

**STRATEGY**  
**for the Implementation of the Quality Assurance Policy in Education and**  
**Training**  
**of Hetman Petro Sahaidachnyi**  
**National Army Academy**

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## **1. GENERAL PROVISIONS**

### **1.1. Purpose of the Strategy for the Implementation of the Academy's Quality Assurance Policy in Educational Activities**

This document describes the education quality management system of Hetman Petro Sahaidachnyi National Army Academy (hereinafter referred to as the Academy) and provides an overview of its implementation and the continuous review cycle of all components of the educational process. It reflects compliance with international standards and the formation of a quality culture in education as the foundation for competitiveness.

### **1.2. Overview**

The Academy is a state-owned higher education institution that provides education and training at various levels of higher education for cadets (listeners, students, adjuncts) to prepare them for future service in officer (or sergeant, petty officer, or command) positions, in accordance with the needs of the Armed Forces of Ukraine and other military formations established under the laws of Ukraine. The Academy's educational activities are conducted under official licenses and involve the issuance of state-recognized diplomas upon completion of accredited educational programmes.

The educational process is delivered by experienced academic and teaching staff and supported by modern educational and training infrastructure, which includes over 200 specialized classrooms, training and sports facilities, libraries, and a field-based training infrastructure, all meeting national licensing requirements for training both military and civilian professionals.

The Academy harmoniously combines the traditions of classical European and national military schools with the creative application of modern global military training experience, alongside the dynamic development of its own training infrastructure and academic potential.

### **1.3. Participation**

The Academy is committed to delivering high-quality education and training, with the active support of all personnel, which is essential to the overall success of the Academy's mission.

Accordingly, all staff (military personnel) are encouraged to submit comments and suggestions for improving the quality management system at any time to the Head of the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education at: [nasv\\_vzyo@post.mil.gov.ua](mailto:nasv_vzyo@post.mil.gov.ua).

### **1.4. Mission (Primary Objective) of the Academy**

Hetman Petro Sahaidachnyi National Army Academy is a higher military education institution that shapes the officers of the future. By synchronizing military education with the realities of the battlefield, integrating innovative solutions, and aligning with modern military doctrines, the Academy trains a new generation of leaders. These are not just highly skilled military professionals, but physically and intellectually developed individuals capable of critical thinking and resilient against informational

and psychological influence.

They are commanders with civic awareness and patriotic values, capable of making crucial decisions, acting effectively in complex environments, facilitating societal transformation, and shaping the future of the nation.

The Academy builds an officer corps that represents the core of Ukraine's elite and intellectual force—both on the battlefield and in civilian life—capable of tactical and strategic thinking to ensure the stability, security, and development of Ukraine amid modern challenges and future transformations.

### **1.5. Vision of the Academy**

By 2030, Hetman Petro Sahaidachnyi National Army Academy (NAA) is a leading military university in Ukraine, internationally recognized as a key center for military education, innovation, and the formation of Ukraine's new elite. The Academy attracts the most talented youth of Ukraine, creating an environment where the future military, political, civic, and business elite of the nation is shaped.

The Academy stands as a benchmark among higher military educational institutions in the Ukrainian military education system and is well-recognized among military academies and institutions of NATO countries. It serves as a role model in designated areas of activity and innovation projects. The Academy functions as the central platform for the high-quality training of officer personnel for Ukraine's Defense Forces, aligned with modern military standards and future challenges. The Academy also serves as a leading Ukrainian center for innovation, scientific research, and the development of approaches and technologies that directly impact national defense capabilities.

To support the realization of this vision, the Academy focuses on:

- ensuring the quality of education as a leading institution in the system of higher military education;

- preparing graduates in accordance with modern requirements, enhancing their ability for professional and social realization, and ensuring the attainment of the declared level of higher education within a specific educational programme;

- meeting the needs of employers for the training of military specialists;

- integrating the Academy's military training system with the systems used by higher military education institutions in leading NATO countries, in accordance with NATO Strategic Commands Joint Directive "Education and Individual Training (E&ITD) 075-007";

- improving the educational system to enable students to promptly acquire and consolidate practical skills for operating military systems;

- ensuring compatibility of the Academy's internal quality assurance system with the procedures of external quality assurance of higher education in Ukraine;

- integrating scientific research into the educational activities of structural units;

- entering the list of top higher education institutions in Ukraine and increasing the Academy's reputation;

- fostering a high level of academic culture and integrity among all participants in the educational process.

## **1.6. Philosophy of Education**

This document defines the Academy's philosophy of education as the ideological, value-based, and methodological foundation of its educational activities aimed at training officer personnel for Ukraine's security and defense sector. The philosophy of education shapes the fundamental guidelines for organizing the educational process, internal quality culture, leadership development, and integration into the global military-educational space.

The Academy's philosophy of education serves as a conceptual compass for developing educational programmes, regulatory documents, organizing the educational process, implementing the Academy's development strategy, and building the internal quality assurance system.

The Academy's philosophy of education is based on core values, principles of educational activity, and a distinct educational approach:

Core values:

- loyalty to the military oath and Ukrainian statehood;
- professionalism, initiative, strategic thinking;
- academic integrity, internal discipline, responsibility;
- respect for human dignity, solidarity, and a culture of mutual support;
- innovation, openness to change, global integration.

Principles of educational activity:

- unity of academic and military training;
- proactive (advanced) development;
- learner-centered approach;
- institutional quality;
- humanistic component;
- integration into the international space;
- combination of classical pedagogical methods and modern technologies;
- practice-oriented learning and combat modeling;
- scientific training and research;
- stimulation of critical thinking, initiative, and responsibility.

At the center of the educational process is the individual — the future commander — who possesses deep knowledge and combat skills, is capable of moral choice and strategic foresight, and fulfills his duty to the state, society, and comrades.

## 2. PRINCIPLES OF OPERATION

### 2.1. Система якості освітньої діяльності

Академія в цілому зобов'язується забезпечувати якість всіх своїх проєктів і програм. У зв'язку з цим Академія впроваджує (вдосконалює) Систему якості освітньої діяльності та якості вищої освіти (додаток 1).

Структура Системи якості є сукупністю учасників освітнього процесу і структурних підрозділів, що забезпечують якість освітньої діяльності і якість вищої освіти за допомогою реалізації покладених на них функцій.

### 2.1. Quality System of Educational Activity

The Academy as a whole is committed to ensuring the quality of all its projects and programs. In this regard, the Academy implements (or improves) the **Quality System of Educational Activity and Higher Education (Annex 1)**.

The structure of the Quality System is a set of participants in the educational process and structural units responsible for ensuring the quality of educational activities and higher education through the implementation of their designated functions.

The Quality System structure is divided into levels:

**Level 1** – Education seekers (students/trainees);

**Level 2** – Direct implementation of educational programs, ongoing monitoring;

**Level 3** – Implementation and administration of educational programs, annual monitoring of programs and training requesters (customers) for military specialists;

**Level 4** – Academy leadership (by directions), responsible for development, expertise, piloting, and monitoring of academic policy, institutional decisions, documents, procedures, and projects;

**Level 5** – Adoption of system-forming (strategic) decisions.

The structure of the internal quality assurance system for educational activity and higher education includes:

Subjects of educational activity – management staff, academic and teaching personnel, research staff, instructors, engineering and technical personnel, education seekers of the Academy, and representatives of commissioning bodies;

Objects of quality – the quality of education of entrants to the Academy, the quality of academic achievements of education seekers, the quality of graduates' readiness for professional activity, the quality of learning conditions provided to students, and the quality of working conditions for permanent staff;

Tools (methods) of influence (measurement) – observation, surveys, questionnaires, testing, focus group interviews, conversations with education seekers, academic staff, and representatives of commissioning bodies, traditional and modern methods of entrance, ongoing (interim), and final (graduation, state) knowledge quality assessment, and others.

The Academy's Quality System is built on mechanisms of continuous improvement, which are essential for adapting to changes and new challenges.

The main mechanisms of continuous improvement include:

Quality management;

Quality assurance;

Quality control;

Inspection.



**Figure 1 Quality measurement in education and training system**

## 2.2. Principles of Quality in Educational Activity

The Academy's quality management system is based on the following principles of educational quality:

- Responsibility of the Academy for the quality of educational services and its assurance;

- Systematic approach, integrity, consistency, and logical structure of educational activities;

- Rational balance of rights, duties, and responsibilities among participants in the educational process, and the formation of corporate culture;

- Fair competition, openness, transparency, and equality;

- Academic freedom of participants in the educational process;

- Consideration of the needs and expectations of learners, commissioning bodies, and employers;

- Promotion of a culture of educational quality and academic integrity;

- Objectivity and impartiality in evaluating participants of the educational process;

- Compliance with European and national standards for higher education quality assurance, as well as professional standards;

- Integration into the international educational and research space;

- Measurability of higher education quality indicators.

## 2.3. Roles and Responsibilities in Ensuring Educational Quality

The Academy has established a Quality Management Team for Education and Training (hereinafter referred to as the Management Team), consisting of designated officials accountable to the Head of the Academy. The Team operates based on principles of educational and training quality assurance (Annex 2).



This team functions within the internal quality assurance system, in accordance with the Law of Ukraine "On Higher Education", NATO standards (within the framework of adaptation), and the internal regulations of the Academy.

Responsibility for ensuring the quality of educational activity rests with the Education Quality Management Team.

The distribution of powers and responsibilities within the Management Team is presented in Annex 3.

### **3. CORE ACADEMIC PROCESSES**

The main regulatory document governing the organization and implementation of the educational process at the Academy is the "Regulations on the Organization of the Educational Process at Hetman Petro Sahaidachnyi National Army Academy."

#### **3.1. Standards and Educational Programs for Training Learners**

Higher education standards are developed for each level of higher education within each specialty in accordance with the current National Qualifications Framework and are used to define and assess the quality of higher education and educational outcomes, as well as the learning achievements in relevant specialties.

Higher education standards for each specialty are developed and approved by the Ministry of Education and Science of Ukraine.

Based on compliance with the higher education standard, Academy graduates are awarded an educational qualification.

The professional standard for a military specialist of the Armed Forces of Ukraine, by military occupational specialty (or related specialties) and corresponding level of military education/training (hereinafter – professional standard), outlines the competency requirements for a military specialist and serves as the basis for forming a professional qualification.

The professional standard is developed by a working group of the relevant military management body acting as the commissioning authority. The working group must include academic (teaching) staff of the Academy. The group composition is approved by an order of the head of the commissioning military authority. The professional standard is coordinated with the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine and the Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and is approved by the commissioning authority.

Based on the fulfillment of the requirements of the professional standard, graduates of the Academy are awarded a professional qualification.

#### **3.2. Educational Programs for Training Learners**

The Academy implements its educational activities through educational, educational-professional, and educational-scientific programs (hereinafter – educational programs). These programs are aimed at obtaining higher education degrees such as Bachelor, Master, and Doctor of Philosophy, as well as professional development within the same level of the National Qualifications Framework.

The Academy's educational programs are learner-oriented and enable the formation of an individual learning path.

### **3.3. Development of Educational Programs**

Educational programs are developed by a working group, which includes academic (scientific) staff employed at the Academy as their primary place of work and possessing qualifications in the specialty for which the program is developed. The composition of the working group is approved by an order of the Head of the Academy.

The language of instruction and assessment for educational programs at the Academy is the state language (Ukrainian). Departments must ensure that at least 20% of each academic discipline is taught in English.

As a rule, the head of the working group is appointed Program Guarantor by order of the Head of the Academy.

The procedure for appointing the guarantor, as well as their duties, rights, and responsibilities, is defined by a separate regulation.

The educational-professional (educational-scientific) program for obtaining a higher education degree is approved by the commissioning authority, the Director of the Department of Military Education and Science of the Ministry of Defence of Ukraine, and the Head of the Central Directorate of Military Education and Science of the General Staff of the Armed Forces of Ukraine, and adopted by a resolution of the Academic Council of the Academy.

The procedure for the development, approval, monitoring, and revision of educational programs is defined by a separate regulation.

### **3.4. Training of Learners**

Training at the Academy is conducted in **full-time (daytime)**, **part-time**, **distance**, and **individual** modes. These modes may be combined.

#### **Full-time (daytime) education**

This is the primary mode of education at the Academy. Learners participate directly in the educational process at the institution. The full-time (daytime) format entails at least **40 weeks** of academic and practical training per academic year.

#### **Part-time education**

This is used for training **enlisted and NCO personnel** (cadets) and **officers** (listeners) and is organized according to a curriculum developed at the Academy based on the full-time program and relevant course syllabi.

### **3.5. Assessment of Learning Outcomes**

The Academy strives to provide critical and constructive feedback on learner achievement through a systematic learning assessment process.

Assessment is conducted in accordance with the Regulations on the Organization of the Educational Process and the assessment criteria defined in the course syllabus.

The goal of assessment is to compare actual (achieved) learning outcomes with the required (expected) outcomes.

Objectives of learning outcome quality control include:

Assessing knowledge acquisition by each learner and the group as a whole;  
Identifying learners' skills and ability to apply acquired knowledge;  
Determining the level of professional competence;  
Identifying reasons for insufficient or poor performance;  
Finding effective teaching methods.

Assessment methods and forms are defined by the educational program and curriculum.

### **3.6. Monitoring, Periodic Review, and Development of Educational Programs**

The procedure for the development, approval, monitoring, and periodic review of educational programs is regulated by the "Regulations on the Development, Approval, Monitoring, and Review of Educational Programs at Hetman Petro Sahaidachnyi National Army Academy" and the requirements of national education authorities.

Educational programs must comply with the higher education standards developed and approved by the Ministry of Education and Science of Ukraine in coordination with the National Agency for Higher Education Quality Assurance.

Based on the results of graduate certification, inspections by commissioning authorities, feedback from military units about graduates, and inputs from combat experience and military operations, educational programs are reviewed annually.

### **3.7. Development of Academic Staff**

The Academy's ability to fulfill its mission depends significantly on the effective development of its staff and academic personnel.

The qualification level of academic staff is a key factor in the quality of educational activities.

Formation of a competent academic and scientific workforce is ensured through implementation of: the Regulation on the Professional Development of Scientific and Academic (Teaching) Staff; the Regulation on Competitive Selection for Filling Academic Vacancies (not applied during martial law); performance evaluation through the Regulation on the Annual Ranking of Academic Staff; and other regulatory documents.

## **4. CONTINUOUS IMPROVEMENT CYCLE**

### **4.1. Process**

The Academy is committed to continuous improvement not only to ensure the quality of its products and services but also to better meet the needs of stakeholders and employers. In order to ensure an effective learning environment supported by an efficient business model, each structural unit of the Academy has developed a **Development and Improvement Plan**. These plans are used to facilitate the ongoing advancement of the Academy and are reviewed and updated on an **annual basis**.

The internal quality assurance system of educational activities and higher education at the Academy is a **time-aligned interaction** of structural components and participants in the educational process aimed at the coordinated functioning of the **Quality System**, which constitutes **a cycle of continuous educational improvement**.

The quality system is aimed at enhancing all areas of the Academy's activity and is intended to ensure a **high standard** in all components of the educational process, **compliance with international standards**, and the formation of an **educational quality culture** as the basis of competitiveness.

#### 4.2. Business Model

The military education system in Ukraine is constantly evolving and improving to ensure a high level of training for military personnel capable of effectively performing tasks under modern conditions.

The Academy is funded by the **state budget** (through government contracts) as well as by **individuals and legal entities**. Education and training of learners is carried out, among other means, through **state budget expenditures**, i.e. under a **government contract**. Learners enrolled under a government contract are provided with **free meals and accommodation** in barracks and dormitory facilities.

##### **Details:**

##### **State funding:**

The primary source of the Academy's funding is the state budget, allocated for the training of military personnel.

##### **Funding by individuals and legal entities:**

The Academy may also receive financial support from private persons and organizations.

##### **Free provision for learners:**

Learners enrolled under a government contract are provided free meals and accommodation.

#### 4.3. Process Cyclicity

The quality management system is one of the key tools for ensuring high quality in all components of the educational process. It allows the Academy to **plan, ensure, control, and improve** the process — ultimately enabling the preparation of **highly qualified military specialists** at various levels of **higher education** and **military education**. These specialists are prepared to fill officer (or sergeant/NCO) positions in the **Armed Forces of Ukraine** and other military formations established under the laws of Ukraine, and to acquire or further develop competencies as required by the relevant educational programs.

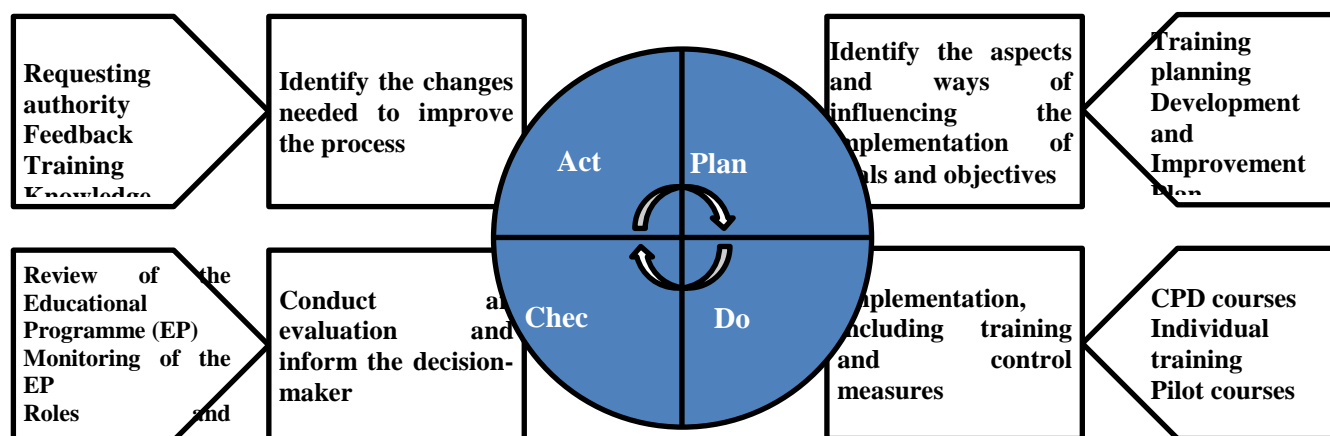
The process of continuous improvement at the Academy is ensured through the integration of **constant monitoring, periodic review, and program development** using the **PDCA (Plan-Do-Check-Act) model** (Figure 2).

The **overall responsibility** for the functioning of the Academy's education quality assurance system lies with the **Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education**. This department organizes the necessary processes, collects data, and prepares recommendations for decision-making at all levels of Academy governance, as outlined in the following internal documents:

“Regulation on the Scientific and Methodological Department for Quality Assurance of Educational Activities and Higher Education at Hetman Petro

Sahaidachnyi National Army Academy”, “Regulation on the Internal Quality Assurance System for Educational Activities and Higher Education at Hetman Petro Sahaidachnyi National Army Academy”.

The most critical activities that impact the **Academy’s continuous improvement model** are illustrated in the diagram below.



**Figure 2 The Academy's continuous improvement model**

### Strategy Review Cycle

The Strategy is reviewed at least once a year or in the event of significant changes in Ukrainian legislation, recommendations from NAQA (NATO), or internal challenges of the Academy (such as results of surveys, inspections, etc.).

The review results are formalized as proposals to the Academic Council of the Academy and are approved by the order of the Head of the Academy.

### 4.4. System Evaluation and Key Performance Indicators (KPIs)

System evaluation and the key performance indicators (KPIs) of the Academy's activities are based on a comprehensive analysis of its functioning. The main KPIs are aimed at evaluating the quality of the educational process, research activities, the level of officer training, integration with NATO and adaptation to the Alliance standards, as well as organizational efficiency and resource management.

The procedure for conducting the evaluation and the KPIs of the Academy are defined in the “Development Strategy of Hetman Petro Sahaidachnyi National Army Academy until 2030,” the “Quality Assurance Policy of Hetman Petro Sahaidachnyi National Army Academy,” and are reflected in the “Implementation Plan for the Development Strategy of Hetman Petro Sahaidachnyi National Army Academy until 2030.”

## 5. AFTERWORD

The Academy's Quality Strategy is aligned with the overall Development Strategy of Hetman Petro Sahaidachnyi National Army Academy until 2030. The quality assurance strategy at the Academy is the result of a systematic analysis of modern challenges in the field of military education, regulatory requirements, and the

needs of the Armed Forces of Ukraine for highly qualified, morally resilient, and professionally trained officers. It outlines not only the general directions for developing the educational process but also specifies mechanisms of internal quality assurance aimed at the continuous improvement of content, forms, and teaching methods.

This document is not a final product but rather a guide for further action. In a dynamic and changing security environment, under martial law, the strategy must remain flexible and open to adjustment and adaptation to new realities. Its implementation will require responsibility, teamwork, and initiative from all participants in the educational process — from cadets to the leadership of the institution.

We recognize that the quality of education is not only about academic standards, but also about instilling values, leadership qualities, and the ability to act under uncertainty and high responsibility. Therefore, the implementation of this strategy must serve as a guarantee that future officers of the Armed Forces of Ukraine will be worthy defenders of the state, capable of acting effectively both in peacetime and in armed conflict.

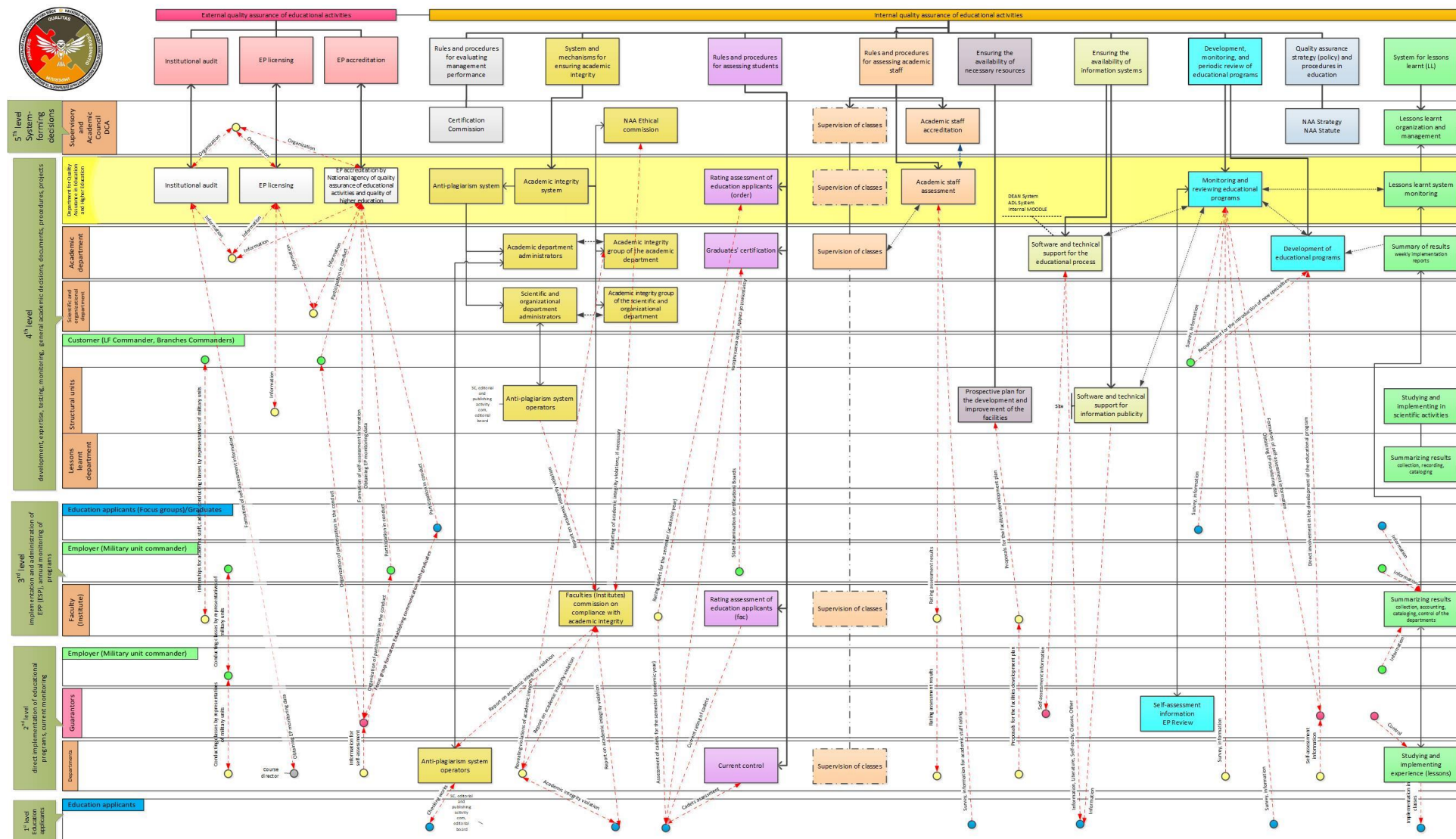
The Academy is fully committed to the implementation and support of the systems and processes described in this strategic document, in support of our quality assurance efforts.

colonel

Maksym LANOVYI  
2025

**SYSTEM**  
of quality assurance of educational activities and quality of higher education at Hetman Petro  
Sahaidachnyi National Army Academy

colonel

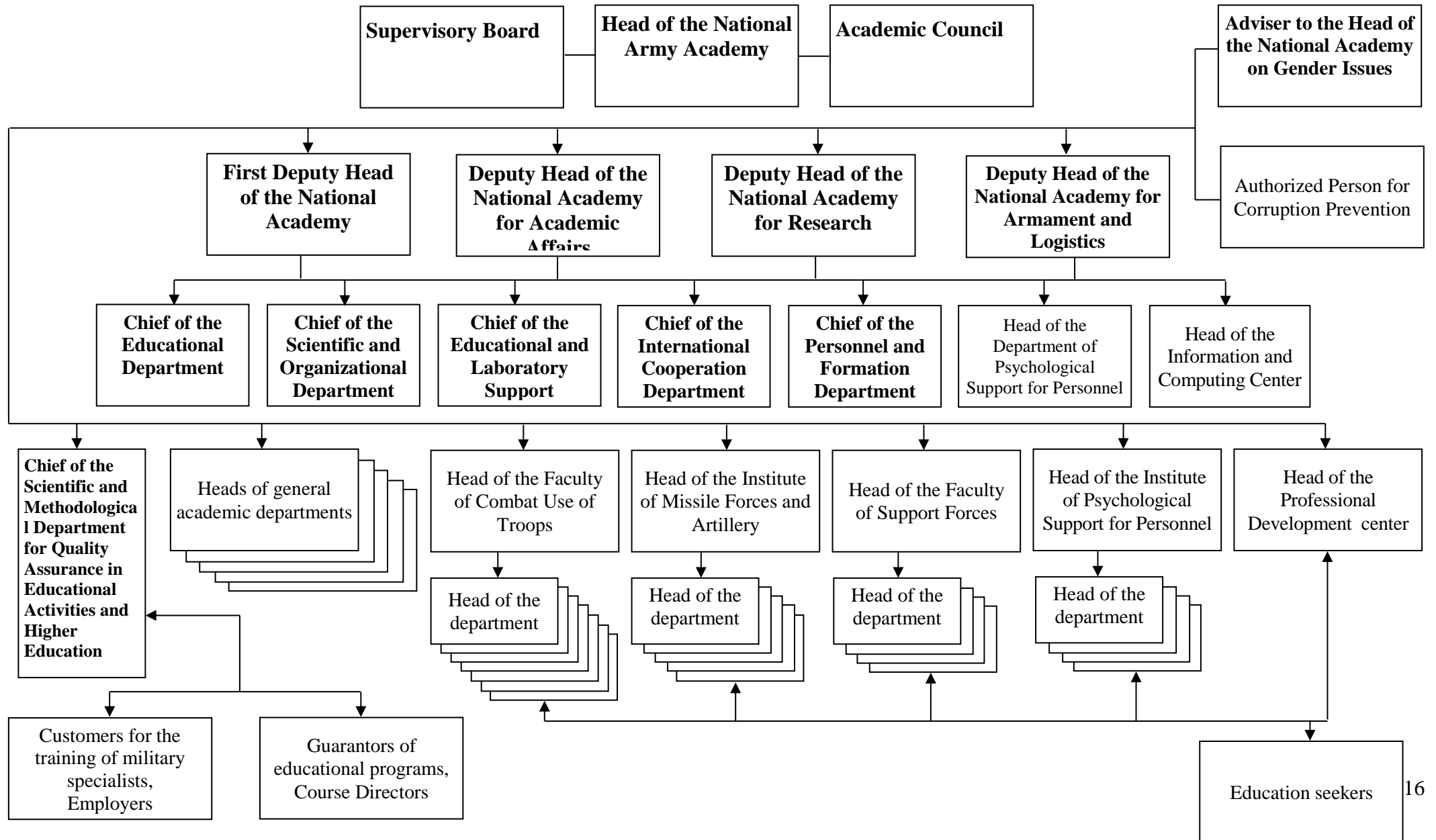
Roman KACHUR  
2025

Chief of the Scientific and Methodological Department for Quality Assurance in Education and Higher Education

colonel

Maksym BAKHMAT

### Quality Management Team for Education and Training of the Academy





### Distribution of Responsibilities within the Management Team

<b>Supervisory Board</b>		
Key Accountabilities	/	Responsibilities
		<ul style="list-style-type: none"> <li>- Oversight and control in the interest of development and improving the quality of educational activities and competitiveness;</li> <li>- Public oversight of its activities</li> </ul>
<b>Academic Council</b>		
Key Accountabilities	/	Responsibilities
		<p>Through standing committees:</p> <ul style="list-style-type: none"> <li>- Analysis of the implementation of the quality of educational activities, providing recommendations for changes; analysis of achievement of program outcomes of all educational programs, identifying issues and formulating recommendations for improvement;</li> <li>- Consideration of issues regarding the effectiveness of program development processes and provision of recommendations</li> </ul>
<b>Head of the Academy</b>		
Key Accountabilities	/	Responsibilities
		<ul style="list-style-type: none"> <li>- General management</li> </ul>
<b>First Deputy Head of the Academy</b>		
Key Accountabilities	/	Responsibilities
		<ul style="list-style-type: none"> <li>- Coordination of educational process participants; control over the functioning of the academic integrity assurance system</li> </ul>
<b>Deputy Head for Academic Affairs</b>		
Key Accountabilities	/	Responsibilities
		<ul style="list-style-type: none"> <li>- Organization of the educational process;</li> <li>- Coordination with clients, government education authorities, and employers;</li> <li>- Ensuring academic integrity in educational (scientific-technical, scientific-methodical) activities and providing proposals for its improvement in the Academy</li> </ul>
<b>Deputy Head for Scientific Affairs</b>		
Key Accountabilities	/	Responsibilities
		<ul style="list-style-type: none"> <li>- Integration of scientific research into the educational process;</li> <li>- Ensuring the implementation of quality policies for the training of scientific and academic staff;</li> <li>- Ensuring academic integrity in scientific activities and providing proposals for its improvement in the Academy;</li> <li>- Enabling higher education seekers to present research at international and national events and publish in peer-reviewed scientific journals;</li> <li>- Ensuring effective operation of academic societies in the Academy</li> </ul>

<b>Deputy Heads for Armaments and Logistics</b>		
Key Responsibilities	Accountabilities	/ - Comprehensive support of educational activities according to training programs
<b>Scientific and Methodological Department for Quality Assurance in Education and Higher Education</b>		
Key Responsibilities	Accountabilities	/ <ul style="list-style-type: none"> <li>- Preparatory activities for accreditation of educational programs;</li> <li>- Control of timely processing of licenses and certificates;</li> <li>- Analysis and statistical processing of information regarding compliance with licensing requirements;</li> <li>- Support for accreditation procedures;</li> <li>- Monitoring compliance with licensing and accreditation requirements;</li> <li>- Monitoring quality of educational programs; analysis of students' academic performance;</li> <li>- Organizing academic integrity monitoring and providing improvement proposals;</li> <li>- Conducting surveys of students, alumni, clients, employers, and faculty;</li> <li>- Joint development of monitoring technologies with departments;</li> <li>- Independent quality monitoring and issuing recommendations for improvement</li> </ul>
<b>Academic Department</b>		
Key Responsibilities	Accountabilities	/ <ul style="list-style-type: none"> <li>- Career guidance, ensuring professional selection and enrollment, collecting and analyzing educational performance indicators;</li> <li>- Monitoring and assessing the qualifications and activity of academic staff;</li> <li>- Analysis of staffing and professional development;</li> <li>- Faculty development;</li> <li>- Participation in improving educational programs and teaching quality;</li> <li>- Ensuring academic integrity in educational activities</li> </ul>
<b>Scientific and Organizational Department</b>		
Key Responsibilities	Accountabilities	/ <ul style="list-style-type: none"> <li>- Ensuring professional selection of students;</li> <li>- Collecting and analyzing scientific-educational activity indicators;</li> <li>- Monitoring and evaluation of academic staff qualifications and professional activity;</li> <li>- Staffing analysis and professional development;</li> <li>- Participation in improving educational-scientific programs and teaching quality;</li> <li>- Compliance with academic integrity in scientific activities</li> </ul>

<b>Educational and Laboratory Support Department</b>		
Key Responsibilities	Accountabilities	/ - Organizing material and technical support for the educational process; - Inventory, inspection, and assessment of the condition of the technical base; participation in the creation and improvement of the technical base

<b>Departments and Faculties</b>		
Key Responsibilities	Accountabilities	/ - Examination of programs and curricula, periodic review; - Monitoring learning outcomes; - Recommending improvements in learning outcomes; - Ensuring teaching materials align with competencies defined by higher education standards; - Scientific research directions; - Monitoring and evaluating teaching process organization; - Analysis of teaching-methodical support and developing improvement proposals; - Improving quality assurance system for training specialists based on faculty ratings; - Analysis and generalization of independent work experience; - Conducting pedagogical experiments and evaluating the effectiveness of new teaching technologies and methods; - Career guidance and promotion of military education; - Providing proposals for graduate placement; involving employers in the education process; ensuring academic integrity and prevention of plagiarism

<b>Department of International Cooperation</b>		
Key Responsibilities	Accountabilities	/ - Cooperation in education and science with foreign partners, other forms of internationalization; - Monitoring NATO standards and procedures and submitting proposals for consideration to ensure integration of education and military training

<b>Personnel and Formation Department</b>		
Key Responsibilities	Accountabilities	/ - Implementation of graduate placement based on academic rating; - Conducting competitive selection procedures for academic staff

<b>Personnel Psychological Support Department</b>		
Key Responsibilities	Accountabilities	/ - Career guidance and promotion of military education; - Moral and psychological support of the educational process; psychological assistance; - Analysis of psychological state of students and forecasting its impact; - Organizing extracurricular activities; - Creating opportunities for self-realization and personal growth; - Ensuring equal opportunities for students with special needs;

	- Monitoring compliance with equal rights for higher education seekers
<b>Gender Advisor to the Head of the Academy</b>	
Key Accountabilities / Responsibilities	- Monitoring gender equality and prevention of sexual harassment
<b>Information and Computing Center</b>	
Key Accountabilities / Responsibilities	- Information service, software and technical support for education and public information transparency
<b>Authorized Person for Anti-Corruption</b>	
Key Accountabilities / Responsibilities	- Ongoing monitoring and corruption prevention at the Academy
<b>Clients/ Requestors for Military Training</b>	
Key Accountabilities / Responsibilities	- Conducting periodic sessions and providing feedback on graduate quality
<b>Employers</b>	
Key Accountabilities / Responsibilities	- Participation in program monitoring and revision, initiating development of educational programs
<b>Program Guarantors</b>	
Key Accountabilities / Responsibilities	- Development, monitoring, and revision of programs; - Ensuring and controlling training quality of students in their program
<b>Students / Learners</b>	
Key Accountabilities / Responsibilities	- Compliance with researcher conduct standards; - Mastery of knowledge, skills, and professional excellence; - Regular reporting on progress to the department/lab; - Timely defense of scientific results; - Identifying and solving significant societal issues that require new knowledge and technologies; - Acquiring competencies defined in the educational-scientific program; - Participation in research related to dissertation topics