

Ministry of Defence of Ukraine



QUALITY ASSURANCE POLICY of Education and Training of the Naval Institute of the National University “Odesa Maritime Academy”

Odesa – 2025

Ministry of Defence of Ukraine

APPROVED

Head of the Naval Institute
of the National University “Odesa Maritime
Academy”

Captain 1st Rank Maksym KIRIAKIDI

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POLICY

Quality Assurance Policy
of Education and Training
of the Naval Institute
of the National University “Odesa Maritime Academy”

APPROVED

by the Academic Council
of the Naval Institute
of the National University “Odesa Maritime
Academy”

Minutes No. 06/2025 of June 18, 2025

POLICY

ensuring the quality of education and training at the Naval Forces Institute of the National University "Odessa Maritime Academy"

1. GENERAL PROVISIONS

The need to provide the Naval Forces of the Armed Forces of Ukraine (hereinafter referred to as the Navy of the Armed Forces of Ukraine) and other components of the security and defense sector of Ukraine with motivated, professional, and educated personnel, as well as the implementation of Ukraine's strategic course for integration into the Euro-Atlantic security space and NATO membership, require a unified view on the quality of professional military education, regulation of processes, goals, and capabilities, which is also implemented through the formation of the Policy of the Naval Forces Institute of the National University "Odessa Maritime Academy" on ensuring the quality of education and training (hereinafter referred to as the Policy).

The legal basis for the Policy is the Constitution of Ukraine, the Laws of Ukraine "On Education" and "On Higher Education," Resolution of the Cabinet of Ministers of Ukraine No. 1410 of December 15, 1997 (as amended by Resolution of the Cabinet of Ministers of Ukraine No. 1490 of December 30, 2022) the Concept of Transformation of the Military Education System, the Policy of the Ministry of Defense of Ukraine on Ensuring the Quality of Professional Military Education, NATO Directive Bi-SC 075-007 "Education and Individual Training" (hereinafter referred to as the NATO Standard), "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), Regulations on Military Training Units of Higher Education Institutions, approved by Order of the Ministry of Education and Science of Ukraine (hereinafter referred to as MES) and the Ministry of Defense of Ukraine (hereinafter referred to as MOU) dated August 15, 2018, No. 910/412, Regulations on the Specifics of Organizing the Educational Process in Higher Military Educational Institutions of the Ministry of Defense of Ukraine, Military Training Units of Higher Education Institutions, and Institutions of Professional Pre-Higher Military Education, approved by Order No. 120 dated February 15, 2024, recommendations of the National Agency for Higher Education Quality Assurance (hereinafter referred to as NAQAE) regarding the introduction of an internal quality assurance system, approved by the decision of NAQAE 26.06.2019 (protocol No. 6), other regulatory and legal acts in the field of military education that regulate the functioning of the military education quality assurance system, as well as national and international experience in training military personnel.

The policy defines the directions of development of education and training, covering all levels of management of the quality assurance system of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy" (hereinafter referred to as the Naval Institute), as well as all aspects of the educational process, and contributes to ensuring high quality education and training, professional development of instructors, scientific and scientific-pedagogical workers. This policy has been developed taking into account the specifics of educational activities of military educational institutions, the NATO Standard for the Quality of Professional Military Education, the Policy of the Ministry of Defense of Ukraine on ensuring the quality of professional military education, and is aimed at improving the professionalism of military specialists for the Navy of the Armed Forces of Ukraine and other components of the security and defense sector of Ukraine, which helps Ukraine's integration into the Euro-Atlantic security space and acquisition of NATO membership.

The policy for ensuring the quality of education and training includes the training of military specialists in: educational and professional programs at the bachelor's, master's, and doctoral levels, educational programs of L-courses of professional military education, and training and advanced training programs (hereinafter referred to as the Policy for Ensuring the Quality of Education and Training).

The Naval Institute policy on ensuring the quality of education and training is implemented in the Ukrainian higher education system and is based on the principles of internal quality assurance in educational activities and higher education.

The policy takes into account the main provisions of the "Strategy for the Development of the Naval Forces Institute of the National University "Odessa Maritime Academy" for the period up to 2030" and the Joint Directive of NATO Strategic Commands "Education and Individual Training Bi-SC 075-007."

The policy provides for compliance with the procedures and standards of NATO member countries in the field of education and individual training.

2. PROBLEMS WITH ENSURING THE QUALITY OF PROFESSIONAL MILITARY EDUCATION THAT NEED TO BE ADDRESSED

The need for significant changes is driven by the necessity to increase the professionalism of military specialists for the Ukrainian Navy and other components of Ukraine's security and defense sector by introducing combat experience, taking into account the requirements for the quality of professional

military education based on NATO standards, and achieving interoperability of the professional military education quality assurance system with the corresponding systems of NATO military educational institutions and Alliance member states.

An analysis of the state of the professional military education quality assurance system conducted by the Ministry of Defense of Ukraine indicates a number of problems that require immediate, comprehensive response.

The main problems include:

- imperfections in the quality management system for professional military education, lack of a clearly defined vertical organizational structure and stakeholder responsibilities;
- a formal approach to the professional development of teachers, lack of regular training, advanced training courses, and exchange of experience with international partners;
- low level of communication between different levels of military management, teachers, and military education seekers, as well as the lack of effective mechanisms for obtaining feedback and taking into account the proposals of all interested parties;
- lack of transparency in decision-making processes regarding the educational activities of military educational institutions, low level of accountability of their managers and teachers;
- use of outdated teaching methods that do not take into account modern pedagogical and methodological approaches, low level of use of innovative methods and provision of the latest technical means in the educational process;
- lack of continuous monitoring of the quality of professional military education, which would allow problems to be identified and responded to promptly;
- imperfect mechanisms for preventing violations of academic integrity standards;
- insufficient funding, which limits opportunities for the professional development of teachers and students in military education, and also leads to a lack of resources for updating the material and technical base of military educational institutions.

Given the above, solving these problems requires a comprehensive approach, including the development and implementation of a modern policy, and its implementation requires close cooperation between all participants in the educational process and continuous improvement based on analysis of results, innovation, and combat experience.

3. DESCRIPTION OF THE NAVAL INSTITUTE POLICY ON ENSURING THE QUALITY OF EDUCATION AND TRAINING

3.1. The vision of the Policy is to build a human capital training system that is not only effective but also adaptable and combined with career management.

3.2. The mission of the Policy is to develop a system for ensuring the quality of education and training of military specialists in accordance with the needs of the Ukrainian Navy and other components of the security and defense sector, operational compatibility with the armed forces of NATO member states, and the requirements of Ukrainian legislation.

This mission involves the implementation of effective management of a quality assurance system for education and training that is results-oriented and complies with national education standards and NATO standards, as well as ensuring the continuous development of professional skills and leadership qualities of military personnel. The mission is based on the IAF's commitment to continuous improvement of the educational process, innovative approaches to education, and the development of critical thinking, which allows for the training of leaders who are ready to perform complex tasks.

3.3. The goal of the Naval Institute policy for ensuring the quality of education and individual training is to introduce and support a culture of a systematic approach to training, continuous review of educational, professional, scientific, and educational programs (hereinafter referred to as educational programs), and continuous professional and academic development of all participants in the educational process.

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

The policy of ensuring the quality of education and training at Naval Institute is implemented by complying with the requirements of documents on ensuring the quality of educational activities and higher education (Appendix 1) and standard operating procedures (hereinafter referred to as SOPs) of Naval Institute (Appendix 2).

3.4. Strategy for implementing the Policy for ensuring the quality of education and training at the Naval Institute

The strategy of the Policy for ensuring the quality of education and training at the Naval Institute is to achieve the **set strategic goals and generate a process of continuous improvement, which is important for ensuring the quality of**

education and is part of the quality management system for education and training.

Improvement processes are based on the continuous collection and analysis of information, evaluation of results, and, if necessary, changes to existing approaches and procedures.

The strategy of the Policy for Ensuring the Quality of Education is focused on the implementation of the strategic goals of the "Strategy for the Development of the Institute of Naval Forces of the National University "Odessa Maritime Academy" for the period up to 2030."

The Policy Strategy is implemented by a collegial decision of the Academic Council of the Institute of Naval Forces, is monitored throughout the academic year, and can be adjusted and supplemented as necessary depending on changes in the military-political and economic situation, current and future tasks, budgetary support for their implementation, and the results of planned measures.

3.5. Policy Objectives.

The Policy covers all key aspects of the educational process and aims to improve the quality of education and training and integrate Ukrainian military education into the military education systems of NATO member states and the European Union. The implementation of the Policy's objectives will contribute to strengthening Ukraine's defense capabilities and enhancing the international prestige of its military education.

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

The established education and training quality management system ensures a high level of military education and is based on a mechanism of continuous improvement. The education and training quality management system complies with the NATO Standard.

The education and training quality management system covers all aspects of the educational activities of a military educational institution, from identifying and meeting the needs of stakeholders to planning the educational process, introducing best practices, modern technologies and teaching methods, implementing, monitoring and reviewing educational programs.

The education and training quality management system defines requirements for: the organizational and staffing structures of quality assurance units, the main

criteria for assessing the quality of educational programs, the professional qualifications of teaching staff, material and technical support, scientific, scientific-technical, and innovative activities.

The policy provides for the organization and implementation of continuous monitoring and evaluation of the quality of professional military education. The implementation of this task involves regular internal inspections and external audits, analysis of the results of surveys of students and teachers, as well as monitoring the compliance of educational programs with the requirements of governing documents. The results of monitoring are used to improve educational programs, the content of educational components, the educational process, as well as to improve the qualifications of teachers and update the material and technical base.

Professional development of teaching staff, namely the organization of systematic professional development for teachers, participation in international conferences, seminars, and exchange programs, as well as participation in collective training of troops (forces), testing of weapons and military equipment, etc. This is ensured by providing teachers with access to modern teaching methods, educational materials, and scientific research, which will contribute to improving the quality of teaching and the relevance of educational programs.

The policy provides for the provision of modern material and technical resources to the Naval Institute, including the updating of teaching and laboratory equipment, the creation of modern trainers and simulators, and the development of the infrastructure of military educational institutions. This allows students to gain practical skills in conditions that are as close as possible to real (combat) conditions, which is important for their professional training.

The policy combines education, science, and innovation to ensure the growth of scientific, scientific-technical, and innovative activities at the Naval Institute, which will contribute to the development of defense forces. This includes supporting scientific projects, involving students and teachers in scientific work, and providing access to modern innovative laboratories and scientific databases. The introduction of scientific research results into the educational process contributes to its effectiveness and relevance. It is important to ensure the creation of favourable conditions for the development of innovative projects and the introduction of new technologies into the educational process.

The policy provides for the development and implementation of mechanisms to ensure academic integrity, including monitoring compliance with ethical standards in the educational process and preventing plagiarism. It is important to ensure that students and teachers understand the importance of academic integrity and its observance as the basis for quality education.

Integration of Ukrainian professional military education into the professional military education system of NATO member states. This involves participation in international exchange programs, cooperation with leading military educational institutions in other countries, and the implementation of NATO standards for the quality of professional military education. Internationalization contributes to raising the level of professional military education, expanding opportunities for students and teachers, and enhancing the prestige of Ukrainian professional military education in the international arena.

3.6. Education and training quality management system.

The education and training quality management system (hereinafter referred to as the quality management system) ensures continuous improvement of the educational process, which is necessary to respond to changes and challenges. The quality management system has four components: inspection, quality control, quality assurance, and quality management. Each component has a purpose, objectives, and areas of application.

Inspection is carried out primarily to identify and correct errors in the educational process before they can cause problems.

Quality control is a comprehensive approach to identifying and eliminating problems at every stage of the educational process.

Quality assurance involves expanding responsibility for the quality of military education to include other tasks beyond the educational process. The main focus is on the quality of the result, as this element of the system is aimed at preventing errors in the future.

Quality management is a way of thinking and a method of organizational activity aimed at:

- meeting the needs and expectations of stakeholders;
- covering all departments of a military educational institution;
- involving all representatives of a military educational institution;
- studying all aspects related to the quality of education and training;
- striving to do everything correctly and efficiently the first time, rather than expecting a result that requires rework;
- developing systems and approaches that will not only maintain the quality of professional military education, but also continuously improve it.

A quality management system is a set of quality standards, procedures, powers, and responsibilities. The quality management system defines the organizational structure, responsibilities, processes, procedures, and resources. The

quality management system documents describe in detail the policy in the field of quality assurance in education and training, its external and internal assurance system, objectives, organizational structure, powers, and responsibilities.

The main responsibility for ensuring the quality of education and training lies with the head of the Naval Institute. All parties involved in the educational process (in particular, teachers, instructors, cadets, and students) contribute to the continuous improvement of its quality.

The duties and powers of all participants in the educational process are outlined in the Regulations on the internal quality assurance system for educational activities and higher education at the Naval Forces Institute of the National University "Odessa Maritime Academy."

The Naval Institute education and training quality management system contains the following main elements (Appendix 3).

3.7. Principles of ensuring the quality of education and training at the Naval Institute

The system for ensuring the quality of education and individual training of Naval Institute is based on the principles of results orientation, transparency and accountability, continuous improvement, transformational leadership, academic integrity, human-centeredness, internationalization, and alignment of educational programs and processes with best practices in NATO member countries.

Results-oriented approach – clear definition of the goals and objectives of the educational process, regular assessment of the learning outcomes of students and the effectiveness of teachers for continuous improvement of the educational process.

Transparency and accountability – openness and willingness to cooperate with stakeholders, reporting and providing information related to educational activities. Clear definition of the responsibilities of managers, teachers, and other participants in the educational process for the results of their activities. Transparency of decision-making processes.

Continuous improvement – regular analysis of the results of monitoring and evaluating the quality of education in order to make the necessary adjustments to educational programs, teaching methods, material and technical base, etc.

Transformational leadership – support for innovation, adaptation to new challenges, which contributes to the development of leadership qualities in teachers and students. Ability to interact, motivate, make decisions, manage, and lead a team to accomplish tasks.

Academic integrity – prevention of any form of deception, fraud, theft, or other forms of unethical behaviour in educational and scientific activities. Encouraging the free exchange of ideas and information, which promotes cooperation and creativity.

Human-centeredness – maintaining an academic culture to ensure the comprehensive development of participants in the educational process, taking into account their individual characteristics, abilities, interests, needs, and opportunities.

Internationalization – integration into the international system of military education and science, orientation towards the European system of values, and implementation of an appropriate education quality management system. Development of cooperation with international partners, exchange of experience, participation in joint training and projects.

Alignment of educational programs and processes with best practices in Naval Institute NATO member countries – use of modern Euro-Atlantic approaches and standards at the Naval Institute to improve the quality of training for military specialists.

3.8. Levels of management of the education and training quality assurance system.

The management structure of the education and training quality assurance system includes several levels of management that ensure effective coordination and implementation of tasks, as well as form the external and internal quality assurance system for military education.

Responsibility for the implementation of the general Policy for Quality Assurance in Education and Individual Training in the Armed Forces of Ukraine rests with the Ministry of Defense of Ukraine, the General Staff of the Armed Forces of Ukraine, stakeholders, and heads (commanders) of military educational institutions.

The Ministry of Defense of Ukraine is the highest authority responsible for developing strategies, regulatory and legal acts, organizing and monitoring the implementation of the Policy.

The General Staff of the Armed Forces of Ukraine coordinates actions between stakeholders, military management bodies, military units (divisions) and military educational institutions, as well as monitors and evaluates the quality of education and training and provides recommendations for its improvement.

Stakeholders formulate requirements for the competence of graduates of military educational institutions, develop professional standards, provide material

and technical support for the educational process, participate in the development of educational programs, and monitor the compliance of educational programs with the needs of military service and combat experience.

At the level of the Naval Institute, the head of the institute is responsible for implementing the Policy for Ensuring the Quality of Education and Training, organizing the educational process, and ensuring its compliance with higher education standards and NATO standards. He also organizes professional development for teachers, ensures the updating of material and technical resources, and promotes the development of scientific, scientific-technical, and innovative activities.

3.9. Distribution of main tasks and functions among officials and structural units of the Naval Institute in terms of education and training quality management.

To implement the Policy, the following distribution of main tasks is provided:

3.9.1. Head of the Naval Institute – overall organization and coordination of the functioning of the Education and Individual Training Quality Assurance System.

3.9.2. Deputy Heads of the Naval Institute – coordination of the work of the units involved in ensuring the functioning of the Education and Training Quality Assurance System in accordance with their functional responsibilities.

3.9.3. Deputy Head of the Institute for Psychological Support of Personnel – Head of the Psychological Training Department – in terms of forming the proper motivation for learning in students.

3.9.4. Academic Council of the Naval Institute – in terms of planning the development strategy and approving regulatory and other guiding and organizational and methodological documents on internal quality assurance in higher education.

3.9.5. Heads of departments, educational (educational and scientific) units that directly organize and conduct educational activities – in terms of organizing the direct implementation of quality teaching, preparing and filling **RPNDs**, forming other educational and methodological support for the educational process, interacting with stakeholders (employers) and other stakeholders, involving them in the organization and implementation of the educational process, introducing advanced methods and techniques of learning and teaching, conducting control measures to assess the quality of learning material assimilation, direct implementation of NATO member states' procedures and standards and the operations experience of national security and defense forces in the educational

process, formation of licensing files and organization of accreditation of educational programs (educational and professional, educational and scientific programs), etc.

3.9.6. Guarantor/director of the educational program course – in terms of determining the content of the educational program, forming and controlling the process of providing quality educational services for the training of higher education applicants; facilitating the formation of personnel for the educational program; coordinating the development and support of teaching and methodological support for educational activities within the framework of the educational program; ensuring quality control of the implementation of the educational program and the quality of training of higher education applicants under this educational program (by monitoring the achievement of program results); organizing and implementing measures aimed at periodically reviewing the educational program with the involvement of all stakeholders, taking into account the current requirements of stakeholders for training, combat experience, and the latest trends in the field of science (knowledge) in the implemented training direction/discipline; compliance with the norms of ethical behaviour, academic integrity, and prevention of conflicts at all stages of the educational program implementation and implementation of measures to ensure compliance with these norms by all participants in educational activities; approval of the work program of the expert group for conducting accreditation expertise/certification of the course no later than three working days before the start of the expert group's work at the institute; cooperation with the National Agency for Higher Education Quality Assurance within the framework of the educational program/ the Headquarters of the Supreme Commander of the NATO Joint Forces for Transformation and the Chief of Training of the NATO Joint Forces; developing and submitting in electronic form through the official portal of the National Agency for Higher Education Quality Assurance/Department of Disciplines of the NATO Joint Forces Training Command information on the self-assessment of the educational program.

3.9.7. Teaching and research staff of departments – in terms of direct implementation of educational activities, preparation of information and methodological support for the educational components (academic disciplines) assigned to them, implementation of distance learning technologies, preparation and submission of proposals for improving the quality of training of military specialists.

3.9.8. The Department for Quality Assurance of Educational Activities and Higher Education, subordinate to the head of the Naval Institute, is responsible for conducting regular internal audits, implementing procedures for the internal quality assurance system of military education, monitoring the effectiveness of the internal

quality assurance system of education and training, conducting monitoring studies based on the results of surveys of representatives of stakeholders and participants in the educational process, monitoring compliance with academic integrity, conducting annual rating assessments of participants in the educational process, providing information and analytical support to the Naval Institute management on issues of quality assurance in education and training, as well as preparing recommendations for improving educational activities.

The existence of a mechanism for collecting and analyzing feedback from students, teachers, and other participants in the educational process is important.

3.9.9. Academic Department – in terms of compiling and implementing class schedules and other educational activities, determining and distributing teaching loads, developing a schedule for the educational process and monitoring its compliance, monitoring class attendance;

in terms of organizing and coordinating the preparation of informational and educational and methodological support for educational activities under educational programs (publishing and reviewing methodological guidelines, recommendations, teaching aids and textbooks, lecture notes, etc.), conducting scientific and methodological conferences (seminars, round tables, meetings, etc.), periodic assessment (including in the form of trial and open classes), certification, and professional development of scientific and pedagogical workers;

in terms of coordinating interaction with stakeholders for the training of military specialists (employers), concluding agreements (agreements, memoranda) on cooperation with external stakeholders, preparing and reviewing training and military internship programs, developing the social and professional skills of students and graduates (soft skills).

3.9.10. International Military Cooperation Group – in terms of implementing international academic mobility for participants in the educational process, under the NATO program "Improving Defense Education" (DEEP) and other programs, provides administrative assistance in planning, organizing, and conducting these activities.

3.9.11. Admissions Committee – in terms of career guidance and explanatory work, consultations on admission to study, professional (vocational, competency-based) selection of applicants (based on the results of internal and external entrance examinations – internal tests, medical examination results, National Multisubject Test and External Independent Evaluation, etc.).

3.9.12. Collegial bodies of educational (educational and scientific) units (department meetings, educational and methodological and scientific and methodological councils and commissions, working and project groups for the

development and support of educational programs, etc.) – in terms of preparing and discussing organizational and methodological documents, measures for the implementation and improvement of the educational process, results and academic performance of students, etc.

3.9.13. Scientific and organizational department – regarding the organization of combining training and scientific research in the educational process;

in terms of organizing high-quality training of students of the third (educational and scientific) level of higher education.

3.9.14. Subdivisions for ensuring the educational process and supporting students (psychological support department, educational library, military chaplain, etc.) – in terms of informational, psychological, social, and other support for students (as an integral part of ensuring the quality of educational activities).

3.9.15. Educational support units and supply units (support services) – in terms of technical support and material and technical support for educational activities.

3.9.16. Direct supervisors of students (course leaders, course officers) – in terms of ensuring their participation in the educational process, compliance with military discipline, academic integrity, motivation, and control of daily activities.

3.9.17. Immediate superiors of students from among the students themselves (commanders of training groups, platoons, sections) – in terms of organizing the participation of students in the educational process, facilitating the resolution of their individual and collective educational needs.

3.9.18. Self-government bodies of students and other participants in the educational process (cadet council, sergeant council, etc.) – in terms of protecting and supporting the ideas and proposals of students, direct participation in the process of ensuring the quality of educational activities, providing proposals for improving educational programs, etc.).

3.9.19. Stakeholders (the Ukrainian Navy and the State Border Guard Service of Ukraine), graduates of the Naval Institute – in terms of developing, monitoring, and periodically reviewing professional standards, educational and professional (educational and scientific) programs, educational programs for professional military education courses, training courses, and advanced training courses.

3.10. Standards for the quality management system for education and training at the Naval Institute.

The Naval Institute defines, maintains, and reviews its internal processes and procedures to ensure compliance with NATO standards and guidelines.

3.10.1. Standards for the quality management system for education and training at the Naval Institute.

3.10.1.1. Policies and procedures - Regulations on the organization of educational activities at the Naval Institute.

The Naval Institute has developed Regulations on the organization of the educational process at the Naval Institute, which contain procedures for ensuring the quality of military education, in particular, clearly defined responsibilities and powers of all participants in the educational process. The Regulations describe the quality management system for education and individual training at the Naval Institute and how it involves all interested parties, as well as how they contribute to the continuous improvement of educational activities at the Naval Institute. An adequate level of internal and external transparency should be ensured.

The regulations contain: the relationship between the main components of educational activities depending on the specifics of the Naval Institute; the organisation of the education and training quality management system; the responsibility of individual structural units and officials for the management of education and training quality; key performance indicators; the involvement of stakeholders in the process of continuous improvement.

3.10.1.2. Professional development of teaching (instructor) staff.

The Naval Institute ensures that teachers (instructors) are competent and qualified. The development of teaching (instructor) staff is a continuous process supported by the military educational institution.

The Institute has: principles, procedures, and criteria for the selection and admission of new teaching (instructor) staff; algorithms and programs to ensure the professional development of teaching (instructor) staff (in particular, continuous improvement of teaching skills); requirements for the level of competence, education, and training, which are included in the description of functional duties; working conditions that create a positive working environment.

3.10.1.3. Information systems and knowledge management.

The Naval Institute summarizes, analyzes, and uses relevant information for effective management of educational activities.

The information management system should manage: feedback from stakeholders; the development of new teaching materials; distance learning educational resources (course materials); studied and summarized combat experience; profiles of students and information about key indicators of their success.

3.10.1.4. Public information.

The Naval Institute publishes and regularly updates objective information, both qualitative and quantitative, on conducted (planned) professional military education, retraining, and advanced training courses and related activities.

The Naval Institute shall: provide and regularly update information on developed professional military education, retraining, and advanced training courses (e.g., in the form of a course catalogue) on its website; inform interested parties and those who have an interest in any changes to the course catalog and its content (especially for educational purposes); establish and maintain a system of communication with other military educational institutions and representatives of interested parties to discuss issues related to the educational process (unless the information is subject to classification as state secrets or official information).

3.10.1.5. Teaching and conducting classes.

The Naval Institute defines control measures for analyzing, designing, developing, implementing, and evaluating education and training, including how the institution plans and implements the educational program, controls quality, and conducts periodic reviews, while ensuring that the educational program remains relevant.

The Naval Institute develops documents that define the measures of the educational process. These documents confirm the involvement of stakeholders and contain: prerequisites explaining the need to develop and implement the educational program and its compliance with NATO requirements; the purpose of the educational program; information on the competencies that learners should acquire as a result of the educational process; the objectives of the educational process, reflecting the content of the educational program that students must master, how and in what time frame; a list of references used in the development of the educational program; a calculation of resources, including classrooms, teaching (instructor) staff, equipment, and materials necessary for the implementation of the educational program.

A planned and systematic approach to the educational process is reflected in the documentation, starting with the administrative measures of the institution that ensure the development, implementation, and evaluation of the educational program: the educational program is developed in such a way as to take into account the existing professional experience of students; the number of students in each course of professional military education is planned in accordance with the needs of the Ukrainian Navy (stakeholders), as well as the capabilities and purpose of the Naval Institute; For each educational program, teaching and methodological materials must be developed, including materials for teaching and tools for evaluating students, as well as a schedule of classes; results of the implementation and completion of the educational program; formalized assessment after

completion of the educational program is aimed at verifying the quality and improving the educational process.

3.10.1.6. Assessment of military education applicants.

Military education applicants are assessed in accordance with published criteria, and they must be aware of what is expected of them and how their knowledge, skills, and abilities will be assessed.

The process of assessing students should: be designed to measure the achievement of educational outcomes; be accompanied by monitoring of military education students throughout the course of study (interim and final); contribute to the educational process and meet the learning objectives; be developed on the basis of well-known and published assessment criteria; inform military education students before the start of the course about the criteria for assessing learning to ensure the correctness of the assessment; have procedures for appealing the assessment process by military education students and be independent of the decision of a single teacher.

3.10.1.7. Resource provision to support military education applicants.

The Naval Institute has adequate resources to support applicants in the educational process.

Resource provision should meet the needs of military education applicants; the distribution of Naval Institute financial resources is based on its actual needs and priorities in accordance with its mission and objectives; resource provision processes are continuously evaluated and improved; working conditions for staff and learning conditions for military education students (e.g., libraries, classrooms, and laboratories) meet the needs defined by the learning objectives, the specifics of the military educational institution, and the expectations of stakeholders.

3.11. Standards of the quality assurance system for education and training at the Naval Institute.

In order to organize the certification of professional military education courses and institutional accreditation, the Naval Institute implements compliance with 32 (thirty-two) NATO Quality Standards, which consist of three areas (topics): leadership and management, education and training, and importance to NATO.

1. Leadership and management.

1.1. Overall management.

1.1.1. The Naval Institute has a long-term plan based on its own mission and vision, which takes into account the priorities of Ukraine, NATO, and the expectations of key stakeholders.

1.1.2. The Naval Institute has implemented a quality management system, as evidenced by relevant documents that are regularly reviewed and remain relevant.

1.1.3. The institution's internal and external communication is purposeful and managed.

1.1.4. The Naval Institute shall use information systems to ensure management processes and the coordinated performance of key functions.

1.2. Human resources management.

1.2.1. The Naval Institute has principles and procedures for the selection and training of personnel.

1.2.2. The level of satisfaction of personnel needs (working conditions, information flow, etc.) is monitored and measures are implemented to increase motivation.

1.2.3. Personnel participate in other NATO activities (working groups, projects, etc.).

1.2.4. Personnel (in particular NPP and NP) have the appropriate qualifications as defined in the Regulatory Documents for courses and job descriptions.

1.3. Resource management.

1.3.1. The Naval Institute has a budget that allows it to maintain its activities.

1.3.2. The Naval Institute has clearly defined principles for making financial decisions.

1.3.3. The distribution of the institution's financial resources is based on its mission and objectives.

1.3.4. Staff working conditions and student learning conditions (e.g., libraries, classrooms, and laboratories) meet the needs arising from the learning objectives, the specific nature of the institution, and the expectations of key stakeholders.

2. Education and training.

2.1. Definition and teaching.

2.1.1. Each NATO course is developed and delivered in accordance with NATO's principles of global programming and systematic approach to training.

2.1.2. The Naval Institute has continuity plans in place to ensure the continuity of training solutions during incidents that disrupt normal operations.

2.1.2. Student/cadet satisfaction with the quality of teaching and their feedback are taken into account in the process of improving teaching.

2.1.3. The satisfaction of the Naval Institute management with the performance of graduates is taken into account in the process of improving teaching.

2.1.4. Feedback from teachers (instructors) on the conduct and quality of the course (classes) is taken into account in the process of improving teaching.

2.2. Student assessment.

2.2.1. Student progress is monitored and supported throughout the course.

2.2.2. Student assessment contributes to the learning process and meets the learning objectives.

2.2.3. Assessment and completion criteria are predetermined and communicated to students before the start of the course.

2.2.4. The institution has procedures in place for students to appeal.

2.3. Support for training and learning.

2.3.1. The allocation of resources to courses meets the needs of students and is consistent with the learning objectives.

2.3.2. If necessary, the institution provides guidance to students on how to support their learning.

2.3.3. Modern resources are used to support learning.

2.3.4. Student feedback on learning provision is taken into account to improve educational activities.

3. Importance to NATO.

3.1. Compliance with NATO requirements.

3.1.1. The Naval Institute defines its role in supporting NATO.

3.1.2. The Naval Institute shall offer courses selected/approved by NATO, after their certification and inclusion in the catalog global programming.

3.1.3. The Naval Institute should use and generalize operational experience to improve the training process.

3.1.4. The main areas of activity of the Naval Institute in the future should comprehensively meet the needs of NATO.

3.2. Support for discipline management (training direction).

3.2.1. The Naval Institute should contribute to the development of disciplines (training direction, analysis, and design).

3.2.2. The Naval Institute should contribute to ensuring the discipline system (training direction) in NATO.

3.3. Involvement in other NATO activities.

3.3.1. In the future, the Naval Institute should contribute to the development of NATO in various ways (e.g., through doctrine development, research, experience summarization, operations and defense planning, etc.).

3.12. International standard ISO 9001:2015 (Quality Management Systems - Requirements) for quality management systems.

In order to improve the quality of education and training, investment attractiveness, optimize document flow, meet customer requirements for the presence of a quality management system in the institution, reduce the risk of failure to fulfill state orders, and compete with leading institutions in the country and the world, Naval Institute implements the international standard in accordance with DSTU ISO 9001:2015. Bureau Veritas Certification Ukraine/Bureau Veritas Certification Holding SAS - UK Branch confirms that the Naval Institute Management System has been verified and meets the requirements of management system standards: training of military specialists at the bachelor's and master's levels of higher education and part-time master's level higher education; advanced training; training of officers called up for military service during mobilization (for a special period); conducting scientific and scientific-practical activities; advanced training and certification courses for civilian fleet personnel (*Bureau Veritas Certification UA230940, subject to the continued proper functioning of the institution's management system, this certificate is valid until May 24, 2026*).

3.9.14. Subdivisions responsible for ensuring the educational process and supporting cadets (psychological support department, educational library, military chaplain, etc.) – in terms of informational, psychological, social and other support for cadets (as an integral part of ensuring the quality of educational activities).

3.9.15. Educational support units and supply units (support services) – in terms of technical support and material and technical support for educational activities.

3.9.16. Direct supervisors of cadets(course leaders, course officers) – in terms of ensuring their participation in the educational process, compliance with military discipline, academic integrity, motivation and control of daily activities.

3.9.17. Immediate superiors of cadets from among the cadets themselves (commanders of training groups, platoons, sections) – in terms of organising the participation of cadets in the educational process, facilitating the resolution of their individual and collective educational needs.

3.9.18. Self-government bodies of cadets and other participants in the educational process (cadet council, sergeant council, etc.) – in terms of protecting and supporting the ideas and proposals of cadets, direct participation in the process of ensuring the quality of educational activities, providing proposals for improving educational programmes, etc.).

3.9.19. Customers (Ukrainian Navy and the State Border Guard Service of Ukraine), graduates of Naval Institute of National university “Odesa maritime academy – in terms of developing, monitoring, and periodically reviewing professional standards, educational and professional (educational and scientific) programmes, educational programmes for professional military education courses, training courses, and advanced training courses.

3.10. Standards for the quality management system for education and training at Naval Institute of National university “Odesa maritime academy.

Naval Institute of National university “Odesa maritime academy defines, maintains and reviews its internal processes and procedures to ensure compliance with NATO standards and guidelines.

3.10.1. Standards for the quality management system for education and training at Naval Institute of National university “Odesa maritime academy.

3.10.1.1. Policy and procedures - Regulations on the organisation of educational activities at Naval Institute of National university “Odesa maritime academy. Naval Institute of National university “Odesa maritime academy has developed Regulations on the organisation of the educational process at Naval Institute of National university “Odesa maritime academy, which contain procedures for ensuring the quality of military education, in particular clearly defined responsibilities and powers of all participants in the educational process. The Regulations describe the quality management system for education and individual training at Naval Institute of National university “Odesa maritime academy and how it involves all interested parties, as well as how they contribute to the continuous improvement of education

Naval Institute of National university “Odesa maritime academy activities. An adequate level of internal and external transparency should be ensured.

The regulations contain: the relationship between the main components of educational activities depending on the specifics of Naval Institute of National university “Odesa maritime academy; the organisation of the education and training quality management system; the responsibility of individual structural units and officials for the management of education and training quality; key performance indicators; the involvement of stakeholders in the process of continuous improvement.

3.10.1.2. Professional development of teaching (instructor) staff.

Naval Institute of National university “Odesa maritime academy ensures that

teachers (instructors) are competent and qualified. The development of teaching (instructor) staff is a continuous process supported by the military educational institution.

The Institute has: principles, procedures and criteria for the selection and recruitment of new teaching (instructor) staff; algorithms and programmes to ensure the professional development of teaching (instructor) staff (in particular, continuous improvement of teaching skills); requirements for the level of competence, education and training, which are included in the description of functional duties; working conditions that create a positive working environment.

The information management system should manage: feedback from stakeholders; the development of new teaching materials; distance learning resources (course materials); studied and summarised combat experience; profiles of cadets and information about key indicators of their success.

3.10.1.3. Information systems and knowledge management.

Naval Institute of National university “Odesa maritime academy summarises, analyses and uses relevant information for effective management of educational activities.

The information management system should manage: feedback from stakeholders; the development of new teaching materials; distance learning resources (course materials); studied and summarised combat experience; cadet profiles and information on key indicators of their success.

3.10.1.4. Public information.

Naval Institute of National university “Odesa maritime academy publishes and regularly updates objective information, both qualitative and quantitative, on conducted (planned) professional military education, retraining and advanced training courses and related activities.

Naval Institute of National university “Odesa maritime academy shall: provide and regularly update information on developed professional military education, retraining and advanced training courses (e.g., in the form of a course catalogue) on its website; inform interested parties and those who have an interest in any changes to the course catalogue and its content (especially for educational purposes); establish and maintain a system of communication with other military educational institutions and representatives of interested parties to discuss issues related to the educational process (unless the information is subject to classification as state secrets or official information).

3.10.1.5. Teaching and conducting classes.

Naval Institute of National university “Odesa maritime academy defines control measures for analysing, designing, developing, implementing and evaluating education and training, in particular how the institution plans and implements the educational programme, controls its quality and conducts periodic reviews, while ensuring that the educational programme remains relevant.

Naval Institute of National university “Odesa maritime academy develops documents that define the measures of the educational process. These documents confirm the involvement of stakeholders and contain: prerequisites explaining the

need to develop and implement the educational programme and its compliance with NATO requirements; the purpose of the educational programme; information on the competencies that learners should acquire as a result of the educational process; the objectives of the educational process, reflecting the content of the educational programme that students must master, how and in what time frame; a list of references used in the development of the educational programme; a calculation of resources, including classrooms, teaching (instructor) staff, equipment and materials necessary for the implementation of the educational programme.

A planned and systematic approach to the educational process is reflected in the documentation, starting with the administrative measures of the institution that ensure the development, implementation and evaluation of the educational programme: the educational programme is developed in such a way as to take into account the existing professional experience of students; the number of cadets in each course of professional military education is planned in accordance with the needs of Ukrainian Navy (customers), as well as the capabilities and purpose of Naval Institute of National university “Odesa maritime academy”; for each educational programme, teaching and methodological materials must be developed, in particular materials for teaching and tools for assessing cadets, as well as a schedule of classes; the results of the implementation and completion of the educational programme; formalised assessment after completion of the educational programme is aimed at verifying the quality and improving the educational process.

3.10.1.6. Assessment of military education applicants.

Military education students are assessed according to published criteria, and they must know what is expected of them and how their knowledge, skills and abilities will be assessed.

The process of assessing students should: be designed to measure the achievement of educational outcomes; be accompanied by monitoring of military education students throughout the course of study (interim and final); contribute to the educational process and meet the objectives of the course; be developed on the basis of well-known and published assessment criteria; inform military education students before the start of the course about the criteria for assessing learning to ensure the correctness of the assessment; have procedures for appealing the assessment process by military education students and be independent of the decision of a single teacher.

3.10.1.7. Resource provision to support students pursuing military education.

Naval Institute of National university “Odesa maritime academy” has the appropriate resources to support cadets in the educational process.

Resource provision should meet the needs of military education students; the distribution of Naval Institute of National university “Odesa maritime academy” financial resources is based on its actual needs and priorities in accordance with its mission and tasks; resource provision processes are continuously evaluated and improved; the working conditions of staff and the learning conditions of military

education cadets (e.g. libraries, classrooms and laboratories) meet the needs defined by the learning objectives, the specific nature of the military educational institution and the expectations of stakeholders.

3.11. Standards of the quality assurance system for education and training at the Naval Institute of National university “Odesa maritime academy.”

In order to organise the certification of professional military education courses and institutional accreditation, Naval Institute of National university “Odesa maritime academy” implements in compliance with 32 (thirty-two) NATO Quality Standards, which comprise three areas (topics): leadership and management, education and training, and importance to NATO.

1. Leadership and management.

1.1 General management.

1.1.1. Naval Institute of National university “Odesa maritime academy” has a long-term plan based on its own mission and vision, which takes into account the priorities of Ukraine, NATO and the expectations of key stakeholders.

1.1.2. Naval Institute of National university “Odesa maritime academy” has implemented a quality management system, which is confirmed by relevant documents that are regularly reviewed and remain relevant.

1.1.3. Internal and external communication within the institution is purposeful and controlled.

1.1.4. Naval Institute of National university “Odesa maritime academy” shall use information systems to ensure management processes and coordinated performance of key functions.

1.2. Human resource management.

1.2.1. Naval Institute of National university “Odesa maritime academy” has principles and procedures for the selection and training of personnel.

1.2.2. The level of satisfaction of personnel needs (working conditions, information flow, etc.) is monitored and measures are implemented to increase motivation.

1.2.3. Personnel participate in other NATO activities (working groups, projects, etc.).

1.2.4. Staff (including Academic staff and Teaching staff) possess the relevant qualifications specified in the Regulatory Documents for courses and job descriptions.

1.3. Resource management.

1.3.1. Naval Institute of National university “Odesa maritime academy” has a budget that allows it to maintain its activities.

1.3.2. Naval Institute of National university “Odesa maritime academy” has clearly defined principles for making financial decisions.

1.3.3. The distribution of the institution's financial resources is based on its mission and objectives.

1.3.4. The working conditions of staff and the learning conditions of students (e.g. libraries, classrooms and laboratories) meet the needs arising from

the learning objectives, the specific nature of the institution and the expectations of key stakeholders.

2. Education and training.

2.1. Definition and teaching.

2.1.1. Each NATO course is designed and delivered in accordance with NATO's global programming principles and systematic approach to training.

2.1.2. Naval Institute of National university "Odesa maritime academy" has sustainability plans that ensure the continuity of training solutions during incidents that disrupt normal operations.

2.1.2. Students/cadets satisfaction with the quality of teaching and their feedback are taken into account in the process of improving teaching.

2.1.3. The satisfaction of Naval Institute of National university "Odesa maritime academy" management with the performance of graduates is taken into account in the process of improving teaching.

2.1.4. Feedback from teachers (instructors) on the conduct and quality of the course (classes) is taken into account in the process of improving teaching.

2.2. Assessment of cadets.

2.2.1. Cadets progress is monitored and supported throughout the course.

2.2.2. Cadets assessment contributes to the learning process and is consistent with the learning objectives.

2.2.3. Assessment and graduation criteria are predetermined and communicated to students before the start of the course.

2.2.4. The institution has procedures in place for cadets to appeal.

2.3. Support for preparation and learning.

2.3.1. The allocation of resources to courses meets the needs of cadets and corresponds to the learning objectives.

2.3.2. If necessary, the institution provides guidance to cadets to support their learning.

2.3.3. Modern resources are used to support learning.

2.3.4. Feedback from cadets on the provision of learning is taken into account to improve educational activities.

3. Importance for NATO.

3.1. Compliance with NATO requirements.

3.1.1. Naval Institute of National university "Odesa maritime academy" defines its own role in supporting NATO.

3.1.2. Naval Institute of National university "Odesa maritime academy" shall offer courses selected/approved by NATO, after their certification and inclusion in the global programming catalogue.

3.1.3. Naval Institute of National university "Odesa maritime academy" shall use and summarize operational experience to improve the training process.

3.1.4. The main areas of activity of Naval Institute of National university "Odesa maritime academy" in the future shall comprehensively meet the needs of NATO.

3.2. Support for the management of disciplines (training areas).

3.2.1. Naval Institute of National university “Odesa maritime academy” should contribute to the development of disciplines (training, analysis and design areas).

3.2.2. Naval Institute of National university “Odesa maritime academy” should contribute to ensuring the system of disciplines (training areas) in NATO.

3.3. Involvement in other NATO activities.

3.3.1. In the future, Naval Institute of National university “Odesa maritime academy” should contribute to the development of NATO in various ways (e.g., through doctrine development, research, experience summarisation, operations and defence planning, etc.).

3.12. International standard ISO 9001:2015 for quality management systems.

In order to improve the quality of education and training, investment attractiveness, optimize document flow, meet customer requirements for the presence of a quality management system in the institution, reduce the risk of non-fulfillment of state orders and enable competition with leading institutions in the country and worldwide, Naval Institute of National university “Odesa maritime academy” implements the international standard in accordance with DSTU ISO 9001:2015. Bureau Veritas Certification Ukraine/Bureau Veritas Certification Holding SAS - UK Branch confirms that Naval Institute of National university “Odesa maritime academy” Management System has been verified and meets the requirements of management system standards: training of military specialists at the bachelor's and master's levels of higher education and part-time master's level higher education; advanced training; training of officers called up for military service during mobilization (for a special period); scientific and scientific-practical activities; advanced training and certification courses for civilian fleet personnel (Bureau Veritas Certification UA230940, subject to the continued proper functioning of the institution's management system, this certificate is valid until 24 May 2026).

PROCESSES FOR ENSURING THE QUALITY OF EDUCATION AND TRAINING OF NAVAL INSTITUTE OF NATIONAL UNIVERSITY “ODESA MARITIME ACADEMY”

The processes of ensuring the quality of education and training at Naval Institute of National university “Odesa maritime academy are:

- development and updating of educational programmes, internal methodological expertise of educational programmes, monitoring of the compliance of educational and professional programmes in specialities and specialisations with higher education standards, professional standards, customer requirements for the training of military specialists, educational programmes of professional military education courses – professional standards and customer requirements (Appendix 2, SOP 1-3);
- coordination of the activities of educational programme guarantors (Appendix 2, SOP-4);
- introduction of modern practices, teaching technologies and active teaching methods into the educational process of Naval Institute of National university

“Odesa maritime academy” (Appendix 2, SOP-5);
 periodic assessment of higher education applicants and regular publication of the results of such assessments (Appendix 2, SOP-6);
 monitoring the quality of all types of training activities (Appendix 2, SOP-7);
 coordinating and evaluating the completeness of measures to implement combat experience (experience in performing combat support tasks) in the educational process (Appendix 2, SOP-8);
 organising work to include standards and procedures adopted in the armies of NATO member countries in the curricula (Appendix 2, SOP-9);
 implementation of the provisions of the NATO Strategic Command Joint Directive ‘Education and Individual Training Bi-SCD 075-007’ into the educational process of Naval Institute of National university “Odesa maritime academy”;
 professional development of teachers (Appendix 2, SOP-10);
 monitoring the effectiveness of the internal quality assurance system (Appendix 2, SOP-11);
 ensuring compliance with academic integrity by scientific, pedagogical and research staff and cadets (Appendix 2, SOP-12);
 implementation of the Procedure for licensing educational programmes (Appendix 2, SOP-13);
 implementation of the Procedure for preparing for accreditation/certification of educational programmes (Appendix 2, SOP-14);
 implementation of the self-assessment process of the general organisational activities of Naval Institute (Appendix 2, SOP-15);
 implementation of an institutional review (internal audit) by the management of Naval Institute of general organisational activities (Appendix 2, SOP-16);
 implementation of a survey of cadets, teachers, customers and graduates on the quality of training of specialists at Naval Institute (Appendix 2, SOP-17).

5. EDUCATION AND TRAINING QUALITY MANAGEMENT TEAM OF NAVAL INSTITUTE OF NATIONAL UNIVERSITY “ODESA MARITIME ACADEMY”

Naval Institute of National university “Odesa maritime academy” has formed an Education and Training Quality Management Team (hereinafter referred to as the Team), which continuously monitors the effectiveness of the education quality management system and its compliance with NATO's systematic approach to training. The Team consists of designated officials (Appendix 4) who report to the Head of Naval Institute of National university “Odesa and are guided by the principles of ensuring the quality of education and training.

5.1 Tasks and composition of Naval Institute of National university “Odesa maritime academy” Education and Training Quality Management Team.

Naval Institute of National university “Odesa Education and Training Quality Management Team is headed by the Deputy Head of the Institute for Academic and Scientific Work.

The Head of the Department for Quality Assurance in Education and Higher Education acts as Deputy Chair of the Team.

The Team (Appendix 4) consists of the Deputy Head of the Institute for Academic and Scientific Work; the Head of the Department for Quality Assurance in Education and Higher Education; the heads (deans) of departments and the head of the Scientific and Organisational Department of Naval Institute of National university “Odesa maritime academy”

Naval Institute of National university “Odesa maritime academy” Education and Training Quality Management Team meets to discuss specific topics related to the quality of education, at the suggestion of the Head of the Department of Quality Assurance in Education and Higher Education of Naval Institute of National university “Odesa maritime academy”

5.2 Head of Naval Institute of National university “Odesa maritime academy”

The Head of the Institute is responsible for implementing quality management in education and training at the Institute. He is the chief official responsible for educational activities at the Institute.

5.3 Deputy Head of the Institute for Academic and Scientific Work.

The Deputy Head of the Institute for Academic and Scientific Work is the education quality manager. He is responsible for the policy and processes of quality management of education and training at the Institute, and chairs the team meetings.

5.4 Head of the Department for Quality Assurance of Educational Activities and Higher Education.

The Head of the Department for Quality Assurance in Education and Higher Education plans the necessary measures to ensure the quality of education and training and prepares proposals for the Team.

Thanks to NATO's systematic approach to training, the Team plans and coordinates activities between structural units and officials, and helps to identify and ensure effective, sufficient and economically acceptable decisions on education and individual training to meet the established requirements of customers. The specific tasks performed in each phase of NATO's systematic approach to training are summarized in the table. The organizational matrix for the distribution of responsibilities in NATO's systematic approach to training takes into account the autonomy of the institution, the role of the authorized body for monitoring compliance with requirements and the Naval Command.

Matrix of responsibilities in NATO's systematic approach to training (SAT)

Matrix of tasks according to NATO's systematic approach to training (SAT)

Stage	Phases	Зацікавлені сторони	Phase	Approval
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	(SAT)		(стейкхолдери)			product (SAT)	
		Department of military education and science / Central Administration of Military Education and Science	Ukrainian Naval forces central command	Department	Guarantor EP/ Course director		
Definition	Analysis	C/ A and R	C	C	C	Government order/request according to EP Regulatory documents No. 1, 2 (course)	Department of military education and science/ Central Administration of Military Education and Science
	Planning	C/ A	R and C	C i R	C i R	EP; Regulatory documents No. 3 (course)	Ukrainian Naval forces central command
	Creating and elaboration	I/ A	A and R	R	R	Course materials	Naval Institute of National university "Odesa maritime academy"
Conducting	Зпровадженн	I/I	A and R	R	R	Qualified graduates	Naval Institute of

Implementation

Assessment

I/I

A and
R

R

R

Improving
education
and
training
solutions

National
university
“Odesa
maritime
academy”
Naval
Institute of
National
university
“Odesa
maritime
academy”

Task designation:

R - responsible (executor);

A - accountable (guarantees that the task and corresponding work will be completed);

C - consulting;

I - informed (periodically receives information about activities while they are ongoing)

The quality of education and individual training is a category that concerns every Naval institute of national university “Odesa maritime academy” employee. All employees who perform daily tasks or participate in the educational process share responsibility for identifying problems related to the quality of education and individual training, as well as reporting and formulating recommendations for corrective actions.

6. FINAL PROVISIONS

The provisions of this Policy are implemented by a collegial decision of the Academic Council of Naval Institute of National university “Odesa maritime academy, monitored throughout the academic year, and may be adjusted and supplemented as necessary depending on changes in the military-political and economic situation, current and future tasks, budgetary support for their implementation, and the results of planned measures.

Head of the Department for Quality Assurance in Education and Higher Education at Naval Institute of National university “Odesa maritime academy”

Captain 2nd Rank Ighor

Poprotskyi

Deputy Head of the Institute for Educational and Scientific Work – Head of the Educational Department of Naval Institute of National university “Odesa maritime academy”

Captain 1st Rank Oleg

Gavalyuh

Appendix 1

List of documents on quality assurance in educational activities and higher education

1. Law of Ukraine ‘On Education’, as amended in 2025 No. 2145-VIII dated 05.09.2017.
2. Law of Ukraine ‘On Higher Education’ (Bulletin of the Verkhovna Rada (VVR), 2014, No. 37-38, Art. 2004).
3. Law of Ukraine ‘On Military Duty and Military Service’ (in accordance with the Resolution of the Verkhovna Rada of Ukraine dated 25 March 1992, No. 2233-XII).
4. Standards and Recommendations for Quality Assurance in the European Higher Education Area (ESG), 2005.
5. International Standard ISO 9001:2015 Quality Management Systems.
6. Regulations on Higher Military Educational Institutions, approved by Resolution of the Cabinet of Ministers of Ukraine No. 467 of 12 May 2021.
7. Regulations on military training units of higher education institutions, approved by Order of the Ministry of Education and Science of Ukraine and the Ministry of Defence of Ukraine dated 15 August 2018, No. 910/412 (registered with the Ministry of Justice of Ukraine on 30 October 2018 under No. 1229/32681).
8. Regulations on the specifics of the organisation of the educational process in higher military educational institutions of the Ministry of Defence of Ukraine, military training units of higher education institutions, and institutions of professional pre-higher military education, approved by order dated 15 February 2024, No. 120 (registered with the Ministry of Justice of Ukraine on 26 March 2024 under No. 453/41798).
9. The procedure for organising and conducting military training, educational, production, repair, shipbuilding and other types of practical training for cadets and students of higher military educational institutions, military training units of higher education institutions and institutions of professional pre-higher military education, approved by order of the Ministry of Defence of Ukraine dated 12 January 2024, No. 23 (registered with the Ministry of Justice of Ukraine on 30 January 2024 under No. 155/41500).

10. Instructions on the organisation and conduct of military-professional orientation of citizens of Ukraine and admission to professional pre-higher military education institutions, higher military educational institutions, military training units of higher education institutions and scientific institutions within the system of the Ministry of Defence of Ukraine, approved by order dated 16 July 2024, No. 479 (registered with the Ministry of Justice of Ukraine on 21 August 2024 under No. 1285/42630).

11. Directive of the Commander-in-Chief of the Armed Forces of Ukraine "On the Approval of Amendments to the Table of Urgent Reports of the Armed Forces of Ukraine on personnel issues and training of military specialists" dated 22 February 2022 (as amended) No. D-8.

12. Order of the Ministry of Defence of Ukraine 'On the organisation and conduct of advanced training courses in higher military educational institutions, military training units of higher education institutions and institutions of professional pre-higher military education in 2025-2026' dated 6 February 2025 No. 85/nm.

13. Recommendations of the National Agency for Higher Education Quality Assurance on the implementation of an internal quality assurance system, approved by the decision of National Agency for Higher Education Quality Assurance, 26.06.2019 (Minutes No. 6).

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

15. Regulations on Naval Institute of National university "Odesa maritime academy" (approved by order of the Ministry of Education and Science of Ukraine and the Ministry of Defence of Ukraine, 09.11.2020, No. 1383/402).

16. Regulations on the internal quality assurance system for educational activities and higher education at Naval Institute of National university "Odesa maritime academy" dated 30 April 2025 (Minutes No. 4/2025).

17. Regulations on the Department for Quality Assurance of Educational Activities and Higher Education of Naval Institute of National university "Odesa maritime academy" (approved by order of Naval Institute of National university "Odesa maritime academy", 30 July 2024, No. 81).

18. Regulations on the procedure for developing, monitoring and periodically reviewing educational programmes at Naval Institute of National university "Odesa maritime academy" dated 30 April 2025 (Minutes No. 4/2025).

19. Regulations on the assessment and ranking of scientific and pedagogical staff at Naval Institute of National university "Odesa maritime academy" dated 30 April 2025 (Minutes No. 4/2025).

20. Regulations on academic integrity Naval Institute of National university "Odesa maritime academy" dated 4 January 2024 (Minutes No. 4/2024).

21. Regulations on the procedure for competitive selection to fill vacant positions of scientific and pedagogical staff at Naval Institute of National university “Odesa maritime academy” dated 4 January 2024 (Minutes No. 4/2024)

Appendix 2

STANDARD OPERATIONAL PROCEDURES AT NAVAL INSTITUTE

SOP-1. Development of educational programmes

No	Action	Document	Time	Responsible person	Evaluation
1	Formation of a project group	Submission to the head of the structural unit about the formation of a project group	No later than May 1 of the calendar year preceding the launch year of a new educational programme	Not applicable	Not evaluated
2	Justification of the practicability of launching the new educational programme	Explanatory note	No later than June 1 of the calendar year preceding the launch year of the new educational programme	Head of the project group	Self-assessment by the project group. Evaluation scale: 1. Meets requirements. 2. Does not meet requirements.
3	Preliminary approval of the practicability of	Decision of the scientific-methodical	No later than July 1 of the calendar	Head of the project group	Department meeting. Evaluation

No	Action	Document	Time	Responsible person	Evaluation
	launching the new educational programme at the department level	(educational-methodical) board of the structural unit, decision of the Academic Council of the structural unit	year preceding the launch year of the new educational programme		scale: 1. Recommended for development. 2. Not recommended for development
4	Drafting the project of the new Educational programme description	Educational programme description, cost price calculation form of the educational programme	No later than September 15 of the calendar year preceding the launch year of the new educational programme	Head of the project group	Speciality-oriented departments, external reviewers. Evaluation scale: 1. Recommended for approval. 2. Not recommended for approval.
5	Calculation of the cost price of the educational programme	Calculation of the cost price of the educational programme	No later than in two weeks from the date of documents submission	Financial and economic service	Not applicable
6	Making a decision on allowing the Educational programme description for consideration by the Academic Council	Evaluation form; expert conclusion	No later than October 15 of the calendar year preceding the launch year of the new educational	Head of the project group	Educational department. Evaluation scale: 1. Recommended for consideration. 2. Not recommended for

No	Action	Document	Time	Responsible person	Evaluation
			programme		consideration.
7	Approval of the Educational programme description by the Academic Council	Decision of the Academic Council	No later than December 10 of the calendar year preceding the launch year of the new educational programme	Secretary of the Academic Council (compliance with the approval procedure)	Academic Council. Evaluation scale: 1. Approved. 2. Not approved.
8	Implementation of the educational programme and appointment of the guarantor/ director of the educational programme by the order of the Chief of the Institute	Order of the Chief of the Institute	No later than December 20 of the calendar year preceding the launch year of the new educational programme	Deputy of the Chief of the Institute on training and scientific work (responsible for developong the order); Chief of the Institute	Not applicable
9	Publication of the Description of educational programme	Approved and digitised Description of the educational programme, link	No later than January 10 of the scheduled launch year of the new educational programme	Guarantor/ director of the educational programme	Department of Quality Assurance of Educational Activities and Higher Education. Evaluation scale: 1. Description available.

No	Action	Document	Time	Responsible person	Evaluation
					2. Description not available

SOP-2. Updating Educational Programmes

No	Action	Document	Responsible person	Evaluation
1	Initiating the development of changes	—	—	Not evaluated
2	Drafting changes to the educational programme	Project draft of changes to the educational programme, explanatory note	Guarantor/ director of the educational programme	Self-assessment: 1. Developed. 2. Not developed
3	Consideration of proposals for changes at the structural unit level	—	Guarantor/ director of the educational programme, head of the educational programme monitoring group	According to the scale: 1. Recommended for change. 2. Not recommended for change
4	Consideration of proposals for changes at the Academic Council meeting	Decision of the educational programme monitoring group, extract from the protocol of Academic Council meeting	Guarantor/ director of the educational programme, head of the educational programme monitoring group	According to the scale: 1. Recommended for change. 2. Not recommended for change
5	Drafting and approval of the new edition of the	New edition of the educational programme	Guarantor/ director of the educational programme (task	Self-assessment according to the scale: 1.

No	Action	Document	Responsible person	Evaluation
	educational programme	description	group)	Developed, approved. 2. Developed, not approved. 3. Not developed, not approved
6	Publication of the new edition of the educational programme description	By July 10 (after completion of the academic year)	Guarantor/ director of the educational programme	According to the scale: 1. Available. 2. Not available

SOP-3. Development of an academic discipline curriculum

No	Action	Responsible person	Evaluation/Scale
1	Requirements for the design and content of the academic discipline curriculum	Training department	Not applicable
2	Development of the academic discipline curriculum	The responsibility for the development of the academic discipline curriculum (its content, learning outcomes and their alignment with the educational programme outcomes, assessment system and procedure, structure, etc.) lies with the academic staff member teaching the academic discipline course	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements
3	Quality assurance and control	The head of department	1. Does not meet requirements. 2. Partially meets

№	Action	Responsible person	Evaluation/Scale
			requirements. 3. Mostly meets requirements. 4. Fully meets requirements
4	Compliance with the educational programme requirements (for compulsory academic disciplines)	Academic staff member (the developer of the academic discipline curriculum)	Evaluation by the head of department, guarantor/ director of the educational programme. Evaluation scale: 1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements
5	Methodological and advisory support on academic discipline curriculum development	The head of department, training department, department of quality assurance of educational activities and higher education	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements
6	Approval of the academic discipline curriculum	Lecturer/instructor, the head of department, guarantor/ director of the educational programme	1. Approved. 2. Not approved
7	Monitoring of academic discipline	Guarantor/ director of the educational programme, the head of	1. Does not meet

No	Action	Responsible person	Evaluation/Scale
	curricula	department	requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements

**SOP-4. Educational Programme Management. Activities of Guarantors /
directors of the educational programmes**

No	Action	Features	Responsible for the action	Evaluation
1	Formation of the project group	Formed by the initiator of the development of a new educational programme; may include academic staff members, researchers, students, employers, and graduates. The project group elects a leader, who must be a full-time academic staff member whose primary place of work is the Institute. The activity of the project group ends when the educational programme draft is approved or rejected.	Not applicable	Not evaluated
2	Appointment of the guarantor / director of the	Appointed by order of the Chief of the Institute upon submission from the	The Chief of the Institute and Academic	According to scale:

№	Action	Features	Responsible for the action	Evaluation
	educational programme	<p>Academic Council of the Institute, approved by the training department.</p> <p>The qualification requirements for the guarantor of the educational program are defined by the Regulations on the educational process organisation and take into account the standards of the Licensing conditions for conducting educational activities of higher (vocational) education institutions.</p>	Council of the Institute	<p>1. Appointed.</p> <p>2. Not appointed</p>
3	Change of guarantor / director of the educational programme	<p>Performed:</p> <p>1) at their own request;</p> <p>2) in case of dismissal/ resignation from the academic/ research staff of the Institute, whose primary place of work is the Institute;</p> <p>3) for other reasons.</p> <p>In all cases, the candidate submission is considered at the Academic Council meeting.</p> <p>If the guarantor/ director of the educational programme disagrees, they are invited to the Academic Council</p>	Head of structural unit	<p>According to scale:</p> <p>1. Appointed.</p> <p>2. Not appointed</p>

No	Action	Features	Responsible for the action	Evaluation
		<p>meeting.</p> <p>The decision on the change of guarantor / director of the educational programme is enforced by an order of the Institute.</p>		
4	Responsibility for the implementation of educational programme	<p>The Institute is responsible for: the high professional level of academic/ teaching/ research staff who are involved into the process of educational programmes implementation; the availability of necessary information resources, specialised equipment, facilities; relevance, objectivity, and openness of students' learning outcomes assessment; alignment of assessment procedures with qualification and speciality.</p> <p>Departments as the main and basis structural units bear full responsibility for implementing educational programmes they are involved in.</p>	Guarantor/ director of the educational programme, heads of departments	<p>According to scale:</p> <p>1. Does not meet requirements;</p> <p>2. Partially meets requirements;</p> <p>3. Mostly meets requirements;</p> <p>4. Fully meets requirements</p>

SOP-5. Matrix for selecting active learning methods applied in the educational process of Naval Institute

(based on the requirements of the Joint directive of the NATO Strategic Commands “Education and individual training Bi-SCD 075-007” (Annex Q to the Directive))

Qualification Level	Type of Learning	Learning Methods
100	Psychomotor – perception, readiness, and guided response	Demonstration; role play; performing activity
	Cognitive – remembering	Lecture; consultations; self-study (mentoring)
200	Psychomotor – mechanism/ manipulation	Demonstration; modelling; performing activity; internship/work placement; role play
	Cognitive – awareness/ understanding	Lectures; self-study; consultations (mentoring); study trip; small group; role play
300	Psychomotor – complex reaction/ precision	Demonstrations; Performing activity; role play; modelling;

Qualification Level	Type of Learning	Learning Methods
		internship/work placement
	Cognitive – application	Lecture; guided discussion; research task; self-study; role play; modelling; panel discussion; peer teaching; small groups; case method
400	Psychomotor – adaptation	Performing activity; role play; modelling; internship/work placement
	Cognitive – analysis	Lecture; guided discussion; self-study; role play; peer teaching; panel discussion; small groups; modelling; case method

Qualification Level	Type of Learning	Learning Methods
500	Psychomotor – generation	Performing activity; role play; modelling
	Cognitive – evaluation/ structuring/ production	Self-study; role play; modelling; thematic research (case method); peer teaching; panel discussion; small groups; study trip

SOP-6. Periodic assessment of studying performance of higher education students and regular announcement of the assessment outcomes

Naval Institute applies the following types of assessment: entry (preliminary), on-going, self-assessment, semester, and final.

The procedure for assessing academic performance is defined in the Regulation on the educational process organisation at Naval Institute.

№	Type of Assessment	Content
1	Entry (preliminary) assessment	Entry assessment is carried out before studying a new academic discipline in order to determine the level of students' preparation in the given discipline or related disciplines that precede its study. Based on the results of the entry assessment, measures to provide individual support to students and to adjust the educational process are developed.

№	Type of Assessment	Content
2	On-going assessment	<p>Ongoing assessment is carried out by lecturers/instructors during all types of classes throughout the semester (term) according to the schedule.</p> <p>The main objective of ongoing assessment is to check the level of a student's preparation on a specific topic (learning element). The results obtained during ongoing assessment is used by the lecturer/instructor to adjust teaching methods and means, as well as by the student to plan their self-study.</p> <p>Ongoing assessment may take the form of oral questioning, written quick knowledge check, student presentations during discussions of theoretical issues, solving written tasks or practical cases, as well as computer-based testing, etc.</p> <p>The forms of ongoing assessment and its quantitative evaluation for a specific type of class are determined by the criteria outlined in the academic discipline curriculum.</p>
3	Self-assessment	<p>Self-assessment is intended for students' independent evaluation of their mastery of the learning material in a specific academic discipline (topic, class). The effectiveness of self-assessment is ensured by special self-control and self-evaluation programs, which are integral components of electronic textbooks and automated learning courses.</p>
4	Semester assessment	<p>Semester assessment is a type of final assessment that determines the level of a student's mastery of an academic discipline, or of its logically completed part during the semester, taking into account the results of ongoing assessment.</p> <p>Semester assessment in an academic discipline is conducted in compliance with the academic discipline curriculum in the form of an examination or a credit test, within the timeframes set by the academic calendar, and covers the scope of learning material defined by the academic discipline curriculum. The form of semester assessment is chosen according to the level of competencies to be developed.</p> <p>The content and structure of examination papers (tests), as well as the admission and evaluation criteria, are determined by the</p>

№	Type of Assessment	Content
		decision of the department, specified in the academic discipline curriculum, and announced to students at the first class.
5	Final assessment	<p>Final assessment is conducted in order to comprehensively evaluate the level of achievement of learning outcomes in an academic discipline over a semester (term) or an academic year.</p> <p>The forms of final assessment of academic disciplines (educational components) of an educational and professional (educational and scientific) program are a credit test or an examination.</p> <p>If an academic discipline is taught over several semesters, the intermediate semester assessment is usually conducted in the form of a credit test. The final grade for a discipline studied over several semesters is determined taking into account the results from the previous semesters.</p> <p>In order to determine whether students have achieved the intended learning outcomes, final assessment may be conducted orally, in written form, or through computer-based testing using distance learning technologies.</p>

Graduates' certification is carried out in the form of a unified state qualification examination (graduates' certification exam) and/or the defense of a qualification thesis, a final physical training examination, and a comprehensive final examination (for specialties where obtaining a degree is required for access to professions which are subject to additional regulation).

The organization, procedure, and specific features of conducting graduates' certification are defined by the regulations of the examination board approved by the Academic Council of the Institute.

Ranking (announcement of results). Corresponding rankings, based on the results of the annual assessment of students' academic performance, are compiled

as a comprehensive quantitative evaluation of the level of competencies defined in the educational program, achieved over a certain period of a cadet's (student's) studies. The ranking records a cadet's/student's position in the list in comparison with the assessment results of other cadets (students) of the Institute.

The mechanism for implementing the ranking system of academic performance assessment, the procedure for its monitoring, and the application of ranking assessment are defined by the Regulations on ranking assessment of student's academic performance.

SOP-7. Monitoring the quality of conducting of all types of classes

Monitoring is a systematic process based on the collection of information (diagnostics), analysis of the obtained data, and adjustment of specific aspects of the Institute's work.

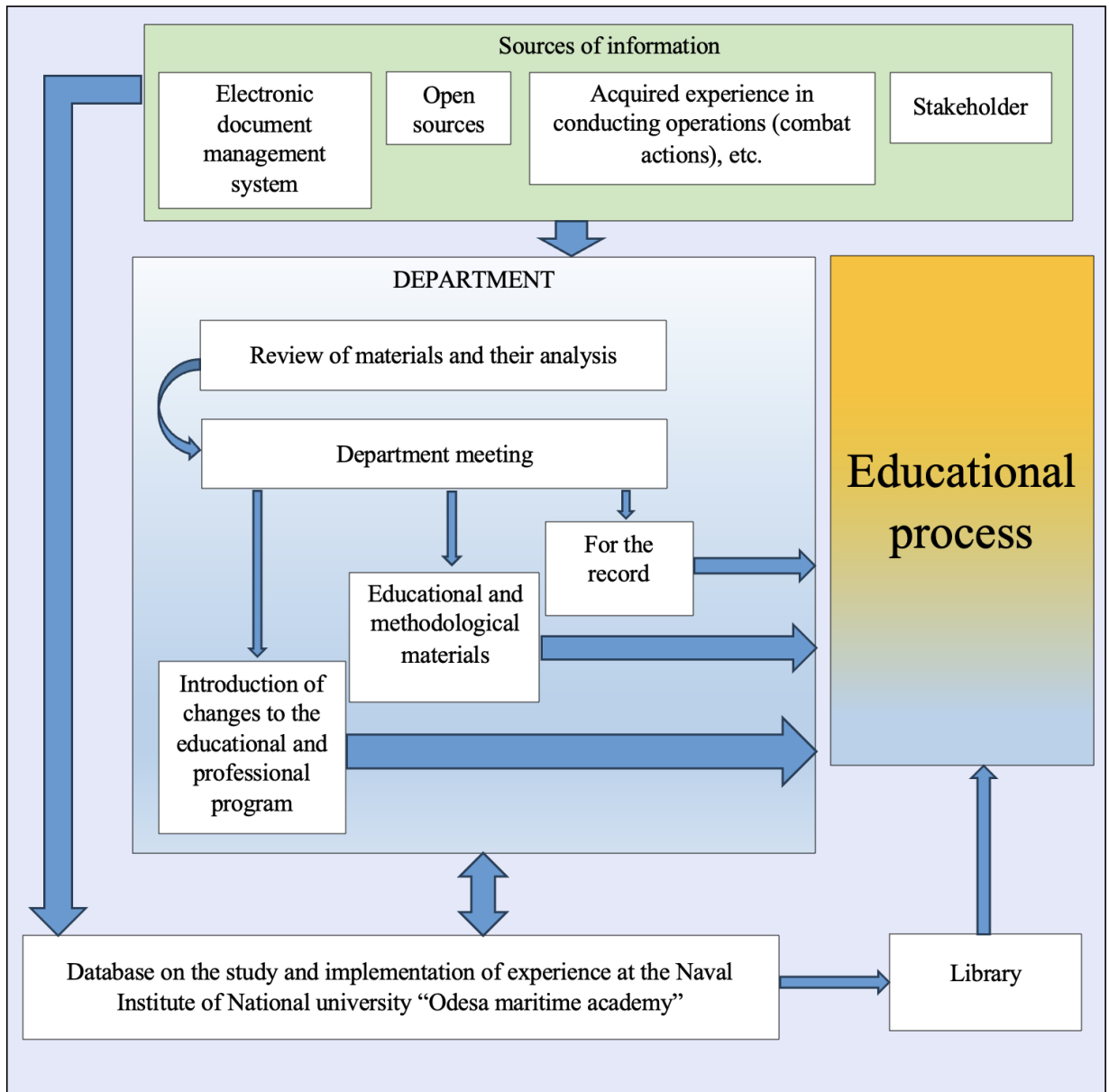
Monitoring can be conducted using modern information, communication and digital technologies, including a remote format.

№	Stage	Content
1	Stage I – Data collection	<p>Methods used for conducting research during monitoring may include:</p> <ul style="list-style-type: none"> • surveys (questionnaires, interviews); • testing; • observation of the educational process and educational activities; • class visits; • analysis of documentation at the group level; • analysis of statistical data on the state of studying according to the approved reporting forms; • other methods. <p>During monitoring the quality of a class, attention should be paid to the following aspects:</p> <p>1. Organizational: readiness of the classroom (sanitary and hygienic conditions); timely provision of visual aids, teaching aids, equipment, etc.; appearance of cadets/lecturer/instructor (professional, neat); the topic of the</p>

№	Stage	Content
		<p>lesson, its connection with previous and subsequent topics, its place in the relevant section; form, type, and structure of the lesson, its alignment with the topic and set objectives; level of achievement of lesson objectives and results obtained; conditions and factors that contributed to this; strengths and weaknesses, achievements, overall impressions; formulation of goals and tasks of the lesson as an end result necessary for the instructor and cadets; fostering cadets' focus on achieving the objectives; emotional readiness of the instructor and cadets for the lesson; work dynamics: rationality and efficiency of timing during the lesson and each stage; optimal pace (very fast, accessible, optimal, slow, sluggish); adherence of the instructor/cadets to the established timing; alternation and variation of activities, forms of performing tasks (orally, in writing, from seats, at the board, using teaching aids, etc.); planning for different modes of perception, taking into account various types of memory (visual, auditory, motor); optimal volume of material given for assimilation and for performing class/homework tasks; maintaining interest in the lesson and engagement with the discipline; ensuring discipline during the lesson.</p> <p>2. Programmatic-objective: how motivation for the topic and professional orientation is ensured; presence of learning, disciplinary, and developmental objectives; availability of educational and methodological support for the lesson; the lesson should be part of an academic discipline course, section, or topic, with its own logic and clear structure according to the selected type of lesson.</p> <p>3. Academic: level of mastery of the material by the lecturer/instructor/ cadets; well-planned and clear presentation of content of the academic discipline program; connection of theory with practice; use of new achievements in the field of study and related disciplines; alignment of lesson content with cadets' developmental level and cognitive abilities; fostering cadets' interest in the content (novelty of knowledge and skills, their diverse significance, paradoxical concepts or facts, relevance of information, emotional presentation, information conveyed through the instructor's perspective); the lesson should include not only material presentation but also tasks that require practical application of the learned information; the presentation of course</p>

№	Stage	Content
		<p>material may and should be variable in structure—in some cases, information is presented directly with explanation and illustrations, while in others, the material is studied through problem statement and analysis of its evidence-based solutions.</p>
2	<p>Stage II – Analysis of monitoring results</p>	<p>Main areas of monitoring:</p> <ul style="list-style-type: none"> • implementation of state policy in the field of higher education, control over compliance with legislative acts and regulatory documents on higher education; • organization of classes, lesson content; • relevance of learning material (study and application of experience); • level of professional competence of instructors; • planning of the educational process; • implementation of educational innovations; • psychological climate during the class; • educational and methodological support (textbooks, manuals, and other educational literature used); • resource provision (material, technical, etc.); • learning outcomes of students' academic performance; • information support; • academic integrity; • quality of teaching academic disciplines as perceived by students of higher education; • ensuring feedback from students regarding the quality of acquired knowledge, the quality of educational services provided, and the level of resources provision for supporting the educational process; • identification of shortcomings and problem areas.
3	<p>Stage III – Planning of measures based on monitoring results</p>	<ul style="list-style-type: none"> • announcement of monitoring results (informing about the outcomes of monitoring); • development of recommendations for improving the organization of the educational process at the Institute.

SOP-8. Coordination and evaluation of the exhaustiveness of measures for integrating combat experience (experience in performing tasks related to combat support) into the educational process



SOP-9. Organization of work on the inclusion of standards and procedures adopted in the armies of NATO member countries into educational programs

	Stage of the algorithm	Unit (executor)	Actions
.	I stage Receiving	IVMS	Receipt of standards and procedures, communication to executors
		NDC	Receipt of standards and procedures
		department	Receipt of standards and procedures
.	II stage Study	lecturer	Conducting analysis of standards and procedures, developing proposals for implementation
		department NDC	Review of proposals for the implementation of standards and procedures, submission (if necessary) to the Academic Council of the institute
		department NDC	Approval of proposals for the implementation of standards and procedures
.	III stage Implementation	NDC	Conferences, publications, etc.
		department	Making changes to the RPND methodological materials for conducting classes
		lecturer	Communication of standards and procedures to students
.	IV stage Feedback	NDC	Implementation report of standards and procedures
		department	Implementation report of standards and procedures
		IVMS	Implementation report to the OVU, to which the institute is subordinate, and to customers for the training of military specialists

SOP-10. Professional development of lecturers

The professional development of scientific and pedagogical staff (hereinafter - NPP) involves a continuous process of acquiring new and improving previously acquired professional and general competencies necessary for professional activity, involves constant self-education and other types and forms of professional growth and can be carried out through formal and informal education, internships, professional activities, etc.

In particular, professional development may be considered the acquisition of the next level of higher education (educational-professional, educational-scientific), which in another specialty, professional development, internships and/or self-education, performing new or more complex professional duties, etc., which allows a scientific and pedagogical worker to maintain or improve the level of professional qualification and lasts throughout the entire period of their professional activity.

The main components of the professional development of academic teaching staff (ATS) are advanced training and internships.

Advanced training – the acquisition of new and/or improvement of previously obtained competencies within a professional activity or field of knowledge.

Objectives of advanced training:

- professional development of ATS, military personnel, and employees of the Armed Forces of Ukraine in accordance with legislative requirements;
- improving the quality of education and educational activities;
- enhancing military-professional knowledge and skills in the specialty;
- studying and implementing best practices into the educational process.

Types of advanced training:

- training under advanced training programs (seminars, workshops, trainings, webinars, master classes, etc.);
- participation in academic mobility programs;
- research internships;
- self-education;
- obtaining an academic degree.

Scope (duration) and frequency:

The total volume of advanced training for ATS must not be less than six ECTS credits (180 hours) over a period of five years.

Forms of advanced training:

institutional (full-time (day, evening), part-time, distance, network), dual, workplace-based, production-based, etc.

Different forms of advanced training may be combined.

Internship – the acquisition of practical experience in performing tasks and duties in a certain professional activity or field of knowledge.

Internship is a key component of the professional development of ATS.

Objectives of internship:

- improving military-professional knowledge and skills in the specialty at relevant command, staff, engineering, and other officer positions;
- studying advanced operational, combat, and mobilization training practices of the troops (forces), as well as the service of graduates of military higher education institutions, training units of higher education institutions, and military training departments for integration into the educational process;

- assisting the troops (forces) in implementing advanced teaching and training methods, as well as the results of scientific research, into their practical activities.

Scope (duration) and frequency:

Internships are carried out according to an individual program developed by the academic teaching staff (ATS).

One day of internship is evaluated as 6 hours or 0.2 ECTS credits.

Forms of internship:

Internships for ATS may be conducted at the educational institution where the academic staff member works, performs military service, at another educational institution, or at a research organization.

The internship supervisor is appointed from among academic or research staff employed at the Institute of Military and Naval Studies (IMNS) as their primary place of work or military service, holding an academic degree and/or academic title, and with no less than ten years of experience in positions of academic or research staff or military service.

Internships may also be carried out in structural units of the Ministry of Defense of Ukraine and the General Staff of the Armed Forces of Ukraine, as well as in institutions, enterprises, and organizations of the Ministry of Defense of Ukraine and other central executive authorities of Ukraine.

The duration of the internship is determined by the internship program. By decision of the head of the institute, an ATS member's assignment to the troops (forces) to perform official duties related to practical activities in their specialty may be recognized as an internship.

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

The purpose of the internal quality assurance system of military education is to create and implement reliable conditions for educational activities and to maintain them consistently in proper condition by participants of the educational process, in order to ensure that students of military education achieve the planned learning outcomes (acquired competencies) in accordance with educational standards and professional standards of a military specialist of the Armed Forces of Ukraine.

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

- analytical and prognostic;

- planning;
- regulatory and consultative;
- control and diagnostic.

Measures of the Department for Ensuring the Quality of Educational Activities and Higher Education for the Implementation of Functions

Analytical and Prognostic Function
Analysis of licensing opportunities for new specialties
Analysis of educational and methodological support
Analysis of draft regulatory documents on the quality of educational activities and higher education
Analysis of proposals on improving the quality of educational activities and higher education
Analysis of proposals for the development and maintenance of educational programs, their structure and content
Analysis of the state of cooperation between structural units and stakeholders, particularly customers for the training of military specialists
Analysis of current regulatory documents on the quality of educational activities and higher education
Analysis of current regulatory documents on licensing and accreditation of educational programs
Analysis of regulatory documents developed at the institute on quality assurance, taking into account legislative changes
Planning Function
Long-term and current planning of specialty licensing and accreditation of educational programs
Long-term and current planning of the activities of the Department for Ensuring the Quality of Educational Activities and Higher Education
Planning of measures aimed at implementing and developing the internal quality assurance system for educational activities and higher education
Participation in planning the professional development process of academic teaching staff
Regulatory and Consultative Function
Involving customers for the training of military specialists in the development of educational programs and analysis of the quality of cadets' (students') professional training
Providing consulting services on the preparation of licensing and accreditation cases
Organizing scientific and methodological events (seminars, conferences) on ensuring the quality of higher education
Developing recommendations for planning by the institute's structural units in the field of ensuring the quality of educational activities and higher education for the academic year
Control and Diagnostic Function
Analysis of compliance of educational program content with higher education standards
Analysis of compliance of educational program content with higher education standards
Control over the quality of preparation and submission of licensing and accreditation cases
Control over the implementation of recommendations and comments after accreditation
Control over the state of educational, methodological, and reporting documentation at the institute
Control over the implementation of educational programs
Monitoring compliance with academic integrity by participants of the educational process
Monitoring the readiness of departments for the academic year (semester)
Monitoring the availability of public information in accordance with legislation
Monitoring the quality of educational and methodological support

Monitoring the quality of teaching and academic activities of faculty
Monitoring the quality and progress of cadets' (students') educational activities
Surveys of graduates regarding the quality of educational programs
Preparation of generalized informational and analytical materials based on the results of comprehensive audits of structural units
Conducting surveys (questionnaires) of teachers regarding the quality of educational activities
Conducting surveys (questionnaires, evaluations) of higher education students regarding the quality of educational activities

SOP-12. Ensuring Compliance with Academic Integrity by Academic, Research Staff and Learners

Regulatory Framework on Academic Integrity	Information Base for Promoting the Principles of Academic Integrity	Tools for Monitoring and Controlling Compliance with Academic Integrity	Levels of Ensuring Academic Integrity
1) Regulations on Academic Integrity at IMNS 2) Order of the Institute Head "On the Organization of the Educational Process at the Institute for the Academic Year 3) Regulations on the Organization of the Educational Process at IMNS 4) Regulations on the Scientific Society of Cadets and Young Scientists at IMNS 5) Regulations on the Academic Council of IMNS 6) Regulations on the Internal Quality Assurance System of Educational Activities and Higher Education	1) Information page on the official IMNS website 2) Information resources on social media 3) Informational materials related to promoting the principles of academic integrity among all members of the institute community (visual and video materials) 4) Informational and methodological materials explaining the procedures for implementing academic integrity 5) Online courses and webinars dedicated to academic integrity issues	1) Annual survey of academic teaching staff, research staff, and higher education students on issues of academic integrity 2) Online communication with participants of the educational and research process regarding misconduct, including through reporting mailboxes for violations of academic integrity 3) Mandatory plagiarism check of students' qualification papers, dissertation texts, scientific, and educational-methodological literature	1) Educational Program Level 2) Department Level 3) Institute Level (Ethics and Academic Integrity Committee, Academic Council of the Institute of Ethics)

Regulatory Framework on Academic Integrity	Information Base for Promoting the Principles of Academic Integrity	Tools for Monitoring and Controlling Compliance with Academic Integrity	Levels of Ensuring Academic Integrity
<p>at IMNS</p> <p>7) Regulations on the Prevention and Settlement of Conflicts of Interest at IMNS</p> <p>8) Work Plan of the Authorized Person on Preventing and Detecting Corruption</p> <p>9) Memo on Academic Integrity and Ethical Conduct of Participants in the Educational Process at IMNS</p>	<p>6) Certificate-based educational programs that include topics related to academic integrity</p>		

SOP-13. Procedure for Licensing an Educational Program

№ 3/II	Action	Document	Time	Responsible	Evaluation
1.	Formation of a working (project) group for the development and monitoring of the educational program	Order of the Institute Head	By May 1	Heads of Departments	Not carried out
2.	Development of the draft and description of the new educational program	Educational Program	No later than November 20	Head of the project group	Relevant departments, external reviewers. Evaluation scale: 1. Recommended for approval. 2. Not recommended

					for approval 1.
3.	Review of the educational program, adoption by the Academic Council, and its approval	Educational Program, minutes of the AC meeting	No later than December 10	Program Guarantor	Not carried out
4.	Implementation of the educational program, appointment of the program guarantor	Order of the Institute Head	By December 20	Heads of Departments	Not carried out
5.	Preparation for licensing the educational program (formation of the licensing case)	Licensing Case	By December 30	Heads of Departments, Program Guarantor	Evaluation scale: 1. Recommended for submission to the Ministry of Education and Science. 2. Not recommended for submission to the Ministry of Education and Science
6.	Submission of the application for licensing the educational program and its support	Application	January – March	Department for Ensuring the Quality of Educational Activities and Higher Education	Not carried out
7.	Passing the licensing procedure for the educational program	Licensing Case	January – March	Heads of Departments, Program Guarantor	Evaluation scale: 1. License obtained. 2. License not obtained

SOP-14. Procedure for Preparing for Accreditation/Certification of Educational Programs

№ з/п	Action	Document	Time	Responsible	Evaluation
1.	Implementation of Measures for Preparing for Accreditation/Certificat	Typical Plan for Preparing for	According to the plan	Heads of Departments, Program Guarantors /	Evaluation Scale: 1. Complete d

	ion of an Educational Program	Accreditation		Course Directors	2. Not completed
2.	Processing of Information on the Self-Assessment of Educational Programs	Self-Assessment Report	The report of the Educational Professional Program (EPP) and Educational Scientific Program (ESP) is submitted two months before accreditation / The report of the L-course program is submitted by the end of February	Program Guarantor / Course Director of the Educational Program	Evaluation Scale: 1. Submitted 2. Not submitted
3.	Submission of the Application for Accreditation/Certification of the Educational Program and Its Support	Application	By the end of June	Department for Ensuring the Quality of Educational Activities and Higher Education	Not carried out
4.	Accreditation / Certification of the Educational Program	Self-Assessment Report	During the work of the commission	Program Guarantor / Course Director of the Educational Program	Evaluation Scale: 1) Exemplary 2) Conditional based on a set of conditions 3) Conditional deferred 4) Refusal of accreditation Evaluation Scale:

					1)Approved 2)Selected 3)Included in the list (registered)
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SOP-15. Processes of Self-Assessment of the General Organizational Activities of the Naval Institute

№ 3/Π	Action	Document	Time	Responsible	Evaluation
1.	Obtaining information on internal and external evaluation of the level of training of students under the educational program (EP): 1.Obtaining feedback on graduates 2.Survey / testing of students 3.Observation by teachers/instructors of students' training and results 4.Feedback from students 5.Surveys (interviews) of external stakeholders 6.Monitoring of the		Within 6 months after training During training and upon completion During training After completion of training Continuously	Head of Department (HoD), Program Guarantor (EPP), Course Director Program Guarantor (EPP), Course Director, Educational Department, Department for Ensuring the Quality of Educational Activities and Higher	Not carried out Not carried out Not carried out Not carried out

	<p>implementation of the educational program (EP)</p> <p>7. Annual departmental reports for the academic year</p> <p>8. Institutional review by the leadership of the Naval Institute</p>		<p>By August 1</p> <p>By August 20</p> <p>By September 1</p>	<p>Education, Teachers, Instructors</p> <p>Educational Department, Department for Ensuring the Quality of Educational Activities and Higher Education</p> <p>Head of Department (HoD), Program Guarantor (EPP), Course Director, Educational Department, Department for Ensuring the Quality of Educational Activities and Higher Education</p> <p>Head of Department (HoD), Program Guarantor (EPP), Course Director</p> <p>HoD, Program Guarantor (EPP), Course Director</p>	<p>Not carried out</p> <p>Meets the requirements</p> <p>Meets the requirements</p> <p>Not carried out</p>
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				Educational Department, HoD, Program Guarantor (EPP), Course Director, Department for Ensuring the Quality of Educational Activities and Higher Education	
2.	Self-assessment through completing the Naval Institute's Annual Report for the Academic Year	Annual Report on the Activities of the Naval Institute for the Academic Year	By September 10	Deputy Head for Educational and Research Work (DHERW), Educational Department	Meets the requirements
3.	Analysis and submission of proposals on the educational programs (EP) of training for the previous academic year to the Department of Military Education and Science (DVEN) and the Central Directorate of Military Education and Science (CDVEN)	Annual Report on the Activities of the Naval Institute for the Academic Year	By September 15	Educational Department, Head of Department (HoD), Program Guarantor (EPP), Course Director, Department for Ensuring the Quality of Educational Activities and Higher Education	Meets the requirements
4.	Implementation of Organizational and	Organizational and	Upon receipt	Educational Department	Amendments to the governing

	Methodological Guidelines for Training for the Academic Year	Methodological Guidelines from the Department of Military Education and Science (DVEN), the Central Directorate of Military Education and Science (CDVEN), and the Naval Command (Navy Command)			documents
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SOP-16. Procedure for Conducting an Institutional Review (Internal Audit) by the Leadership of the Naval Institute of the Overall Organizational Activities

№	Action	Document	Time	Responsible	Evaluation
1.	Definition of the procedure for conducting inspections by the officials of the Naval Institute	Inspection schedule	By August 15	Educational Department	Not applicable
2.	Study of inspection issues by areas (in accordance with the questions presented in the Annual Report on the activities of the Naval Institute)	-	By August 15	Deputies of the Institute Chief Heads of Services Heads of Departments/Se	Not applicable

				ctions Heads of Chairs/Departm ents Unit Commanders	
3.	Verification of the quality assurance of education and training at the Naval Institute under the educational programs (EPs)	Report (memorandum, inspection act, etc.)	By September 1	Deputies of the Institute Chief Heads of Services Heads of Departments/Sections Heads of Chairs/Departments Unit Commanders	Not applicable
4.	Submission of a report on the inspection results to the Educational Department	Report	By September 1	Deputies of the Institute Chief Heads of Services Heads of Departments/Sections Heads of Chairs/Departments Unit Commanders	Not applicable

SOP-17. Procedure for Conducting Surveys of Learners, Instructors, Stakeholders, and Graduates Regarding the Quality of Specialist Training at the Naval Institute

№ 3/II	Action	Document	Time	Responsible	Evaluation / Result
1	Formation of a list of survey participants, including applicants, National Program Partners (NPPs), and stakeholders.)	Order / order / list	annually (September/March)	Head of Structural Unit	Availability of an approved list, including email addresses.
2	Developing and updating questionnaires in alignment with survey objectives.	Survey Forms (Google Forms / Word)	Before the survey commences.	Authorized individual for quality assurance / methodologist / designated person of the unit.	Compliance of questionnaires with quality criteria
4	Conducting a survey (optional, anonymously)	Online survey / in paper form	Within 2 weeks	Responsible person.	Percentage of respondents $\geq 70\%$ "
5	Processing of results and analysis	Analytical report / summary table	Within 2 weeks after the survey	* Responsible person.	Prepared report
6	Discussion of results with the management, at department meetings, academic council."	"Minutes of meetings, extracts"	"After completing the analysis	Head of the department / leadership of the institute	Decision based on the results of the survey
7	Placement of summarized information on the official website/stand	Public report	Up to 1 month after the analysis	Responsible for the site / *Responsible person	Transparency of survey results"
8	Implementation of corrective actions (if necessary)"	Improvement Plan	Within 1-2 months	University administration, program guarantors	Updated OP / educational process"
9	"Evaluation of the effectiveness of the measures taken	Comparative analysis of the	After the completion of the next training	Program guarantor / course director /	Positive dynamics / newly

	after the implementation of changes.	survey results	cycle	authorized person for quality assurance	identified needs
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* - students undergo surveys at the end of the academic year (semester) and upon completion of the study of the academic discipline, educational program (conducted by the teacher / program guarantor) and six months after graduation (authorized quality assurance personnel); - course participants undergo surveys at the end of the course (conducted by the course director) and six months after graduation (authorized quality assurance personnel); - external stakeholders undergo surveys during round tables, conferences, meetings, surveys in Google forms throughout the academic year (conducted by the management, department heads, course directors, educational program guarantors, authorized quality assurance personnel).

Appendix 3

Quality management system of education and training for IVMC

№ з/п	Elements of the quality management system in education and training"	Form of implementation
1.	Quality management	
1.1.	Development of policy (quality management)	"Regulations on the Internal Quality Assurance System of Educational Activities and Higher Education of the IVMC
1.2.	Quality management, annual review and improvement	Annual Review Report
1.3.	Analysis of key effectiveness indicators of training (preparation)	Monitoring and Review of Key Effectiveness Indicators of Training (Preparation)
1.4.	Involvement of internal and external stakeholders	Plan for Involving Internal and External Stakeholders
1.5.	Professional development of the permanent staff and increasing their authority	Continuous Professional Development of Permanent Staff
1.6.	Public information and communications"	IVMC Website"
2.	Quality assurance	
2.1.	Development of procedures (action instructions / step-by-step guidelines)	Regulation on the Internal Quality Assurance System of Educational Activities and Higher Education at the Naval Institute

2.2.	Analysis of Training (Preparation) Effectiveness Indicators	Monitoring and Record-Keeping
2.3.	Definition and Review of the Course of Education and Individual Training	Review of Educational Programs
2.4.	Selection of Permanent Teaching and Instructional Staff, Orientation Program	Training of Young Lecturers
2.5.	Information System	IVMC Website"
2.6.	Internal Evaluation of Processes	Monitoring and Record-Keeping
3.	Quality Monitoring	
3.1.	Evaluation of Student Learning	Monitoring and Record-Keeping
3.2.	Feedback from Stakeholders	Record-Keeping
3.3.	Monitoring of Training Implementation	Monitoring and Record-Keeping
3.4.	Course Adjustment after Completion	Course Review
4.	Supervision	
4.1.	<i>Conducting self-assessment</i>	<i>Record-keeping of materials</i>
4.2.	Monitoring of instructors'/faculty performance	Monitoring and record-keeping
4.3.	<i>Inspection of educational and material resources</i>	Monitoring and record-keeping
4.4.	Adjustment of the course during its delivery	Course modifications

Educational and Training Quality Management Team of the Naval Institute