put into effect by an order of the Head of the Military Academy (Odesa).

Responsibility for development and implementation is held by: faculties, educational programme guarantors, the Academic Council of the Military Academy (Odesa), the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: the level of educational programme updates, the level of participation of customers, employers, and educational process participants in the development and modification process, the level of satisfaction of higher education students (graduates), participation in international training programmes, etc.

3.2.14. Based on the educational-professional (educational-scientific) programme, the faculty develops a curriculum for the corresponding specialty.

The *curriculum* is a regulatory document of the Military Academy (Odesa) that defines the list and volume of academic disciplines in ECTS credits, the sequence of studying academic disciplines, the forms and volume of academic sessions, the academic process schedule, and the forms of current and final assessment.

Curricula are prepared separately for each specialty and each form of study.

Curricula are developed by working groups of graduating departments with the mandatory involvement of representatives from supporting departments. The personal composition of the groups is determined by the head of the faculty. The working groups operate under the direct supervision of the heads (chairpersons) of the relevant graduating departments, and the coordination of their activities and control over compliance with curriculum requirements are carried out by the Deputy Head of the Faculty for Academic and Scientific Affairs – the Head of the Academic Unit.

The development of a curriculum includes:

selecting types of educational activities that allow for the achievement of defined learning outcomes;

developing the structure of the curriculum: defining the list and content of academic disciplines, internships, and practical training; allocating the higher education student's academic time; and defining approaches to teaching and learning, as well as assessment methods.

It should be noted that:

the interests of academic staff in the formation of the curriculum must be taken into account, but their role is significantly less compared to the planned learning outcomes, which is the essence of the student-centred approach to curriculum formation;

minimizing the number of academic disciplines helps increase the

objectivity of assessing the level of competence formation in a higher education student, both by making it possible to achieve the correspondence of the discipline's content to the planned learning outcomes and by making it possible to combine the expert potential of teachers in the final assessment process.

The curriculum is developed for the entire period of study for higher education students at the Military Academy (Odesa) for each level of higher education under the corresponding educational-professional (educational-scientific) programme, which is divided into academic years, each of which has two semesters. The duration of the academic semester is determined by the curriculum.

The curriculum is approved by the Academic Council of the Military Academy (Odesa), signed by the head of the faculty, agreed upon with the Deputy Head of the Military Academy (Odesa) for Academic Affairs, and approved by the Head of the Military Academy (Odesa).

3.2.15. A working curriculum is created separately for each year of study for the corresponding specialty (specialization) and contains a calendar-schedule of the educational process, the names of academic disciplines, the allocation of academic time across all forms of educational process organization and types of academic sessions, individual assignments, forms of control, types of practical training, and forms of attestation.

The working curriculum is developed by the faculty under the methodological guidance of and in cooperation with the Academic Department, signed by the head of the faculty, agreed upon with the Deputy Head of the Military Academy (Odesa) for Academic Affairs, and approved by the Head of the Military Academy (Odesa).

Before being considered, the curriculum drafts are discussed at meetings of the academic staff of the faculties, at meetings of the general academy departments, and by the self-governing bodies of higher education students.

Responsibility for development and implementation is held by: the Academic Council, faculties, the Academic Department, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: the level of curriculum updates, the level of participation of customers in the development and modification of curricula, the level of satisfaction of higher education students (graduates).

3.2.16. A working syllabus for an academic discipline is developed by the department, discussed at a department meeting, and approved by the head (chairperson) of the department.

The adjustment of the working syllabus of an academic discipline is carried out annually before the start of the new academic year.

Additions and changes made after the approval of the working syllabus for an academic discipline, aimed at promptly implementing the requirements of customers to improve the quality of officer training at the Military Academy (Odesa), including strengthening the practical component of military specialist training, incorporating combat experience (anti-terrorist operations), results of scientific research, improving the content of education and teaching methods of the

academic discipline, new elements of the material and technical base, updated educational and methodological literature, etc., are discussed at department meetings and approved by the head (chief) of the structural educational unit of the Military Academy (Odesa) that the department belongs to.

3.3. Evaluation of Higher Education Students.

3.3.1. The system for evaluating the academic performance of higher education students is a set of organizational and methodological measures for checking and evaluating the knowledge, skills, and abilities of higher education students, as well as their acquisition of professional competencies, with the aim of rationalizing the educational process and managing the quality of educational activities.

The main tasks of evaluating the academic performance of higher education students at the Military Academy (Odesa) include:

- evaluating learning outcomes (knowledge, skills, abilities, other competencies) acquired by a person in the process of studying under specific educational-professional or educational-scientific programmes, and informing higher education students about the quality of the achieved results;

- motivating higher education students for systematic active work throughout the entire period of study;

- analysing academic performance and evaluating the influence of factors on its level and the effectiveness of the educational process as a whole;

- identifying reserves for increasing the effectiveness of the educational process and developing measures for their implementation.

During the evaluation of higher education students, it is necessary to adhere to the didactic principles of the knowledge control system, which are: effectiveness; systematic approach; individuality; differentiation; objectivity; unity of requirements; transparency of the educational environment, etc.

These control principles are logically interconnected and define the requirements for the forms and methods of checking and evaluating knowledge, which form the knowledge control system for higher education students. The implementation of the main tasks of evaluating the academic performance of higher education students at the Military Academy (Odesa) is achieved through systematic approaches to evaluation and the comprehensive use of various types of control.

When training specialists, it is necessary to qualitatively form a contingent of higher education students who would be able to master the proposed educational material.

3.3.2. The results of the process of searching for and selecting the best applicants for study at the Military Academy (Odesa) primarily depend on career guidance work with graduates (of the previous level of education), the Admission Rules of the Military Academy (Odesa), and the availability of attractive training programmes for applicants. The lack of proper efforts in these areas at both the level of the Military Academy (Odesa) as a whole and at the level of faculties/departments/individual lecturers is unacceptable.

The policy of the Military Academy (Odesa) regarding the formation of the

higher education student contingent includes:

- career guidance activities;
- creating conditions for access to higher education;
- measures aimed at adapting first-year higher education students to the educational process at the Military Academy (Odesa), etc.

3.3.3. Career guidance activities are organized in accordance with the Instruction on the Organization and Conduct of Military-Professional Orientation of Youth and Admission to Higher Military Educational Institutions and Military Educational Units of Higher Education Institutions, which was approved by the Order of the Ministry of Defence of Ukraine of June 5, 2014 No. 360 (as amended).

The leadership of the Military Academy (Odesa) ensures the coordination of actions of structural units and general information and resource support. The main work on career guidance for potential applicants (bachelors, masters, adjuncts) should be carried out at the level of faculties and graduating departments. The necessary measures are as follows.

At the level of the Military Academy (Odesa):

- preparation of informational materials (booklets, stands, multimedia, films) about the Military Academy (Odesa);

- establishing the basis for cooperation with territorial recruitment and social support centres;

- organizing the work of the Admission Committee of the Military Academy (Odesa);

- organizing the work of the museum of the Military Academy (Odesa);

- organizational and material support for conducting academic promotional and campaign events ("open house" days, parade grounds, various exhibitions of armament and military equipment, etc.), as well as the Military Academy's (Odesa) participation in national and city exhibitions, olympiads, and conferences.

At the level of faculties and departments:

- preparation of informational materials about the faculty, fields of knowledge, and specialties;

- cooperation with assigned secondary education institutions;

- searching for and supporting gifted children, servicemen of the Armed Forces of Ukraine and other military formations, and facilitating their further education;

- cooperation with the command of operational commands and commanders of military units;

- participation in Career Guidance Weeks and Job Fairs, holding meetings between teachers and higher education students with school students at the faculty;

- conducting open house days;

- organizing constant communication with potential applicants via email.

Responsibility for development and implementation is held by: heads (chairpersons) of departments, heads of faculties, the executive secretary of the Admission Committee, and the Deputy Head of the Military Academy (Odesa) for Moral and Psychological Support.

Effectiveness criteria: competition for admission by specialty, the level of the Admission Committee's work, the level of initial knowledge of higher education students.

3.3.4. The quality of the adjunct intake is ensured by:

involving higher education students in organizing and participating in international, national, and regional scientific conferences;

encouraging higher education students to participate in international, national, regional, and academic competitions for student scientific works, tournaments, and olympiads;

involving higher education students in the preparation and publication of articles based on the results of their research work;

a thorough and objective selection for education in the adjunct programme.

Responsibility for development and implementation is held by: departments, faculties, the scientific society of cadets, adjuncts, and young scientists, the scientific and organizational department, and the Deputy Head of the Military Academy (Odesa) for Scientific Affairs – the head of the scientific and organizational department.

Effectiveness criteria: competition by specialty, achievements of higher education students in competitions for student scientific works, tournaments, olympiads, the number of articles published in co-authorship with higher education students, the number of higher education students participating in scientific conferences, the number of higher education students performing research work.

3.3.5. The Standards and Guidelines for Quality Assurance in the European Higher Education Area state that educational institutions should provide teaching for programmes that encourages higher education students to actively participate in the creation of the educational process, and provide an evaluation that reflects this approach.

To help higher education students understand the process of mastering and evaluating acquired knowledge in a chosen specialty (specialization), they are introduced to the educational-professional programme and the syllabi of the academic disciplines that comprise it before the start of their studies.

Given the importance of evaluating higher education students, the quality assurance procedures for evaluation must be based on the following guidelines:

lecturers should be familiar with the available methods for conducting exams and knowledge control, and regularly develop their skills in this area;

evaluation criteria and methods, as well as grading criteria, must be published in advance;

the evaluation should allow higher education students to demonstrate how they are achieving the planned learning outcomes. Higher education students receive feedback, which, if necessary, is accompanied by advice on the educational process;

the evaluation rules must provide for the possibility of taking into account mitigating circumstances;

evaluation must be consistently and fairly applied to all higher education students and conducted in accordance with established procedures;

there must be a formal procedure for higher education students to file appeals.

Evaluation, as a component of the quality assurance system, aims to:

support in providing higher education students with the opportunity to achieve desired learning outcomes;

quantitatively assess the degree to which a higher education student has achieved desired learning outcomes;

develop higher education students' self-assessment skills – to ensure their effective further learning.

The evaluation of learning outcomes is carried out in accordance with the Regulation on the Organization of the Educational Process at the Military Academy (Odesa). The system for evaluating results is described in the Regulation on the Evaluation of Cadets' (Students') Knowledge using the Credit-Module System at the Military Academy (Odesa).

Certification of higher education students is the establishment of the conformity of the knowledge, skills, and other competencies acquired by higher education students to the requirements of higher education standards. The purpose and main task of certifying higher education students is to determine the actual conformity of the quality of their training to the requirements for higher education specialists according to the National Qualifications Framework and higher education standards.

Responsibility for development and implementation is held by: the Academic Council, faculties, departments, the Academic Department, the student self-governance body, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: academic performance level, debt level, number of winners in national and international student olympiads, evaluations from customers for military specialist training.

3.3.6. The evaluation of higher education students, as one of the most important elements of higher education that has a significant impact on their future careers, must be carried out at a high professional level. Evaluation also provides important information about the effectiveness of teaching and the independent work of higher education students.

The most general criteria for the excellence/imperfection of the evaluation system are:

confirmation of the level of knowledge and skills recorded at the Military Academy (Odesa) during expert (external) evaluation;

correlation of the evaluation of a higher education student's learning outcomes at the Military Academy (Odesa) with the evaluation of the formation of professional and general competencies by graduates and customers.

Increasing the level of objectivity in the evaluation of higher education students.

To increase the level of objectivity in the evaluation of higher education students at the Military Academy (Odesa), the following measures are taken:

improving general academy regulations and methodological guidelines for

evaluating the knowledge of higher education students;

creating general academy banks of exam questions, control tasks, and tests for all academic disciplines;

improving the evaluation system for higher education students studying by correspondence or on an individual schedule.

Improving the general academy regulations and methodological guidelines for evaluating the knowledge of higher education students for specific types of academic work requires the development of specific formats for the evaluation methods used, so that they:

ensure the transparency of the process for evaluating higher education students' achievements;

provide the necessary flexibility and variability of the evaluation system, its individualization in accordance with the objective differences in the levels of training programmes, their focus, the specifics of academic disciplines, and expected learning outcomes, etc.;

provide for feedback with higher education students (each higher education student should have the opportunity to find out the reasons why their performance was rated at a certain level) and thus ensure the formative function;

are performed by more than one lecturer (especially during exams);

have clear and publicly available grading criteria;

correspond to their purpose (entry, current, intermediate, final control);

are designed with all possible consequences for the higher education student in mind;

have a clear regulation of cases of a higher education student's absence from classes for various reasons;

guarantee compliance with the requirements of legislation on the non-disclosure of confidential information;

correspond to the goals and obligations declared by the Military Academy (Odesa);

are comparable within the Military Academy (Odesa);

are subject to internal (and, if necessary, external) expertise;

are subject to checks for compliance with approved procedures.

Responsibility for development and implementation is held by: the Academic Council of the Military Academy (Odesa), departments, and faculties.

Creating general academy banks of exam questions, control tasks, and tests for all academic disciplines.

The implementation of this task involves:

accumulating a tool kit for evaluating the academic performance of higher education students in a specialty for its targeted use and further improvement;

forming task cases for monitoring the knowledge of higher education students in their professional field, taking into account knowledge, skills, and competencies in accordance with the requirements of customers for a certain qualification level and related job responsibilities;

creating a testology laboratory, the main task of which should be to provide assistance to academic staff in creating educational measurement tools and their

scaling.

Responsibility for development and implementation is held by: the Academic Council, departments, faculties, and the scientific centre.

Improving the evaluation system for higher education students studying by correspondence or on an individual schedule.

This involves improving the evaluation system for higher education students studying by correspondence or on an individual schedule by introducing the mandatory completion of specially designed test tasks as a prerequisite for admission to a credit/exam.

Responsibility for development and implementation is held by: the Academic Council, departments, faculties, and the Academic Department.

Effectiveness criteria: correlation of academic performance indicators with the results of residual knowledge control; confirmation of the level of knowledge and skills recorded at the Military Academy (Odesa) during expert (external) evaluation; correlation of the evaluation of a higher education student's learning outcomes at the Military Academy (Odesa) with the evaluation of the formation of professional and general competencies by graduates and customers.

3.3.7. When creating and organizing the work of the attestation commission, the following should be considered:

the programme of attestation exams should be formed taking into account the professional specifics;

the forms of attestation should be aimed at obtaining the most objective evaluation possible of the graduate's achievement of the planned learning outcomes, and not limit the content of the final attestation to a selective check of residual knowledge from a limited list of standard and specialized disciplines;

introduce clear and unambiguous qualification requirements for the formation of the examination commission's composition, with the involvement of customers and the selection of candidates for the positions of heads of the examination commission's sub-commissions.

Responsibility for development and implementation is held by: departments, faculties.

Effectiveness criteria: the evaluation of the formation of professional and general competencies by graduates and customers.

3.3.8. Control measures are one of the forms of managing the educational process and perform four main functions: diagnostic, educational, organizational, and formative. Control measures are planned based on the following principles for diagnosing the assimilation of educational material:

compliance with higher education standards;

use of a standardized and unified diagnostic system;

defined evaluation criteria;

objectivity and transparency of the control system.

The control of the level of knowledge assimilation by a higher education student can be carried out in the form of:

testing (including with the use of computer technology);

current questioning;

completion of creative works;
 completion of a written control task;
 completion of a written control work;
 interviews;
 defence of a course project (work);
 accumulation (based on the evaluation of types of work for a topic:
 laboratory work, practical work, seminars, computational-graphic work, command
 and staff exercises, creative tasks, etc.).

Control measures are conducted according to the schedule of the educational process within the deadlines established by the working curriculum and within the scope of educational material defined by the working syllabus of the discipline.

Current, intermediate modular, and milestone control of knowledge, skills, and practical abilities of higher education students are conducted after studying a logically complete part of the educational material to encourage higher education students to engage in continuous independent study and to reduce control measures during the examination session.

The object of evaluation is the discipline's programme material, the assimilation of which is checked during the current control.

Higher education students who have completed the individual curriculum, i.e., all types of academic work provided for in a specific module, are admitted to the intermediate modular control.

Higher education students are admitted to the final control upon their completion of all intermediate modular controls.

Milestone control is the summation of the results of current and intermediate modular controls, and possible current retakes. Milestone control does not involve a separate control work or testing.

The evaluation of the academic achievements of higher education students in academic disciplines is carried out based on the accumulation of points from current, intermediate modular, and final controls.

Higher education students receive a passing grade in the last class based on the result of the milestone control, which, in the case of a credit or exam provided for by the working syllabus, coincides with the final score and is the sum of the points gained throughout the semester.

If a higher education student has gained a sufficient number of points (60 or more) from the sum of grades for individual topics, they can be exempted from the exam or credit, and their total score is converted into a grade on the national four-point scale and the European ECTS scale.

Higher education students who, based on the results of the milestone control, have scored 60 or more points but do not agree with the result and wish to improve their performance have the right to take the exam or credit.

If the grade from the milestone control is not confirmed at the exam or credit, the lecturer assigns the higher education student a grade from the final (examination) control, which is lower than the milestone control score.

The results of the academic achievements of higher education students from current, intermediate modular, and final controls are evaluated on the national

four-point scale, and all types of controls are also evaluated on a hundred-point scale and the ECTS scale.

Responsibility for development and implementation is held by: departments, faculties, the Academic Department, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: the evaluation of the formation of professional and general competencies of higher education students.

3.3.8. Practical training is an important factor that contributes to the formation of the ability to apply acquired theoretical knowledge in practical activities and thus contributes to the acquisition of professional competencies by higher education students.

Practical training at the Military Academy (Odesa) is conducted in the following forms:

primary military-professional training;

military, academic, repair, and other types of practical training;

military internship.

Practical training is conducted under the organizational and methodological guidance of heads of practical training (internships) appointed by orders of the Head of the Military Academy (Odesa) from among the academic staff of the Military Academy (Odesa).

A list of all types of practical training and internships for each specialty, their forms, duration, and timing are determined by the curricula.

The organization of practical training is regulated by the Procedure for the Organization and Conduct of Military Internships, Academic, Industrial, Repair, Shipboard, and Other Types of Practice for Cadets and Students of Higher Military Educational Institutions and Professional Pre-Higher Military Education Institutions, approved by the Order of the Ministry of Defence of Ukraine of January 12, 2024 No. 23.

Primary military-professional training is a component of the military-professional training of a future officer in a specific specialty and is conducted at the educational process support centre of the Military Academy (Odesa) according to the primary military-professional training programme.

Academic practice is organized for each year of study and is conducted in military units (institutions, organizations), training centres, and educational process support units (structural units) of the Military Academy (Odesa) in accordance with the typical scheme for conducting academic practice for military specialists at the tactical level.

Military internship is organized for graduating cadets (students) and is conducted in military units (institutions, organizations), training centres, as well as at state enterprises belonging to the sphere of management of the Ministry of Defence of Ukraine (with their consent), and repair bases of the Armed Forces of Ukraine in positions and with types of armament and military equipment that they are expected to serve with after graduating from the Military Academy (Odesa) in the corresponding specialty (specialization).

Responsibility for development and implementation is held by: faculties,

graduating departments.

Effectiveness criterion: ranking based on customer evaluations.

3.4. *Quality Assurance of Academic Staff.*

3.4.1. The procedure for the selection and appointment of an academic staff member is determined by the Regulation on the Procedure for Competitive Selection for Filling Vacant Positions of Academic Staff of the Military Academy (Odesa).

Responsibility for development and implementation is held by: heads (chairpersons) of departments, deputy heads of faculties for academic and scientific work, the personnel department, the Deputy Head of the Military Academy (Odesa) for Academic Affairs, the Deputy Head of the Military Academy (Odesa) for Scientific Affairs – the head of the scientific and organizational department, and the Academic Council.

Effectiveness criterion: the number of individuals with a scientific degree and academic title hired by the Military Academy (Odesa).

3.4.2. The work planning of academic staff of the Military Academy (Odesa) is regulated by the Regulation on the Organization of the Educational Process at the Military Academy (Odesa).

The main document for planning and accounting for the work of the academic staff of the Military Academy (Odesa) is the Individual Work Plan of the Academic Staff Member. The Individual Plan specifies all types of work planned for the academic year, for which the academic staff member reports by filling in the corresponding column.

The main types of work are academic, methodological, scientific, and organizational. Individual plans are reviewed at a department meeting and approved by the head (chairperson) of the department.

Annually, at the end of the academic year, the academic staff member's fulfilment of their individual plans is discussed at a department meeting. The academic staff member is required to prepare a written report, which is heard at the department meeting. The head (chairperson) of the department concludes on the academic staff member's fulfilment of the individual work plan. The conclusion is approved at the department meeting.

Responsibility for development and implementation is held by: heads (chairpersons) of departments, heads of faculties, the academic department, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: the annual workload of academic staff, the quality of their individual plan execution.

3.4.3. The evaluation of academic and scientific staff ensures an objective analysis of quality and serves to activate their professional activities.

The main means of evaluating the work of academic staff of the Military Academy (Odesa), creating a competitive environment, and stimulating the growth of their professional competence, increasing the effectiveness of academic work, and developing creative initiative is the annual ranking evaluation of the activities of academic staff based on the results of their work in the reporting year.

3.4.4. The evaluation of the activities of academic staff is conducted using a

ranking system as a cumulative result of completed types of work included in the relevant areas of activity. The ranking evaluation indicators are formed during a joint discussion by the relevant structural units of the Military Academy (Odesa) and are approved by a decision of the Academic Council of the Military Academy (Odesa).

3.4.5. The ranking evaluation of the results of the activities of academic staff of the Military Academy (Odesa) is conducted to determine, over a set period, the productivity of educational, pedagogical, scientific activities, as well as educational and career guidance work of academic staff.

The main tasks of the ranking evaluation of academic staff are:

improving and increasing the effectiveness and efficiency of the activities of academic staff of the Military Academy (Odesa), stimulating their development and professional growth through objective analysis;

evaluating and controlling the level and effectiveness of academic staff of the Military Academy (Odesa);

ensuring transparency and objectivity in the evaluation of academic staff activities;

creating opportunities for self-control and self-assessment for academic staff.

3.4.6. Individual rankings are the basis for encouraging the best lecturers and scientists and are taken into account when considering candidates for vacant positions.

Failure to fulfil the planned volumes of all types of work according to the individual work plan of an academic staff member is a basis for reviewing the terms of their contract, up to and including dismissal from the position held.

When determining the individual rankings of academic staff, indicators are used that can characterize:

the quality of academic sessions (based on monitoring surveys of higher education students, graduates, department lecturers, lecturers who teach disciplines that are next in the structural-logical teaching scheme, etc.);

the quality of evaluating the academic performance of higher education students (based on the distribution of grades in academic disciplines throughout the semester and during the final assessment; by comparing the grade distribution for the same group of higher education students in related disciplines/disciplines of the same difficulty level in the same period; based on the results of controlling the residual knowledge of higher education students; by comparing with the academic performance of higher education students in disciplines taught earlier/later but in which the acquisition of the same or similar competencies is evaluated, etc.);

the level of academic and methodological developments (expert evaluations, including external ones);

professional development;

participation in the methodological work of the department and faculty;

participation in the work of organizing the educational process;

participation in career guidance work;

mentorship;

participation in other events/works/projects aimed at increasing the quality of education at the Military Academy (Odesa), increasing the effectiveness of the Military Academy's (Odesa) activities, etc.

Rankings are determined at the end of the academic year by the relevant ranking commission. The commission's work is guided by the Regulation on the Ranking of Academic and Scientific Staff at the Military Academy (Odesa).

3.4.7. A component of the monitoring of educational activity quality is the determination of department rankings at the end of the academic year, the purpose of which is to identify the units that make the greatest contribution to improving the quality of specialist training and the development of scientific research. The evaluation criteria include the qualification indicators of academic and scientific staff, scientific and methodological activities, and the training of highly qualified personnel. Department rankings are determined in June-July of the current year.

3.4.8. A component of the educational activity quality monitoring system is the annual academic competitions: for the best academic and methodological support of the educational process, for the best academic group, for the best academic unit, and exhibitions-competitions of academic literature. The purpose of the competitions is to identify and support units and individual academic staff members who have significant achievements in various areas of academic and educational work. The competitions are held in accordance with the orders of the Head of the Military Academy (Odesa). The results of the competitions are published on the official website of the Military Academy (Odesa).

3.4.9. A component of the monitoring of educational quality and the evaluation of the work of academic staff is sociological surveys of higher education students and graduates.

Responsibility for development and implementation is held by: heads of faculties, heads (chairpersons) of departments, the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, the cadet self-governance body, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: evaluation of the professional level of academic staff by higher education students, graduates, and external experts, the number of academic staff who have received incentives, the number of academic staff who have been dismissed from their positions, the number of academic staff who have been awarded honorary or academic titles or early military ranks.

3.4.10. Professional development and internships are aimed at realizing the right to academic freedom of the academic staff of the Military Academy (Odesa) in the system of continuous training for academic staff.

The purpose of professional development and internships for academic staff is to improve a person's professional training by deepening and expanding their professional knowledge, skills, and abilities, acquiring experience in performing additional tasks and duties within a specialty, and updating their theoretical and practical knowledge due to increased qualification requirements and the need to master modern methods of solving professional tasks.

Academic staff of the Military Academy (Odesa) study, in particular:

academic staff – military personnel:

at professional development courses for officer personnel of the Military Academy (Odesa), as well as at other courses that ensure the improvement of individual professional training;

during internships in the troops, related higher military educational institutions, in institutions, at enterprises, and in military command bodies.

at military exercises, tests of armament and military equipment;
internships abroad.

academic staff – employees of the Armed Forces of Ukraine:

at higher educational institutions, scientific, educational, and scientific institutions and organizations both in Ukraine and abroad.

When formulating the topic of training, the scientific and methodological component and its correspondence to disciplines must be defined.

3.4.10. The Military Academy (Odesa) ensures professional development and internships for academic staff at least once every five years with the preservation of their average salary by participating in designated courses.

3.4.11. Professional development and internships for academic staff are a mandatory condition for being elected to a position through a competition or for entering into an employment contract with academic staff.

This requirement does not apply to lecturers who are in their first five years of work after:

graduating from a higher education institution;

obtaining a higher education based on a previously obtained one in another specialty;

completing an adjunct programme (postgraduate studies) or a doctoral programme.

3.4.12. The professional development of academic staff of the Military Academy (Odesa) is carried out in the following forms:

professional development;

internship;

individual professional development.

3.4.13. Professional development is carried out in full-time, part-time, correspondence, distance, and external forms of study. The forms of study can be combined.

The forms of study for each programme are established by the institutions in which the professional development of academic staff will be carried out, depending on the complexity, purpose, and content of the training programme, taking into account the needs of the Military Academy (Odesa) on the basis of a concluded agreement.

3.4.14. The growing accessibility of information resources and the development of information technologies allow leading higher education institutions worldwide to significantly intensify the educational process, achieving better results with a reduced total volume of classroom sessions. The necessary conditions for achieving the same effect at the Military Academy (Odesa) are the desire of lecturers to rethink established approaches to conducting classes, as well

as the consistent stimulation of real independent work of higher education students in mastering academic disciplines (their understanding of the fact that limiting the learning process exclusively to participation in lectures, seminars, and practical classes is insufficient to form a competitive level of professional competence in a modern, rapidly changing labour market). A secondary confirmation of the latter is the fact that according to the requirements of internationally recognized classifications of educational programmes (ISCED-1997 and the ISCED-2011 project, EQF-HE, EQF-LLL, etc.):

a graduate with a "bachelor's" degree should be ready for activities that involve collecting and interpreting information (data), applying innovative approaches, and also have the ability for further learning with a high level of autonomy;

a graduate with a "master's" degree should be ready for research and/or innovative activities, as well as for complete independence in further learning, and be able to form judgments and make decisions in conditions of insufficient information and contradictory requirements.

Taking this into account, the Military Academy (Odesa) applies a number of measures to improve the processes of teaching and learning:

a system of measures has been developed and is being implemented, which includes:

at the level of structural units:

stimulating and encouraging lecturers to use multimedia technologies in teaching academic disciplines - both in lectures and in conducting laboratory work (virtual laboratories), while ensuring that the necessary number of classrooms are equipped with multimedia equipment;

stimulating, encouraging, and controlling the activities of lecturers regarding the consistent reduction of the reproductive component of teaching (by placing educational resources in the internal academic Internet network) and increasing the demands on the work of higher education students in extracurricular time (students should come to a lecture or laboratory class having already familiarized themselves with the material);

informing higher education students (starting from the junior years) about the reasons and expected consequences of introducing new forms of teaching and learning, as well as the mechanisms for a prompt response (agreement) to the collision of viewpoints of the two sides of the educational process;

at the level of the Military Academy (Odesa):

stimulating and encouraging faculties to review educational programmes in the direction of reducing the share of classroom sessions in the total workload of higher education students (with differentiation by levels of training and forms of study) with the achievement of planned indicators within 2-3 years;

implementing measures of structural units aimed at encouraging lecturers to improve the processes of teaching and learning, taking into account the effectiveness of lecturers' work when making relevant personnel decisions;

supporting the actions of lecturers, departments, and faculties aimed at increasing the demands on the independent work of higher education students;

ensuring the proper functioning of the local computer network and the electronic library;

forming a three-level (by areas of responsibility - department/faculty/academy) programme for multimedia equipment of classrooms and ensuring its consistent implementation.

Responsibility for development and implementation is held by: the Academic Council, faculties, the Academic Department, the head of the library, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: the share of classroom hours in the curricula, the evaluation of the level of class delivery by higher education students, graduates, and external experts.

3.4.15. The Military Academy (Odesa) has created the necessary conditions and opportunities for improving professional skills, introduced a programme aimed at improving the professional skills of young lecturers and lecturers with insufficient pedagogical skills, and created an atmosphere in which the professional skills of lecturers are properly evaluated both by others and by themselves.

To achieve this, the following measures have been introduced:

upon hiring (full-time or part-time), the department provides the academic staff member with an accurate and up-to-date description of their functional duties, the department's activity profile, the requirements for the organization of the educational process, the expected learning outcomes for the specialist training programme(s) in which the department is involved, etc.;

a system for training and improving the professional level of novice lecturers has been developed.

Novice lecturers include individuals appointed to lecturer positions for the first time or who have an academic staff experience of up to 2 years.

The responsibility for organizing the training of a novice lecturer lies with the head (chairperson) of the department, and the direct supervision of their work is carried out by a senior lecturer.

The work on professional development with novice lecturers is planned and conducted over a two-year period, taking into account the individual professional training and methodological skills of each.

The development of the pedagogical skills of novice lecturers at the Military Academy (Odesa) is achieved through:

attending professional development courses at the Military Academy (Odesa);

working under the guidance of a senior lecturer to study the leading and regulatory documents on educational activities, mastering the academic discipline, and acquiring professional teaching skills;

independent work to improve professional knowledge and skills;

participation in scientific and methodological work, scientific and methodological conferences, seminars, inter-departmental methodological meetings, and academic and methodological gatherings held at the Military Academy (Odesa) and at the department;

continuous control over academic activities by the head (chairperson) of the department and senior lecturers.

A professional development plan is developed for each novice lecturer. The plan is reviewed at a department meeting and approved by its head (chairperson).

The plan provides for several periods. The main goal of the initial period is to study the requirements of the main leading and regulatory documents on the organization and conduct of the educational and training process, the academic and methodological documentation for their academic discipline, the educational and material base, and academic manuals for the main types of classes.

Novice lecturers are allowed to conduct classes independently only after conducting at least 2 trial classes, for which a positive conclusion is made at a department meeting. The topic and date of the first class are included in the department's monthly work plan and are announced to the novice lecturer at least 15 days before it is held.

Work with the novice lecturer continues even after they are allowed to conduct classes independently. After conducting 8-10 classes, when the novice lecturer has a deeper understanding of the learning and training process, the senior lecturer controls the classes once a month for 1-2 months, and a little later - the head (chairperson) of the department. 5-6 months after the start of classes with cadets or students, a public class is planned for the novice lecturer, at which the degree of their mastery of teaching or training methods is determined. Further improvement of pedagogical skills is carried out through self-education and independent work, in accordance with the professional development plan for the lecturer position.

The main goal of the second period of training is a deep study of the scientific content of the academic discipline, the improvement of various types of academic sessions, the enhancement of their pedagogical and scientific level, active inclusion in research work on the department's topics, and the determination of the scientific direction of a dissertation.

The professional development work of the novice lecturer is reviewed at a department meeting after the end of the first period, and then once a semester.

At the end of the first year of teaching, a conclusion is made about the possibility of using them in the lecturer position. If the lecturer's abilities do not meet the requirements for teaching, the head (chairperson) of the department petitions for a decision to deny them teaching work.

At the end of the second period, the novice lecturer reports on the results of their work and the fulfilment of the plan as a whole at a department meeting. The department's conclusion on the quality of plan fulfilment is reflected in the lecturer's subsequent attestation.

To form and improve the professional skills of academic staff, the Military Academy (Odesa) has introduced:

regular seminars for the professional development of curators, taking into account the growing mentoring component in curatorial work and the lack of special pedagogical training among most academic staff;

enhanced pedagogical training by introducing a special course on the

development of professional and pedagogical competence into the educational and scientific programme for the training of adjuncts, taking into account the year-on-year increasing involvement of adjuncts in the educational process (which corresponds to the modern practice of most higher educational institutions worldwide).

Responsibility for development and implementation is held by: faculties, departments, the Academic Department, and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: evaluation of the professional level by higher education students, graduates, and external experts, the number of adjuncts involved in the educational process.

3.5. Academic Resources and Support for Higher Education Students.

3.5.1. The provision of necessary resources for the educational process and support for higher education students at the Military Academy (Odesa) complies with licensing and accreditation requirements.

3.5.2. The material and technical support for the educational process at the Military Academy (Odesa) must meet the requirements for conducting lectures, practical and laboratory classes, various types of practical training, etc.

Minimum standards for material, technical, and informational support for the training of "bachelor", "master", and "doctor of philosophy" degrees:

provision with laboratories, training grounds, equipment, and facilities necessary for the implementation of curricula and training programmes for specialists at the Military Academy (Odesa) in the specialties (% of need) – 100;

provision of higher education students with barrack housing (dormitory) (%) – 100;

number of computer workstations per 100 higher education students – 50;

availability of a canteen;

availability of sports halls for various purposes;

availability of a stadium or sports ground;

availability of a medical centre;

provision of higher education students with textbooks and academic manuals contained in the library of the Military Academy (Odesa) (%) – 100 (1 textbook or academic manual per 3 higher education students);

the ratio of seating in the reading rooms of the Military Academy (Odesa) to the total number of higher education students (%) – 5;

the possibility for academic staff and higher education students to access the Internet as a source of information.

The material and technical base of the Military Academy (Odesa) must be fully adapted for the training of specialists under the educational-professional programmes for which the Military Academy (Odesa) provides educational services. The educational process is carried out in academic buildings, laboratories, simulator complexes, at training grounds, and at practical training bases, with a provision rate of 100 %. Academic premises must comply with sanitary and hygienic requirements for conducting classes, have sufficient technical equipment, and methodological support.

The provision of computers for the current contingent of higher education students must comply with licensing conditions. Classes are held in computer labs according to the schedule. The Military Academy (Odesa) must have constant Internet access while adhering to the conditions for protecting information from unauthorized access.

The educational process is obligatorily provided with academic, methodological, and scientific literature in paper and electronic formats through the funds of the general library, the library for official use, and the secret libraries, the activities of the editorial and publishing department, and the web resources of the Military Academy (Odesa).

Support for higher education students is ensured by a developed social infrastructure.

Modern barracks and dormitories are used for housing higher education students at the Military Academy (Odesa). The living conditions of higher education students must comply with all regulatory requirements. Each barrack room has premises for personal needs, common rooms, and recreation rooms.

For the nutrition of higher education students at the Military Academy (Odesa), there is a canteen and buffets.

To meet the spiritual needs of the personnel of the Military Academy (Odesa), the Centre for Religious Needs, the military museum, and the art library are actively working.

At the Military Academy (Odesa), medical support and a system for treating personnel must be organized and carried out at a proper level.

3.5.3. The evaluation of the level of resource provision for the educational process and support for higher education students is carried out through sociological surveys of higher education students and cadet monitoring of the educational process, as well as an annual analysis by the relevant structures.

Based on the results of the analysis of the level of resource provision for the educational process and support for higher education students at the Military Academy (Odesa), measures are taken to expand and update the material and technical base.

Responsibility for development and implementation is held by: the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, the Software and Technical Support Unit of the headquarters, the general library, the editorial and publishing department, the Moral and Psychological Support Department, the Deputy Head of the Military Academy (Odesa) for Moral and Psychological Support, the Head of Logistics – Deputy Head of the Military Academy (Odesa), and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

Effectiveness criteria: the level of satisfaction of higher education students, compliance with licensing and accreditation requirements.

3.6. Information Systems.

3.6.1. Electronic educational resources (EERs) are educational, scientific, informational, and reference materials and tools developed in electronic form and presented on carriers of any type or placed in computer networks and are necessary

for the effective organization of the educational and training process, in the part related to its content with high-quality academic and methodological materials.

3.6.2. The purpose of creating EERs is to modernize education, fill the educational space with content, and ensure equal access for participants in the educational process, regardless of their place of residence and form of study, to high-quality scientific, academic and methodological, and didactic demonstration materials created on the basis of information and communication technologies.

EERs are placed in the information environment of the Military Academy (Odesa). Academic and methodological complexes of academic disciplines, i.e., educational resources, are provided in electronic form in the local computer network.

With the help of the local computer network, higher education students can remotely familiarize themselves with educational material presented in the form of various types of information resources (text, video, animation, presentation, electronic textbook, etc.), complete tasks, and undergo electronic testing.

EERs are an integral part of the educational process and, in combination with the printed academic and methodological complex, constitute the academic and methodological complex of an academic discipline. Its purpose is to ensure a holistic, effective educational process for a specific academic discipline in the unity of learning goals, content, didactic process, and organizational forms of learning, and it is considered one of the main elements of the information and educational environment.

3.6.3. The composition of electronic academic and methodological complexes:

Mandatory:

educational (educational-professional, educational-scientific) programme;

working syllabus of the discipline;

syllabi;

lecture notes;

methodological guidelines (recommendations) for practical, laboratory, and seminar classes;

methodological guidelines (recommendations) for the independent work of higher education students;

methodological guidelines (recommendations) for the completion of individual assignments;

volume of material for preparation for modular control;

volume of material for preparation for final control;

list of recommended literature.

Recommended:

glossary;

presentations;

regulatory acts;

video lectures;

electronic textbooks, academic manuals (own).

Other materials and tools may belong to the EER of an academic discipline,

the necessity of which is determined by the lecturer of the corresponding discipline.

3.6.4. Basic principles of building and using the local computer network:

the development of the EER for an academic discipline must be carried out in compliance with the general principles of organizing the educational process at the Military Academy (Odesa), be based on the latest learning technologies and various pedagogical scenarios, taking into account the specifics of obtaining education in different forms of study;

the software used to create and operate the local computer network must be licensed, including open-source software products;

the specialized software of the local computer network must ensure the development, storage, and provision of access to EERs in accordance with international standards;

the access of participants in the educational activities of the Military Academy (Odesa) must be ensured by a system of authentication and access authorization built on the technologies of single authorized web access for each user.

3.6.5. An electronic system for collecting and analysing information and an electronic document management system contribute to the effective quality management of educational activities at the Military Academy (Odesa).

The components of the system for collecting and analysing information are databases in the main areas of activity of the Military Academy (Odesa):

formation of the contingent of higher education students and organization of the educational process;

staffing of educational and scientific activities;

research and development activities;

resource provision of the educational process and research work.

The electronic document management system provides for the availability of an academic standard for document flow, an electronic signature subsystem, templates for electronic documents and a system for their editing, and electronic document management software.

Information systems allow for the monitoring of the quality of educational activities of the Military Academy (Odesa) and the adoption of effective management decisions for its improvement.

Responsibility for development and implementation is held by: the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, the Software and Technical Support Unit of the headquarters, the scientific centre, the personnel department, the Deputy Head of the Military Academy (Odesa), and the Deputy Head of the Military Academy (Odesa) for Academic Affairs.

3.7. *Publicity of Information.*

3.7.1. The publicity of information about the activities of the Military Academy (Odesa) is ensured in accordance with the Order of the Ministry of Education and Science of Ukraine dated 19.02.2015 No. 166, "Some Issues of Disclosing Information on the Activities of Higher Educational Institutions."

The official website of the Military Academy (Odesa) hosts information that is subject to mandatory disclosure in accordance with the requirements of the Law of Ukraine "On Higher Education", namely:

- documents regulating the activities of the Military Academy (Odesa):
 - Charter of the Military Academy (Odesa);
 - Regulation on the Organization of the Educational Process at the Military Academy (Odesa);
 - regulations on collegiate bodies and their personal composition:
 - Regulation on the Student Self-Governance Bodies of the Military Academy (Odesa);
 - information on the structural units of the Military Academy (Odesa);
 - general analytical materials on the activities of the Military Academy (Odesa);
 - information on personnel issues:
 - composition of the governing bodies of the Military Academy (Odesa);
 - list of vacant positions for which appointments are made on a competitive basis;
 - information and documents related to the organization of the educational process:
 - list of specialties and specializations for which specialists are trained;
 - educational (educational-professional, educational-scientific) programmes;
 - Regulation on the Procedure for Competitive Selection for Filling Vacant Positions of Academic Staff of the Military Academy (Odesa);
 - information on the adjunct programme;
 - information for applicants:
 - Admission Rules to the Military Academy (Odesa) for the current year and changes to them;
 - list of specialties and specializations for which admission has been announced;
 - information for higher education students: information on the activities of student self-governance;
 - information on the scientific activities of the Military Academy (Odesa): conferences, seminars, competitions, and exhibitions held at the Military Academy (Odesa); scientific publications, activities;
 - information on the financial activities of the Military Academy (Odesa): information on the use of funds broken down by programmes, information on conducting tender procedures.

3.7.2. The websites of structural units host the following information:

Information about the structural unit (faculty, centre, department, division): areas of activity, management, and personal composition of employees.

Scientific materials: electronic versions of publications, a description of scientific achievements, materials from scientific conferences, and information about the scientific work of higher education students.

Information subject to disclosure on the official website of the Military Academy (Odesa) and faculties is systematically updated.

Responsibility for development and implementation is held by: the Department for Quality Assurance of Educational Activities and Higher Education, the Software and Technical Support Unit of the headquarters, the heads of structural units and the employees responsible for the website in structural units, and the Moral and Psychological Support Department.

Effectiveness criterion: compliance with the requirements of the Law of Ukraine "On Higher Education" regarding the publicity of information on the activities of a higher educational institution.

3.8. Ensuring an Effective System for Preventing and Detecting Academic Plagiarism in the Scientific Works of Staff and Higher Education Students of the Military Academy (Odesa).

3.8.1. The system for preventing and detecting plagiarism has been created in accordance with the Regulation on the Organization of the Educational Process at the Military Academy (Odesa) and the Regulation on Academic Integrity at the Military Academy (Odesa).

3.8.2. The system is aimed at preventing and detecting the following types of plagiarism:

- copying and publishing work performed by another author as one's own;
- verbatim copying of text fragments (from a phrase to a set of sentences) from someone else's work into one's own without proper citation;

- making minor edits to copied material (rephrasing sentences, changing the order of words in them, etc.) without proper citation;

- paraphrasing – retelling someone else's thoughts, ideas, or text in one's own words; the essence of paraphrasing is the replacement of words (signs), phraseological units, or sentences when using any author's scientific work (stored on electronic or paper media, including those placed on the Internet);

- plagiarism in the form of forced co-authorship – is essentially nothing more than a leader abusing their official position. Moreover, it is done intentionally for mercenary motives or other personal interest, as well as in the interests of third parties.

3.8.3. The system for preventing and detecting academic plagiarism includes procedures and measures for:

- forming principles in the collective that do not allow academic dishonesty;
- creating conditions that make academic plagiarism impossible;
- detecting academic plagiarism in scientific articles, monographs, dissertations, textbooks, academic publications, qualification works, etc.;
- bringing to justice for academic plagiarism.

3.8.4. Measures to form principles that do not tolerate academic dishonesty include:

- creating, publishing, and distributing methodological materials that define the requirements for proper citation of materials used in scientific and academic works;

- familiarizing academic, scientific, and other staff of the Military Academy (Odesa), as well as students, with documents that regulate the prevention of academic plagiarism and establish liability for academic plagiarism;

introducing academic disciplines into the educational programmes and curricula for the training of higher education specialists that ensure the formation of general competencies in observing ethical norms and principles, and in the correct management of information when working with primary and secondary information resources and intellectual property objects;

assisting student self-governance bodies, the trade union organization, adjuncts, the scientific society of cadets, adjuncts, and young scientists in familiarizing students with the rules of scientific ethics;

including measures to form ethical norms in higher education students that make academic plagiarism impossible in the educational work of faculties and departments;

publishing the ethical norms for publishing and reviewing articles on the websites of the periodic publications of the Military Academy (Odesa).

3.8.5. All scientific and academic publications prepared for printing are reviewed at meetings (scientific seminars) of departments and other structural units where the authors of the works are employed.

When a work is recommended for printing, it must be checked for the absence of academic plagiarism.

Before submission to the Academic Council, academic, scientific, and periodic publications of the Military Academy (Odesa) accepted for publication are checked by the editorial board for the absence of academic plagiarism.

When a dissertation prepared at the Military Academy (Odesa) is reviewed at a scientific seminar (department meeting), the dissertation and abstract are checked for the absence of academic plagiarism.

Dissertations (monographs) and dissertation abstracts of individuals earning a Doctor of Philosophy degree, as well as the opponents' reviews, are published on the website of the Military Academy (Odesa).

3.8.6. Measures aimed at detecting plagiarism must not violate the requirements of current legislation regarding works that are official information or have the classifications: for official use, secret, or top secret. A person who has discovered academic plagiarism in a scientific or academic work or a dissertation of a staff member, a higher education student of the Military Academy (Odesa), or in a dissertation has the right to submit a written statement to the Academic Council of the Military Academy (Odesa).

The statement regarding the discovery of academic plagiarism is reviewed at a meeting of the Academic Council of the Military Academy (Odesa), which adopts the relevant conclusion.

The Scientific and Technical Council of the Military Academy (Odesa) can consider the issue of academic plagiarism in scientific and academic works of academic, scientific, and other staff of the Military Academy (Odesa), dissertations, and abstracts on a timely initiative.

If academic plagiarism is detected in a dissertation for a scientific degree, such a dissertation is withdrawn from defence, regardless of the stage of review, without the right to a re-defence.

3.8.7. The system for preventing and detecting academic plagiarism applies

to the scientific and academic works of academic, scientific, and other staff of the Military Academy (Odesa), adjuncts, individuals affiliated with the Military Academy (Odesa) for the purpose of obtaining a Doctor of Philosophy degree, and higher education students.

3.8.8. The responsibility of academic, scientific, and other staff of the Military Academy (Odesa) for academic plagiarism is determined in accordance with current legislation by their job descriptions and Internal Regulations.

3.8.9. For the technical support of checking scientific and academic works for academic plagiarism, a link to services for checking scientific works for plagiarism is posted on the official website of the Military Academy (Odesa).

Responsibility for development and implementation is held by: the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, the Software and Technical Support Unit of the headquarters, the heads of structural units, the Deputy Head of the Military Academy (Odesa) for Academic Affairs, the Deputy Head of the Military Academy (Odesa) for Scientific Affairs - the head of the scientific and organizational department, and the Academic Council.

Effectiveness criteria: the number of published scientific works, the number of attestation works approved for defence, the number of approved dissertations.

3.9. Self-Assessment of the Effectiveness of Quality Assurance Activities.

3.9.1. One of the key factors for the success of the internal quality assurance system is a well-organized collection and analysis of data.

The Military Academy (Odesa) ensures the collection, analysis, and use of relevant information for the effective management of its educational programmes and other activities.

The Military Academy (Odesa) acts as a guarantor of the quality of higher military education, as a legal entity responsible for fulfilling the state order for the training of military specialists with a level of formation of specific competencies in each of them not lower than the established level.

The main mechanism for ensuring the quality of education at the Military Academy (Odesa) is the presence of an effective self-assessment system. It is the self-assessment procedures, carried out at the level of educational programmes and/or structural units (department/faculty/academy), that allow for the identification of errors and problems, the discovery of key factors of the processes, and the finding of optimal ways to correct the situation. To conduct an effective self-assessment, it is necessary to accumulate and collectively analyse the entire body of data that characterizes different aspects of the educational process, as well as to be interested in obtaining an objective evaluation.

3.9.2. To ensure the effectiveness of the internal quality assurance system at the Military Academy (Odesa), the following is necessary:

constantly improve existing information systems of the Personnel Department and Military Staff, the Department for Quality Assurance of Educational Activities and Higher Education, the Academic Department, the Admission Committee, the Scientific Centre, the Financial and Economic Service, etc. by:

supplementing (specifying) the list of monitored indicators, requirements for their scaling, and frequency of recording to not only meet the requirements of traditional reporting but also to ensure the possibility of forming information blocks for participation in international programmes (gender, age, social indicators, etc.) and documenting parameters defined by the Military Academy (Odesa) as important for activity analysis;

expanding (creating) analytical capabilities: forming reports for a modern task; tracking the dynamics of processes over time, broken down by structural units, types of economic activity, and educational programmes, using other (internationally recognized) classification schemes, etc.;

ensuring automatic exchange of non-confidential information blocks;

delineate responsibility for information collection among structural units, establishing the latter's responsibility for the accuracy of data and the timeliness of its collection (and transfer to other units), and granting them the appropriate powers to enforce executive discipline on information providers to avoid duplication of information requests;

ensure access for faculties/departments to the segments of the information field that they need to exercise their delegated powers;

obligate faculties/departments to form databases of graduates and develop feedback systems with graduates and commanders of military units. The main task of these databases and systems is to study the careers of Military Academy (Odesa) graduates, the dynamics of employment, career advancement and growth, as well as the satisfaction of employers with the qualifications of graduates;

introduce a procedure for annual self-assessment of performance at the faculty/department level (implementation of defined plans and established tasks, fulfilment of academic, research, administrative-economic, and management functions) and the influence of external factors on the unit (changes in the field of higher education, labour market requirements, priority areas for the development of the scientific field, etc.).

Self-assessment, in addition to objective indicators (competition for study, quantitative and qualitative parameters of the contingent of higher education students, qualifications, academic and methodological and resource provision, dropout rates of higher education students, and the level of graduates' progress), should take into account the results of sociological surveys of higher education students, graduates, and external evaluation. The main goal of self-assessment is not so much to record the results achieved as to identify shortcomings and problems (both at the department and lecturer level, and at the level of training programmes) and to find ways to solve them.

A general academy information system for quality monitoring should be created at the Military Academy (Odesa) that will ensure partial (thematic) integration of the resources of the databases of the structural units of the Military Academy (Odesa), faculties/departments, and the results of sociological surveys, characterizing:

the achievements of higher education students and their performance indicators;

the satisfaction of higher education students with the educational programmes they are studying;

the qualitative composition and effectiveness of the academic staff's work;

the qualitative and quantitative characteristics of the contingent of higher education students;

available academic and material resources and their cost;

key performance indicators of structural units, etc.

The Department for Quality Assurance of Educational Activities and Higher Education of the Military Academy (Odesa) is responsible for the functioning of the general academy information system, integrated data analysis, and informational support for decisions.

This same unit should be entrusted with the responsibility for:

methodological support for faculties/departments during licensing and accreditation procedures;

coordinating the preparation of the Military Academy's (Odesa) self-assessment reports, etc.

Responsibility for development and implementation is held by: the Software and Technical Support Unit of the headquarters, structural units, faculties/departments, the Academic Department, the Deputy Head of the Military Academy (Odesa) for Academic Affairs, and the Deputy Head of the Military Academy (Odesa) for Scientific Affairs - the head of the scientific and organizational department.

4. PROCEDURE FOR MAKING CHANGES AND ADDITIONS

4.1. The Regulation is approved by the Academic Council of the Military Academy (Odesa) and confirmed by the Head of the Military Academy (Odesa).

4.2. Changes and additions to this Regulation are reviewed and approved by the Academic Council of the Military Academy (Odesa) and are enacted by an order of the Head of the Military Academy (Odesa).

4.3. Control over the implementation of the Regulation is carried out by officials of the Military Academy (Odesa) within the scope of their authority.