MINISTRY OF DEFENSE OF UKRAINE
KOROLOV ZHYTOMYR MILITARY INSTITUTE

STANDARD OPERATING PROCEDURES
OF KOROLOV ZHYTOMYR MILITARY INSTITUTE

Zhytomyr
2025

FOREWORD

Standard Operating Procedures of Korolov Zhytomyr Military Institute (hereinafter — the Military Institute) were developed by a working group of the Military Institute, established in accordance with the Order of the Chief of Korolov Zhytomyr Military Institute, as an Appendix to the Quality Assurance Policy for Education of Korolov Zhytomyr Military Institute, approved by the Academic Council of the Military Institute (Protocol No. 18 of June 26, 2025), and enacted by the Order of the Chief of the Military Institute dated June 28, 2025, No. 698.

Head of the Working Group –

Colonel Sliusarenko Andrii Vitaliiovych, Chief of the Korolov Zhytomyr Military Institute,

Members of the Working Group:

Colonel Fedorenko Volodymyr Valeriiovych, Head of the Department for Quality Assurance of Educational Activities and Higher Education;

Major Bazhan Tetiana Volodymyrivna, Assistant Head of the Department for Quality Assurance of Educational Activities and Higher Education.

SOP-1. Development of Educational Programs

No.	Action	Document	Time	Responsible	Evaluation
1.	Formation of the EPP support group	Submission to the head of the structural unit on the formation of the group	No later than May 1 of the calendar year preceding the opening of a new educational program	Deputy Head for Academic Affairs	Not evaluated
2.	Justification of the expediency of opening a new educational program	Explanatory note	No later than June 1 of the calendar year preceding the year of opening a new educational program	Head of the support group	Self-assessment by the working group. Evaluation Scale: 1. Complies. 2. Does not comply
3.	Preliminary approval of the expediency of opening a new educational program at the structural unit level	Decision of the methodological commission of the structural unit, decision of the academic council of the structural unit	No later than July 1 of the calendar year preceding the year of opening a new educational program	Head of the support group	Methodological commission of the structural unit; academic council of the structural unit. Evaluation Scale: 1. Recommended for development. 2. Not recommended for development
4.	Development of the draft description of the new educational program	Description of the educational program, form for calculating the cost of the educational program	No later than September 15 of the calendar year preceding the year of opening a new educational program	Head of the support group	Profile departments, methodological commissions of structural units, academic councils of structural units, external reviewers. Evaluation Scale: 1. Recommended for approval. 2. Not recommended for approval
5.	Calculation of the cost of the educational program	Calculation of the cost of the educational program	No later than 2 weeks from the date of submission of documents	Planning and Finance Department	Not performed
6.	Coordination with the Department of Training and Certification of Scientific and Pedagogical Staff, the Preparatory Department	Coordination letter	No later than October 5 of the calendar year preceding the year of opening a new educational program	Head of the working group; Department of Training and Certification of Scientific and Pedagogical Staff; Preparatory Department	Educational Quality Assurance Group. Evaluation Scale: 1. Coordinated. 2. Not coordinated
7.	Decision on admitting the educational program	Evaluation form; expert conclusion	No later than October 15 of the calendar year preceding the year	Head of the working group; Educational Quality	Educational Quality Assurance Group. Evaluation Scale: 1. Recommended for

	description for consideration by the Institute's Methodological Council		of opening a new educational program	Assurance Group; relevant member of the Methodological Council	consideration. 2. Not recommended for consideration
8.	Consideration of the Educational Program Description by the Institute's Methodological Council	Decision of the Institute's Methodological Council	No later than November 10 of the calendar year preceding the year of opening a new educational program	Chief of the Institute's Methodological Council	Not performed
9.	Approval of the Educational Program Description by the Institute's Academic Council	Decision of the Academic Council	No later than December 7 of the calendar year preceding the year of opening a new educational program	Secretariat of the Institute's Academic Council (adherence to the approval procedure)	Academic Council. Evaluation Scale: 1. Approved. 2. Not approved
10.	Implementation of the educational program and appointment of the educational program guarantor by the order Chief of the Institute	Order of the Chief of the military institute	No later than December 21 of the calendar year preceding the year of opening a new educational program	Head of the Educational Quality Assurance Group, Chief of the Institute	Not performed
11.	Public disclosure of the Educational Program Description	Approved and digitized Educational Program Description, link	No later than January 7 of the year in which the educational program is planned to be opened	Educational Program Guarantor	Educational Quality Assurance Group. Evaluation Scale: 1. Description is available. 2. Description is missing
12.	Regulation on the procedure for the development, approval, monitoring, and review of educational and professional programs	Algorithm for monitoring and reviewing EPPs			

SOP-2. Updates of Educational Programs

No.	Action	Document	Responsible	Evaluation
1.	Initiation of change development			Not evaluated
2.	Development of the draft changes to the educational program	Draft changes to the educational program. Explanatory note	Educational Program Guarantor	Self-assessment: 1. Developed. 2. Not developed
3.	Consideration of proposals for changes at the structural unit level		Educational Program Guarantor, Head of the Methodological Commission of the structural unit	Scale: 1. Recommended for change. 2. Not recommended for change
4.	Consideration of proposals for changes at the Institute level	Extract from the minutes of the Methodological Council meeting, extract from the minutes of the Academic Council	Educational Program Guarantor, Head of the Educational Quality Assurance Group, Director of the Scientific and Methodological Center	1. Recommended for change. 2. Not recommended for change
5.	Development and approval of the new edition of the educational program	New edition of the Educational Program Description	Educational Program Guarantor. Methodological Center for Educational Process Organization	Self-assessment scale: 1. Developed, approved. 2. Developed, not approved. 3. Not developed, not approved
6.	Public disclosure of the new edition of the New Program Description		Educational Program Guarantor	Scale: 1. Available. 2. Missing.

SOP-3. Development of the Work Program of an Academic Discipline

No.	Action	Responsible	Evaluation/Scale
1.	Requirements for the design and content of the syllabus	Methodological Center for Educational Process Organization	Not applied
2.	Program development	Responsibility for the development of the syllabus (its content, filling, formulation of learning outcomes and their correspondence to program learning outcomes, the system and organization of assessment, structure, etc.) lies with the scientific and pedagogical staff member who provides the teaching of the discipline.	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
3.	Quality assurance and control	Head of the Department (Deputy Head of the Faculty for Academic Work)	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
4.	Compliance with the educational program requirements (for mandatory educational components)	Scientific and pedagogical staff member - program compiler	Evaluation - Head of the Methodological Commission (Cycle Commission) of the structural unit where the teaching is conducted, educational program guarantor. Evaluation Scale: 1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
5.	Methodological and consultative assistance in developing the syllabus	Head of the Department	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.
6.	Approval of the syllabus	Lecturer, Deputy Head of the structural unit for Academic Work	1. Approved. 2. Not approved
7.	Monitoring of syllabi (work programs of academic disciplines)	Educational Program Guarantor, Deputy Heads of Faculties for Academic Work	1. Does not meet requirements. 2. Partially meets requirements. 3. Mostly meets requirements. 4. Fully meets requirements.

SOP-4. Educational Program Management. Activity of Educational Program Guarantors and Support Groups

No.	Action	Features	Responsible for the Action	Evaluation
1.	Formation of the working group	Formed by the initiator of the development of a new educational program, which may include scientific and pedagogical (pedagogical) and scientific staff working at the military institute as their main place of employment and having qualifications corresponding to the specialty within which a certain EPP is being developed. The working group elects a leader, who may be a full-time scientific and pedagogical staff member. The working group's activity ceases upon approval/rejection of the program draft.	Not applicable	Not evaluated
2.	Appointment of the educational program guarantor	Appointed by order of the Chief of the military institute based on the submission of the Academic Council of the structural unit, coordinated by the Institute's Methodological Council. The absence of a guarantor in the educational program is a formal reason for its termination (closure). Qualification requirements for the educational program guarantor are determined by the Regulation on the Organization of the Educational Process and take into account the norms of the Licensing Conditions for Educational Activity of Higher (Professional Pre-Higher) Education Institutions.	Head and Academic Council of the structural unit	Scale: 1. Appointed. 2. Not appointed

No.	Action	Features	Responsible for the Action	Evaluation
3.	Change of the educational program guarantor	Performed: 1) at their request; 2) if they are dismissed from the full-time scientific and pedagogical (scientific, pedagogical) staff of the military institute for whom the institute is the main place of employment; 3) for other reasons. In all cases, the motivated submission of the Academic Council of the structural unit is considered at the meeting of the Institute's Scientific and Methodological Council. If the program guarantor disagrees with the submission of the structural unit, they are invited to the Methodological Council meeting. The decision to change the educational program guarantor is implemented by order Chief of the Institute.	Head of the structural unit	Scale: 1. Appointed. 2. Not appointed
4.	Responsibility for educational program provision	The Institute is responsible for the high professional level of scientific and pedagogical, pedagogical, and scientific staff involved in the provision of educational programs, the availability of necessary information resources, specialized equipment and premises, the relevance, objectivity, and openness of assessment processes for students' learning outcomes, and the compliance of assessment procedures with the level of qualification and specialty. Departments, as the main and basic structural units, bear full responsibility for the implementation of the educational programs in which they are involved.	Educational Program Guarantor, Department Heads, leadership of the relevant structural unit of the Institute	Scale: 1. Does not meet requirements; 2. Partially meets requirements; 3. Mostly meets requirements; 4. Fully meets requirements.

SOP-5. Matrix for Selecting Active Teaching Methods in the Educational Process of ZhMI

(compiled on the basis of the requirements of the Joint Directive of NATO Strategic Commands "Education and Individual Training (E&^) 075-007")

No.	Learning Type Key Words	Teaching Methods
1.	**Psychomotor** Perception, set, and guided response	Demonstration; role-playing; activity performance
	Cognitive Remembering	Lecture; consultations; self-study (mentorship)
2.	**Psychomotor** Mechanism/manipulation	Demonstration; simulation; activity performance; internship; role-playing
	Cognitive Understanding/comprehension	Lectures; self-study; consultations (mentorship); educational trip; small group; role-playing
3.	**Psychomotor** Complex overt response/precision	Demonstrations; activity implementation; role-playing; simulation; internship
	Cognitive Application	Lecture; guided discussion; research assignments; self-study; role-playing; simulation; panel discussion; peer teaching; small groups; case method
4.	**Psychomotor** Adaptation	Activity implementation; role-playing; simulation; internship
	Cognitive Analysis	Lecture; guided discussion; self-study; role-playing; peer teaching; panel discussion; small groups; simulation; case method
5.	**Psychomotor** Origination	Activity implementation; role-playing; simulation
	Cognitive Evaluating/construction/creating	Self-study; role-playing; simulation; case method; peer teaching; panel discussion; small groups; educational trip

SOP-6. **Periodic assessment of higher education students and regular public disclosure of the results of such assessments**

Military institute uses the following types of control:
Entry (preliminary)
Current
Self-control
Semester
Summative

The procedure for assessing the learning outcomes of students is defined in the regulation on the organization of the educational process at the military institute.

No.	Type of Assessment	Content
1.	Entry Control	Entry control is conducted before studying a new academic discipline to determine the level of students' preparation in that discipline or related disciplines that precede its study. Based on the results of the entry control, measures are developed to provide individual assistance to students and adjust the educational process.
2.	Current Control	Current control is conducted by lecturers during all types of classroom sessions throughout the semester (half-year) according to the schedule. The main task of current control is to check the level of a student's preparation in a defined topic (learning element). The information obtained from current control is used by the lecturer to adjust teaching methods and tools, and by the student for planning independent work. Current control may be conducted in the form of oral questioning, written express-control, student presentations during theoretical discussions, solving written tasks, practical situations, as well as computer testing, etc. The forms of current control and its quantitative assessment for a specific type of training session are determined by the criteria regulated by the syllabus (work program of the academic discipline).
3.	Self-Control	Self-control is intended for the student's independent check of the degree of assimilation of educational material in a specific academic discipline (topic, session). The effectiveness of self-control is ensured by special self-control and self-assessment programs, which are integral parts of electronic textbooks and automated training courses.

4.	Semester Control	Semester control is a type of final control that reveals the level of the student's assimilation of the academic discipline or its separate logically complete part for the semester, taking into account the results of current control. Semester control for an academic discipline is conducted in accordance with the curriculum in the form of an exam or a pass/fail assessment within the deadlines established by the educational process calendar-schedule and within the scope of the educational material defined by the syllabus (work program of the academic discipline). The form of semester control is chosen according to the level of competencies being formed. The content and structure of examination tickets (control tasks), criteria for admission, and assessment are determined by the decision of the relevant department and specified in the syllabus, and brought to the attention of the student at the first session.
5.	Final Control	Final control is conducted to comprehensively assess the level of formation of learning outcomes in an academic discipline for the semester (half-year), or academic year. The forms of final control for academic disciplines (educational components) of the educational-professional (educational-scientific) program are a pass/fail assessment or an exam. If the academic discipline is taught for several semesters, intermediate semester control, as a rule, is carried out in the form of a pass/fail assessment. The final grade for an academic discipline studied over several semesters is determined taking into account the results of previous semesters. Final control can be carried out orally, in writing, using computer testing with the use of distance learning technologies, with the aim of establishing the achievement of learning outcomes by students.

Attestation

Graduation certification is conducted in the form of a unified state qualification exam (attestation exam) and/or defense of a qualification thesis, a final physical training exam, and a comprehensive final exam (for specialties where obtaining a degree is required for access to professions for which additional regulation has been introduced).

The organization, procedure, and specifics of conducting the graduation certification are determined by the regulation on the examination commission, which is approved by the Academic Council of the military institute.

Rating (Public Disclosure of Results) Based on the results of the annual assessment of higher education students, relevant ratings are compiled as a comprehensive quantitative assessment of the level of formed competencies defined in the educational-professional program for a certain period of the cadet's study, which fixes his place among similar assessments of other cadets at the faculty or institute. The mechanism for implementing the rating system for assessing results, the procedure for

control and the application of rating assessment for students are determined by the rating regulation.

## SOP-7. Monitoring the Quality of All Types of Training Sessions

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

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

No.	Stages	Content
1.	Stage I. Information Gathering	The methods for conducting research during monitoring may include: surveys (questionnaires, interviews); testing; observation of the educational process and educational activities; attendance at sessions; analysis of documentation at the group level; analysis of statistical data on the state of training according to established reporting forms; other methods. During the monitoring of the quality of the training session, pay attention to the following aspects: 1. Organizational: classroom readiness (sanitary and hygienic condition); timely provision of visual aids, technical equipment, devices, etc.; appearance of cadets/lecturer (business, neat); topic of the training session, its connection with previous and subsequent ones, its place in the relevant section; form, type of the training session, its structure, correspondence to the topic and stated goal; level of goal achievement and results obtained, conditions, factors that contributed to this, strengths and weaknesses, achievements, general impressions; setting the goal and objectives of the training session as the final result necessary for the lecturer and cadets to achieve, creating a mindset in the cadets to achieve the goal; emotional readiness of the lecturer and cadets for the session; work capacity dynamics: rationality and effectiveness of using the time of the session/each stage of the session; optimal pace (too fast, accessible, optimal, slow, sluggish); adherence by the lecturer/cadets to the time norms established for them; alternation and change of types of activity, forms of performing types of work (orally, in writing, from the seat, at the board, with technical equipment, etc.); planning of perception methods, considering different types of memory (visual, auditory, motor); optimality of the volume of material proposed for assimilation/performance/homework; maintaining interest in the session and in the discipline; ensuring discipline in the session; [32] 2. Program and Target: how the motivation of the topic and professional orientation is ensured; availability of educational, upbringing, and developmental goals; availability of educational and methodological support for

		the session; the session must be part of the course, section, or topic, and have its own logic and clear structure depending on the chosen type. 3. Scientific: level of the lecturer's/cadets' command of the educational material; profound, thoughtful, and accessible presentation of the content of the program material of the discipline; connection of theory with practice; use of new achievements in the given field of knowledge and related fields; correspondence of the content of the educational material to the level of development of cadets and their cognitive abilities; stimulation of cadets' interest in the content (novelty of knowledge, skills, their versatile significance, paradoxes of concepts and facts, relevance of information, emotionality of presentation, presentation of information through the lecturer's perspective); the session should involve not only the presentation of material and content, but also tasks that assume the practical application of acquired educational information; the presentation of educational material can and should be variable in its structure, in some cases, ready information is presented in the form of explanation and illustration. In other cases, the material is studied by setting a problem and revealing the paths to its demonstrable solution.
2.	Stage II. Analysis of Monitoring Results	Key areas of monitoring: implementation of state policy in the field of higher education, control over compliance with the requirements of legislative acts and regulatory documents on higher education; organization of the session, content of the session; relevance of educational material (study and use of experience); level of professional competence of the lecturer; planning of the educational process; implementation of educational innovations; psychological climate in the session; educational and methodological support; textbooks and manuals used, and other educational literature; resource provision (material and technical, etc.); results of academic achievements of higher education students; information support; academic integrity; quality of teaching academic disciplines through the eyes of higher education students; ensuring feedback from higher education students regarding the quality of knowledge received, the quality of educational service provision, the level of resource provision for the educational process; identification of deficiencies and problem issues.
3.	Stage III. Planning Measures Based on Monitoring Results	- Public disclosure of monitoring results (informing about monitoring results); - Formulation of recommendations for improving the organization of the educational process at the Military Institute.

SOP-8. Coordination, Evaluation of the Completeness of Measures for Implementing Combat Experience (Experience in Performing Combat Support Tasks) into the Educational Process
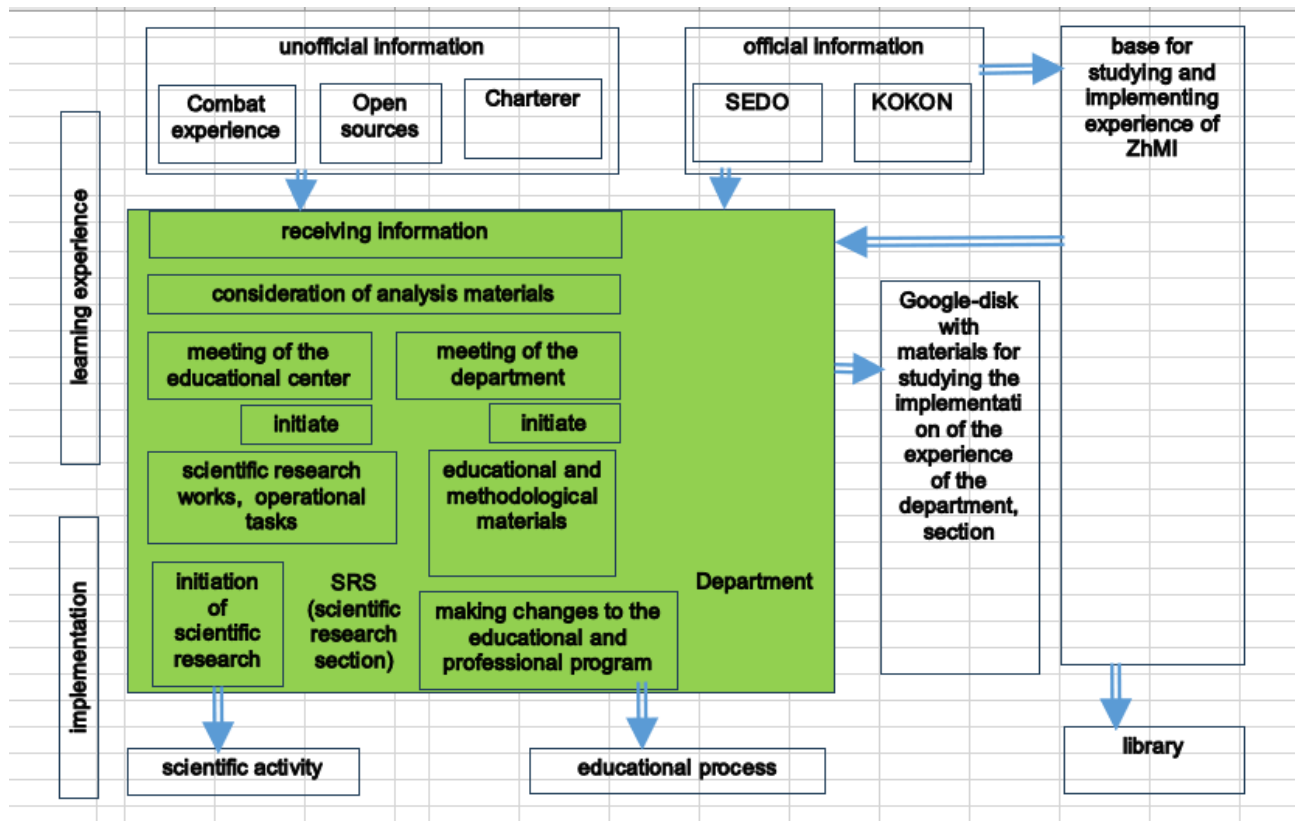
SOP-9. Systemic Approach. Organization for Work with NATO Standards and Procedures.

No.	Algorithm Stage	Unit (Performer)	Actions
1.	Stage I. Receipt	ZhMI	Receipt of standards and procedures, informing performers
		Scientific Center (SC)	Receipt of standards and procedures
		Department	Receipt of standards and procedures
2.	Stage II. Study	Lecturer	Conducting analysis of standards and procedures, developing proposals for implementation
		Department, SC	Consideration of proposals for the implementation of standards and procedures, submission (if necessary) to the Academic Council of the faculty (SC)
		Department, SC	Approval of proposals for the implementation of standards and procedures
3.	Stage III.	SC	Conferences, publications, etc.

		Implementation	Department	Making changes to the Syllabi (Work Programs of Academic Disciplines), methodological materials for conducting training sessions
			Lecturer	Informing students about the standards and procedures
4.	Stage IV. Feedback		SC	Report on the implementation of standards and procedures
			Department	Report on the implementation of standards and procedures
			ZhMI	Report on implementation to the higher military education institution to which the military institute is subordinated, and to customers for the training of military specialists

SOP-10. Professional Development of Faculty/Lecturers

Professional development of Scientific and Pedagogical Staff (SPS) is a continuous process of acquiring new and improving previously acquired professional and general competencies necessary for professional activity[41]. It involves continuous self-education and other types and forms of professional growth and can be carried out through formal and non-formal education, internships, and professional activity, etc.

Specifically, professional development may include obtaining the next degree of higher education (educational-professional, educational-scientific), including in a different specialty, qualification improvement, internship, and/or self-education, performing new or more complex professional duties, etc., which allows the SPS to maintain the proper or improve the level of professional qualification and lasts throughout the entire period of their professional activity.

The main components of SPS professional development are qualification improvement and internship.

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

Purpose of Qualification Improvement:
- Professional development of SPS, servicemen, and employees of the Armed Forces of Ukraine in accordance with legislative requirements;
- Improving the quality of education and the quality of educational activity;
- Improving military-professional knowledge and skills in the specialty;
- Studying and implementing best practices in the educational process.

Types of Qualification Improvement:
- Training under a qualification improvement program (seminars, workshops, trainings, webinars, master classes, etc.);
- Participation in academic mobility programs;
- Scientific internship;
- Self-education;

- Obtaining a scientific degree.

Scope (Duration) and Periodicity:

The total volume of SPS qualification improvement cannot be less than six ECTS credits (180 hours), over five years.

Forms of Qualification Improvement:

Institutional (full-time (day, evening), part-time, distance, networked);

Dual, on-the-job, in production, etc.

Forms of qualification improvement can be combined.

Internship is the acquisition of practical experience in performing tasks and duties in a specific professional activity or field of knowledge. Internship is the main component of SPS professional development.

Purpose of Internship:

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

Studying for use in the educational process the best practices of operational, combat, and mobilization training of troops (forces) and the service of graduates of Higher Military Educational Institutions (HMEI), Higher Education Institutions (HEI) military training units (MTU), and Professional Higher Military Training Institutions (PHEI) in the troops (forces);

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

Scope (Duration) and Periodicity:

Internship is carried out according to an individual program developed by the SPS70. One day of internship is estimated at 6 hours or 0.2 ECTS credits.

Forms of Internship:

SPS internship can be carried out at the educational institution of employment or military service, another educational institution, or a scientific institution. The internship supervisor is appointed from a scientific and pedagogical or scientific staff member who works at the military institute as their main place of employment or military service, has a scientific degree and/or academic title, and has at least ten years of experience working or serving in the positions of scientific and pedagogical or scientific staff.

Internships may also be conducted in the structural units of the Ministry of Defense of Ukraine and the General Staff of the Armed Forces of Ukraine, in institutions, enterprises, and organizations of the Ministry of Defense of Ukraine and other central executive bodies of Ukraine. The duration of the internship is established by the internship program. By the decision of the Chief of the military institute, a business trip of SPS to the troops (forces) lasting at least one month to perform a service task related to practical activity in the specialty can be counted as an internship.

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

The purpose of the internal quality assurance system in military education is the process of creating and implementing reliable conditions for educational activity and their continuous maintenance by the participants of the educational process in an appropriate state, with the aim of guaranteed achievement of planned learning outcomes (formation of competencies) by military education students in accordance with educational standards and professional standards of a military specialist of the Armed Forces of Ukraine.

Quality assurance of educational activity and higher education involves the implementation of the following functions:

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

Measures of the Educational Activity and Higher Education Quality Assurance Department for the implementation of functions

Analytical and Prognostic Function

- Analysis of the possibility of licensing new specialties;
- Analysis of educational and methodological support;
- Analysis of draft regulatory documents on educational activity and higher education quality;
- Analysis of proposals on improving the quality of educational activity and higher education;
- Analysis of proposals on the development and support of educational programs, their structure, and content;
- Analysis of the state of structural units' ties with stakeholders, particularly customers for the training of military specialists;
- Analysis of current regulatory documents on educational activity and higher education quality;
- Analysis of current regulatory documents on the licensing and accreditation of educational programs;
- Analysis of regulatory documents developed at the military institute on quality assurance, taking into account changes in legislation.

Planning Function

- Prospective and current planning of specialty licensing and educational program accreditation;
- Prospective and current planning of the work of the Educational Activity and Higher Education Quality Assurance Department;

- Planning of measures aimed at the implementation and development of the internal quality assurance system for educational activity and higher education;
- Participation in planning the qualification improvement process for scientific and pedagogical staff.

Regulatory and Consultative Function

- Involving customers for the training of military specialists in the formation of educational programs and the analysis of the quality of professional training for cadets (students);
- Providing consultative services on the preparation of licensing and accreditation files;
- Conducting scientific and methodological events (seminars, conferences) on higher education quality assurance;
- Developing recommendations for structural units of the military institute on planning work for higher education and educational activity quality assurance for the academic year.

Control and Diagnostic Function

- Analysis of the correspondence between the content of educational programs and higher education standards;
- Monitoring feedback from commanders of military units on graduates;
- Control over the quality of preparation and design of licensing and accreditation files;
- Control over taking into account recommendations and comments after accreditation;
- Control over the state of educational, methodological, and accounting/reporting documentation at the institute (faculty, department);
- Control over the implementation of educational programs;
- Monitoring compliance with academic integrity by participants in 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 the scientific and pedagogical activity of lecturers;
- Monitoring the quality and progress of the educational activity of cadets (students);
- Surveying graduates regarding the quality of the educational program;
- Preparation of summarized information and analytical materials based on the results of the comprehensive audit of structural units;
- Conducting surveys (questionnaires) of lecturers regarding the quality of educational activity;

Conducting surveys (questionnaires, assessments) of higher education students regarding the quality of educational activity.

SOP-12. Ensuring academic integrity by scientific and pedagogical and scientific staff and students

Regulatory Framework for Academic Integrity	Information Base for Promoting Academic Integrity Principles	Tools for Monitoring and Control of Academic Integrity Compliance	Levels of Academic Integrity Assurance
1. Regulation on Academic Integrity of the Korolov Zhytomyr Military Institute; 2. Regulation on the Procedure for Exercising the Right to Academic Mobility by Participants of the Educational Process at the Korolov Zhytomyr Military Institute; 3. Anti-Corruption Program of ZhMI. 4. Order of the Chief of the military institute "On the Organization of the Educational Process of the Military Institute in the 2024-2025 Academic Year"; 5. Regulation on the Organization of the Educational Process of the Korolov Zhytomyr Military Institute; 6. Regulation on the Internal Quality Assurance System for Educational Activity and Higher, Professional Pre-Higher Education of the Korolov Zhytomyr Military Institute; 7. Order of the Chief of the military institute "On the Appointment of Commissions for Checking for Academic Plagiarism";	1. Informational materials related to the popularization of academic integrity principles among all members of the Institute community (visual and video materials); 2. Informational and methodological materials related to the explanation of academic integrity implementation procedures.	1. Annual survey of scientific and pedagogical, scientific staff, and higher education students on academic integrity issues; 2. Conducting international seminars and round tables on academic integrity (Military Technical Academy named after J. Dąbrowski, Poland); 3. Mandatory plagiarism check of students' qualification theses, dissertation texts, and scientific/educational/methodological literature.	1. Educational Program Level; 2. Department Level; 3. Faculty Level; 4. Institute Level; 5. Educational-Scientific and/or Scientific Unit Level.

8. Order of the Chief of the military institute "On the Appointment of the Composition of Functional Units of the Admission Committee of the Korolov Zhytomyr Military Institute in 2025"; 9. Order of the Chief of the military institute "On the Organization of Scientific and Scientific-Technical Activities at the Military Institute in 2025"; 10. Regulation on the Scientific Work of Higher Education Students of the Korolov Zhytomyr Military Institute; 11. "Strike Plagiarism" software for checking text works for the presence or absence of borrowing.			