

**NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE, FOUNDATION**



**REPORT**

**ON PILOT INSTITUTIONAL ACCREDITATION CARRIED OUT NORTHERN UNIVERSITY**

**YEREVAN - 2013**

## THE LIST OF EXPERT PANEL MEMBERS

Name/surname	The place of the work
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## Introduction

Within the frames of the pilot institutional accreditation of Northern University an expert panel site-visit was conducted from December 3-7, 2012.

Before the site visit the expert panel members examined the self-evaluation report of the university, conducted desk review, developed site-visit agenda and separated the questions for clarification.

The expert panel chaired Karine Nalchajyan from the European Regional Academy.

During the site visit the panel members have meetings with different target groups:

- Rector /two meetings/,
- Self-evaluation team,
- Administrative staff,
- Teaching staff /two meetings/,
- Heads of the chairs,
- Students /two meetings/,

The expert panel members conducted the document review in the departments of the university, educational and methodological department and in the chairs. The panel observed also the resources: lecture-halls, language laboratory, library, sport room, first aid centre, the publishing house “Northern University” etc.

This document is an analysis and an assessment on each criterion on institutional accreditation. This assessment is based on the individual reports of the panel members. It includes also the university's comments and objections on the preliminary report. The report will be presented to the Accreditation Commission for the decision.

## Criterion: I Mission and purpose

**The institution's mission and purpose are in accordance with the relevant reference levels and are consistent with the policies and practices that guide its operations.**

1.1 Formal articulation of mission is very recent phenomenon in Northern University. University's goals and objectives were scattered in the documents like 'training of qualified specialists for licensed specializations, application of modern educational technology, maintenance of the best traditions of Soviet High School, ensuring available education.' Strategic plan developed in 2007 is beginning of real articulations of mission and objectives. Efforts initiated in 2011 have resulted in formulation of mission statement in 2012 as below. "To provide availability and transparency in education along with international advanced experience and best national traditions, implementation of educational and scientific activities along with the provision of humanitarian values". It is evident that formulation of mission statement was inspired by quality assurance efforts of ANQA. It has also undergone modifications of ANQA seminar inputs. This facilitates conclusion that mission statement is largely in alliance with NQF of Armenia.

1.2 Various regulations and other policy papers like contracts among University and internal stakeholders [teachers, students and employees] give ample indications that their needs are reflected in mission statements as well strategic plans and actions.

University is candid in admitting that as far as the revelation of the external stakeholders' needs are concerned activities taken by the University in this direction are insufficient and ineffective. University thinks that in order to correct the situation it is necessary to activate Alumni and Career Centre activities and that University should undertake quality social services.

1.3 Since the University mission was approved in 2012 itself, there seems to be no approved policy of evaluation of its results. However, certain procedures have been formed, which allow to evaluate the effectiveness of the implementation of the objectives such as the reports and accounts submitted to Scientific.

The institution has a clear, well-articulated mission that represents the institution's purposes and goals, developed very recently. HEI's Strategic Plan which precedes mission formation is in accordance with its mission, goals and objectives. Very good involvement of people at all levels and flexibility for making decisions can be seen in implementation of mission. Involvements of external stakeholders need to be improved. There is also need to create inbuilt mechanisms that will catalyze periodic review of mission and objectives.

## II. Governance and Administration

**Criterion:** *The institution's system of governance and administrative structures and practices are effective and aimed at the institution's mission and other goals maintaining governance ethical standards.*

2.1 The governance system includes players such as Rector, vice-rector, deans, heads of chairs, head of the department of education who are supposed to be accountable to collegial bodies such as scientific council, methodological council, faculty councils, chairs, etc. However culture of accountability is yet to be ensured through analyzing dynamics of development of the structures. Rectorate is an advisory body attached to the Rector while Scientific Council deals with the issues of organization, planning and governance of the University's methodological and research activities. It is admitted that even as regulations intend wide range of functions for governance collegial bodies, they are not always in a position to fully fulfil their functions because of the passiveness of members. Lack of coordination and control in implementing the plans is also visible which sometimes results into "loss" of the adopted decisions.

By and large it appears to be a top down structure where decisions flow from top. Lack of human and financial resources is another characteristic feature of governance. The committed and open approach of leadership is the only silver line to the cloud.

2.2 The self-review document presents a dim view of participation of students and teachers. The Focus group discussions and surveys showed low effectiveness of students and lecturers and it was attributed to facts that they are not aware that can participate more actively and alternately they are aware of it, but do not know how to participate /especially in case of students. In some cases 'they do not believe that even in case of their activeness amendments are possible'. Interactions, however indicate that students and teachers do participate actively.

2.3 There is strategic plan developed since 2007. In pursuance to strategic plans, university has planned and implemented various initiatives. ECTS system, Quality assurance department, introduction of student participation in quality are some of the good examples of plan implementation. Examples are also given about some initiatives taken as per short term planning such as starting of department of foreign relations. Monitoring tools to ensure implementation are yet to be introduced.

2.4 University has claimed that 'The results of the study are reflected in Rector's public speeches and decision making bodies, strategic plan and short-term action plans.' This cannot be considered as a proper study as intended in the standard.

QA department has conducted some studies like unequal conditions for private and state universities.

2.5 Northern University is guided by AQI (Annual Quality Improvement) concept which relies on annual increase or improvement in governance and administration quality assurance. Process monitoring and evaluation methodology is not integrated in the University policy. Statistical methods of quality control need further elaboration.

Strategic plan implementation monitoring, clarification of the University`s mission, creation of governance quality assurance documentary base, compliance of the implemented processes with documents, observations of quality assurance department, elaboration of recommendations are the mechanisms contributing to the governance and administration quality improvement.

2.6 As per traditional methods, reports of the heads of the chairs, faculty deans` current and annual reports on education quality, practice, reports of the chairmen of graduation exams have been the mechanisms of assessment of PAPs. On the basis of given descriptions and the reports represented by interns the head of the practice could submit proposals for the improvement of PAP.

In 2010, query among employers was held for the first time. In 2011 graduate database replenishment started, after which a query will be conducted. Alumni association will be created in order to assist survey. Questionnaires and focus groups were adopted as PAP evaluation mechanisms. However this is recent act as impact of ANQA.

2.7 Means of information dissemination are “Northern University” journal and other mass media, as well as regularly published information brochures and literature. Website and social networks are used as a means of ensuring publicity.

HEI`s governance system is flexible and dynamic. Yet there are some shortcomings in accountability mechanisms. Although regulations define wide authorities for governance collegial bodies, however the latter not always manage to fully fulfil their functions because of the fact that members are very passive, as stated in SAR. There are regulations ensuring involvement of students and lecturers. Various initiatives have been launched based on long term and short term action plans. University takes stock of external and internal factors affecting activities of universities.

### CRITERIA 3: ACADEMIC PROGRAMS

*Academic programs are a planning constituent part of the institution and correspond to its mission as well as promote the mobility and Internationalization.*

3.1 The educational procedure mentioned in PAPs is in concord with the university mission and serves to its realization. ACs intend at providing deep knowledge in the given specialty, including analytical comprehension of various theories and principles. PAP aims at the formation of the abilities that will make it possible to orient oneself in the unpredictable situations both in studies and in work, being competent and responsible in making quick decisions. Institution has carried out the comparative benchmarking of its progressive experiences on Professional Educational Programms.

3.2 There is a need of modernization of teaching methods at the University, and this is mentioned in the university's strategy which plans- 'To organize courses of evaluation of the teaching staff, professional development and qualification.'

Effort to evaluate teaching skills and training are initiated. Students are happy with teaching methods. But this does not mean that student-centric methods are followed.

3.3 The diversity of assessment types present at North University is aimed at evaluating the student's knowledge from different perspectives resulting in a more valid mark. The selection of the methods of knowledge testing (oral, written and practical) is also determined by the opportunities of their application in the respective subject field. At present the University is working out a new methodology for assessment determining the respective standards.

3.4 Theoretical part of Pap is expressed in Pap standard/ state academic programs created in the University/, practical part in practice regulation. For those PAPs, which has state standards, so that compliance is ensured in accordance with the requirement of Law.

There are no agreements ensuring student mobility. However, graduates of Northern University/bachelors/ continue their education in Magistracy of the other Universities – YSU, YSAU, and YSPU AND so on. Graduates from various universities enter Northern University for the purpose of getting second specialization. In 2012, the University won a grant within Erasmus-Mundus program under which student exchange program will be implemented. The University has also signed lecturer and student exchange agreement with Saint Petersburg Academy of Management and Economics.

3.5 The Regulation on educational programs and specialization training plans development, approval, permanent observation and evaluation has been established at the Northern University. The questionnaires (for students and teachers) have been developed to assess the teaching and learning methods and the approaches. The questionnaires for the teachers

`assessment have been developed meant for the Head of Chair, Dean, the Head of Educational Department, pro-rector on educational issues. Periodical enquiries and analyses of their results are held. In order to evaluate the SEP productivity at Northern University the SEP is undergoing permanent observation.

Learning outcomes mentioned in PAPs are claimed to be consistent with the University mission, existing state academic standards and descriptors of ANQF` s 6th and 7th levels.

Teachers use both conventional and modern teaching methods.

There are PC classes, phonetic labs and projectors .Some of the lecturers have been trained in the Universities and obtained the PC user skills and abilities

There exists PAP improvement policy. New methods of studying internal and external stakeholders` needs were developed and methodological guidebook for implementing periodic review of academic programs is in place. Assessment methods are reviewed to adopt outcomes based approach. Programs are aligned to NQF levels 6 and 7. Mobility and international is taken care in limited way.

Effectiveness of assessment methods needs to be ascertained.



#### IV. THE STUDENTS

*The institution has student advising and support services which provide for productive and learning environment.*

4.1 In 2009-10, admission for paid training was based on the interview results whereas free admission was based on the results of written examinations. Both the procedures of the interviews and written examinations were open and transparent. The parents were given the opportunity to directly follow not only the examination process but checking and marking procedure as well. Children of fallen soldiers, orphans, single-parent children, the demobilized, medalists, Northern University preparational course participants/students, two or more siblings studying at university, as well as the university lecturers' and staff members' children enjoy preference right to free admission as well as transfer from paid to free training. Northern University has managed to increase the number of students every year.

4.2 Earlier, the students' needs identification was carried out by means of discussions at students' meetings, educational councils, and the scientific council and sometimes by the advisors and the heads of departments. Quality assurance body set up later have introduced new techniques like student surveys and focus groups, etc.

4.3 The university has made provisions for additional lessons wherever required. Counseling services are also available to student in need.

4.4 The administration is responsible for "the organization of the scientific – pedagogical, technical, managerial, and labour staff proper and productive work". Proper admission days and hours are fixed at the university, which are fixed on the study-doors of the appropriate officials. Every student signs charter of duties and responsibilities. Students are free to approach administration any time.

4.5 The graduates and the career centre of university is quite active and takes effort to provide career support services. It conducts labour markets surveys, conducts training and orientation programmes for students.

Practice is one of the most important periods which contribute to the students' career development. They are sent to industry for hands-on learning which helps attaining certain skills.

4.6 The participation of students is reflected in presentations of their reports and course papers. The work of the above stated direction is, however, not properly regulated.

Journalism faculty students are also involved in the gender study research and won some awards as well. Bachelor students of other specialties write course-papers once or twice in the course of their study. The Master students prepare and defend master theses which has

good component of research. Overall percentage of student having exposure to research is very small.

4.7 The body functional on the students' rights in University is the Student Council. There are no cases of collision between the Student Council and the administration. Interestingly there is no complaint by the student received so far. Students have various forums like surveys and focus groups etc. to raise their concerns and they seem to be very happy in this university.

4.8 Students' educational, consulting and other subsidiary services' evaluation and quality support mechanisms are in the course of being considered in various bodies. Various existing mechanisms seem to contribute in this direction.

Proper mechanisms of students' enrolment, selection and admission have been formed at the university which are fair and transparent. A regulation is formed at the university, according to which students can get support and personal instructions by turning to administrative workers. Students have free access to the administration. A career center has been formed at the University to contribute to the students' career rise.

## V. Faculty and staff

*The institution provides for a high quality faculty and staff to achieve the set goals for academic programmes and institution's mission.*

5.2 Recruitment and relationship between the University and the faculty is regulated according to RA Constitution, "RA Employment legislation" RA law "About Education", RA law "About higher and postgraduate education", other laws and legal acts and the requirements of the University documents.

The University teaching staff is consistent with both HEI's mission and purposes of academic programs. The majority of the University teaching staff has scientific degrees. Majority of the University faculty staff are PhDs, with the exception of two Paps, in the direction of which corresponding works have been planned.

As a rule 3-4 –year students or master advanced students are selected, who are exempted from tuition fee, or given discount, combine study with work. After probationary period they are accepted to work in the University joining the membership of the University faculty and staff. Total number of the University graduates is 15-20% of total number of the University faculty and staff, for which university is very much proud. This is however something which may not considered healthy in other part of world.

5.2 The primary requirements of professional academic program represented for the teaching staff qualifications are specified.

The requirements represented for the faculty professional qualities have not been reviewed for a long time in the University but consideration is given to desirable traits like IT skills etc. during recruitment.

The old attestation procedure was reviewed and changed according to which it was intended to carry out attestation only on the basis of checking professional knowledge. According to a new procedure the chair represents work description of each lecturer to attestation committee on a range of criteria.

5.3 A procedure has been developed for the assessment of lecturers` professional qualities and their work. Regulation of formation of Northern University faculty staff was also developed. Stepwise work included specification of assessment criteria, definition of standards, selection of assessment methods, and analysis of assessment data. The assessment is conducted each semester and students assess the lecturers having taught during the previous semester. Assessment tools have been created in the University. In order to collect more objective data an anonymous assessment is conducted.

5.4 The University has elaborated a procedure of faculty members training , according to which training should be conducted by means of courses, experience exchange, as well as

organization of discussions related to the taught subject. Teacher training is implemented in three directions: foreign languages, computer skills and educational reforms. Training courses greatly contribute to teacher development, and professors mostly participate on their own capabilities and recourses.

5.5 University has on its role adequate staff to cover all qualifications awarded. Many staff do multitasking. The major part of faculty staff (over 54%) has been working in Northern University for more than 5 years. It should be noted that the number of employees having worked in Northern University more than 5 years is 61% of the main employees.

5.6 Evidence of a promotion policy was not found. Some of the University lecturers were awarded title of Professor, and about a dozen of lecturers – title of associated professor. Motivation of the faculty staff is also weak. Participation in conference and attestation are considered incentives, which are not adequate.

5.7 A good number of support staff is on role. Functions of support staff are specified in employment contracts. The University has not specially developed policy ensuring staff stability, but the works are carried out in that direction, which is evidenced by the fact that administrative and support staff has been working at Northern University for many years. It is noteworthy that over 55% of the staff has been working in the University for more than 5 years, 42% of which had increase in position. Relationship between the University and the faculty is regulated according to RA Constitution, “RA Employment legislation” RA law “About Education”, RA law “About higher and postgraduate education”, other laws and legal acts and the requirements of the University documents. The majority of the University faculty staff are PhDs, with the exception of two Paps, in the direction of which corresponding works have been planned. Availability of training system is there for the faculty in the University. As a practice, 3-4 –year students or master advanced students are selected, who are exempted from tuition fee, or given discount, combine study with work. After probationary period they are accepted to work in the University joining the membership of the University faculty and staff. The primary requirements of professional academic program represented for the teaching staff qualifications are specified. Taking into account the necessity of applying modern teaching technologies, as well as assessment of lecturers by students connected with collaborative training, the University reviewed the requirements represented to lecturers paying special attention to their ability of applying new teaching methods, problems connected with knowledge of foreign languages.

Different methods of evaluation of teachers are in vogue including assessment by students and questionnaire developed by QA department. The University has elaborated a procedure of faculty members training, according to which training should be conducted by means of courses, experience exchange, as well as organization of discussions related to the taught subject. Teacher training is implemented in three directions like foreign languages,

computer skills and educational reforms. The major part of faculty staff (over 54%) has been working in Northern University for more than 5 years.

According to the decision of the University Scientific council and approval of RA higher qualification commission some of the University lecturers were awarded title of Professor, and about a dozen of lecturers – title of associated professor. The formal policy for promotion is not in place. Adequate administrative and technical staff is in place. In order to verify the quality of the staff activities the University quality assurance department performs focus groups, student and lecturer surveys.

Motivation level seems to be low across the staff.



## VI. Research and Development

*The institution promotes its research objectives, projects and expected outcomes. There is a research ethos and culture, and mechanisms for the validating research outcomes.*

6.1 The Northern University is not considered as a scientific HEI. Yet there are some initiatives from different faculties and teachers. Beginning from 2008 University already had scientific passport, where some separate dimensions were shown. Strategic plan of university has references to research plans. Faculty of journalism, Armenian language and literature are among the most active researchers. A successful work is done in the Chair of Armenian Language and Literature concerning Tumanjan studies direction.

6.2 Perspective scientific-research and methodological planes of 2009-2012 and Annual scientific-research and methodological plans 2009, 2010, and 2011 indicate that research is integral part of strategy. In the University many scientific researches are made, long and short-term programs are certified. The relation between scientific and educational programs is weak. Since all these scientific researches are not financed, the productivity is low.

6.3 Special policy and procedures are not formed. But the young lecturers are included in University organized international scientific sessions, and their articles are printed. The only mechanism of research development and innovation efficiency evaluation is the reports on the short-term chair research.

6.4 Some of the areas through which internationalisation is promoted are the exchange of literature between HEI lecturers and scientific workers their published scientific, methodological and monograph works, Participation in joint scientific programmers and project formation in the circle of international grants and Scientific work formation of students and aspirants and economics and social-humanitarian sciences. Except a few recent international awards, activity is low or limited to Russian federation.

6.5 From the reviews of the lecturers and the focus group data it can be deduced that the research activity and educational procedure interrelation practice is available. A group of lecturers during the focus group mentioned, that they use the results of scientific research during the educational procedures. Scientific symposia and debates greatly contribute to the procedure, round the chairs form short-term research perspective programs, they represent reviews on some obligations at the end of the year.

Strategic program emphasized to 'expand scientific-research continuation'. University has positive action examples of research field interests and examples of mid-term and short-term program realization efficiency. The University had some achievements in internationalization policy on research activity for the last years. Scientific researches are not financed by the University budget. Northern University does not claim to be a scientific HEI.

## VII. INFRASTRUCTURES AND RESOURCES

*The TLI has its own property and resources, which effectively support the implementation of its stated mission and objectives and create a learning environment.*

7.1 Northern university is operating in heart of city which puts a lot of constraints on space. The main premises of Northern University are situated at 15 A. Manoukian st. occupying the area of 3511square meters. A part of this building is not owned by the university and space is also shared with a school. There are some rented places to tide over situation of limited space in main premises.

Within available space university provides computer laboratories, administrative offices, conference halls, educational cabinets, electronic library and gym, etc.

The University has a library and electronic library, which appears to be quite inadequate.

The university utility resources such as electricity, heat supply, water supply, etc. Appear to be satisfactory. Available space is judiciously used.

7.2 The gross income of the University for the years of 2009-2011 was approximately AMD 400, 470 and 475 million respectively, made up of the tuition fees mostly out of which 25, 25 and 26% was allocated to pay of salaries.

About 1.5% for the above-mentioned period was allocated to acquisition of furniture, computers; AMD 5.5 million was allocated to acquisition of literature, area renting costs were AMD 70, 93 and 97 million, making up 17, 20 and 20% of the income respectively. This indicates that sufficient funds are allotted to various activities. Funding for research and staff development is area of concern.

7.3 Even as there is no sated policy of distribution of financial resources , experience of 15 years shows that founders have invested or used the sources to advance goals of university. Even the profit made annually is redirected for growth of university.

7.4 The financial and material resources received from the tuition fees, resources allocated to the University by its founders, other moneys received from services rendered and other activities carried out by the university, as well as resources received from any other activity and material income source of the North University appear to be adequate for its mission and objectives.

Initiation of QA department, foreign relation department are some of the examples that exhibit willingness of founders to invest for continuous quality improvement in the university.



7.5 University has efficient information and workflow system. An internal network ensuring easier, faster and time-consuming workflow has been created. The e-governance system is envisaged for introduction in the academic years of 2012-2013. Layers of bodies, chairs and deans with delegated responsibilities contribute to workflow and information management.

7.6 University has first aid center with a nursing staff. Total amount of the money spent on acquisition of means of health and security maintenance was AMD 1122351 for the academic years of 2009-2012 making up 0, 5397% of the total expenses for the last 3 years. The records of the trainings on university staff evacuation in case of fire and air-alarm signals testify that the University fully meets the corresponding requirements.

7.7 The mechanisms of evaluating the use, availability and effectiveness of services and resources provided to the students have been taken up by means of focus groups and surveys. Internal feedback system is expected to take care of periodic review of facilities. The University has sufficient financial resources to organize educational infrastructures and processes. The HEI is situated in the center of Yerevan city, which limits expansion. Space constraints are there to have big library, laboratories and also sports facilities. Good ICT facility exists. The University has created an internal network aiming at improvement of information management and workflow. The University cooperates with the Public Library and The Central Library after Av. Isahakyan to compensate for the lack of literature at the University library. Library has insufficient books, electronic resources and technology. There is one health room with a nursing staff. Premises are well-maintained and optimally use

## Social Responsibility

*The institution is accountable to the government, employers and society at large for the education it offers and the resources it uses to meet these objectives.*

8.1 Periodically reports have been made on different activities of the University/ educational procedure, scientific – research activity, graduate and career development activity etc.

Final and current reports were represented in the rectorate and scientific council sessions by the Deans or their assistant concerning the education quality, progress of the students, practice management and final state exam results.

The new transparent and effective format of reporting is being introduced by the University.

8.2 Practice of society reporting is not in place. Rector takes care of it during interactions with society. Website is an option to interact with society which is yet to be materialised.

8.3 University has been using traditional means to have good relations with society as a stakeholder. Media advertisements and website supplement these efforts. Recently university has set up a Public relations department which is experimenting new avenues for strengthening relations with society.

8.4 The HEI has an untapped potential for the realization of additional educational and counseling services. The HEI has an opportunity to organize accounting, foreign language teaching and computer classes for the adults. There is scope to improve upon in this area counting on existing goodwill.

## **IX. Foreign relations and Internationalization**

**The institution promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalization of the institution**

9.1 The university doesn't have the policy and mechanisms contributing to the development of foreign relations and internationalization. The policy contributing to the development of internationalization is in its course of development. Despite the fact, in 2011 department of external relations was created and the foreign relations' regulations project was designed as well. The university has treaty signed with Poland's Adam Mickiewicz University. In 2010 treaty signed with St. Petersburg's Management and Economy University enabled the opportunity of student and tutor exchange program. Treaty was signed with St. Petersburg's North-Western State Technical University "On educational and scientific-technical collaboration". Meetings between chief staff and lecturers took place between the two universities.

9.2 Due to the fact stated above it can be ensure that the university is doing its first steps or contributing to the development of establishing the policy and procedures of external relations. Thought it is not sufficient for development of external relations. There are financial and language issues for enhancing internationalization. For the solution of language issue the university orginsed trainings or teachers. The functions of the university's external relations department are establishment of foreign relations, grant programmers' participation, the formation and establishment of foreign relations as a university subdivision. Exact rules which regulate the activity of the subdivision are still in the course of development. The university has applied to numerous grant programmes one of which it won.

9.3 The new created department of external relations doesn't have recources, on the basis of which it would be possible strengthen the universities internationalization and enter into the active and regulated process. This sector requires sustancial finansial invastments and its development faces difficulties and as a result of this the signed agreements are poorly acting.

9.4 The university successfully cooperates with national institutions in several sectors /other universities, libraries, organizations and so on/. University started Extension courses in foreign language in 2011/2012. The courses were organized by the chair of Romance and Germanic Languages and Literature. The process has recently got its start and the results are yet to be seen. There is good scope for collaboration with Russian federation universities as good number of staff has knowledge of Russian.

## **Criteria X. Internal Quality Assurance System**

**The institution has a set infrastructure for internal quality assurance, which promotes establishment of a quality culture and continual development of the institution.**

10.1 The university has quality assurance policy and procedures. The university has Quality Assurance Department with permanent staff, the creation of network system of quality assurance is in the process. The university published quality assurance guidebook for rising the awareness of internal stakeholders. The training for some members of committee of Quality Assurance Department was held.

10.2 For assuring the approaches of alternative internal audit student movement were developed.

The student committee even gained relative autonomy and greatly helped Quality Assurance department in developing the mechanisms and procedures. Quality assurance technical committee meetings regularly are held. The process of formation of quality assurance teaching and methodological committee was relatively slow.

It can be stated that existence of quality assurance policy and procedures, quality assurance guidebook, as well as the training of the department's committee members can be contributing factors to meet this criterion. The involvement of students in quality assurance processes are favorable in terms of meeting the criterion.

10.3 The quality assurance policy for transitional period is realistic. The university's internal quality assurance system can be considered significantly formed and has the potential to develop. In a short period the university could develop quality assurance policy and necessary procedures. The staff of quality assurance department had appropriate trainings, which contributed that, in the university new and complicated process has the literate start and process. The university published quality assurance guidebook; the whole departments of the university are involved in the quality assurance processes.

It also deserves appreciation the reality that the students are well aware of quality assurance processes that took place in the university and a part of them are actively involved in the works that are held in the university. The awareness of quality assurance activities in the university was evaluated by the help of focus group discussion and after the evaluation of the outcomes of the focus group discussions some improvements were implemented. The university acted according to PDCA cycle.

10.4 The universities quality assurance policy and procedures are rather effective for the transitional period. The framework of stakeholders that are involved in the processes and the interest to the new processes was enlarged, that is to say we can suppose, that the quality assurance movements started in the university and passed certain way of development.

10.5 The Scientific council made a decision on providing financial resources to the quality assurance department and those resources are provided according to the need based on the reports presented during Scientific Council.

Quality assurance department has furnished room; it was provided three computers and four positions. However the financial resources are not sufficient for conducting trainings and for inviting experts. The self-evaluation report indicates that time resources are very limited for quality assurance processes. Not all members of the committee are involved in the quality assurance processes; such a picture is typical and understandable for transitional period. In 2012 the team was broadened due to the involvement of alumni. So the problem of quantities sufficiency of human resources for organizing quality assurance processes was solved. So it can be stated that the university acted according to PDCA cycle for solving the sufficiency of human resources.

10.6 Above stated gives the reason to conclude that the university took quality assurance processes seriously and developed active working structure, Quality assurance Department, which passed a hard way and become an active working structure. For solving this issue the role of administration is high, because the department was given all the opportunities to implement its activities in an effective way.

What concerns the involvement of external stakeholders in quality assurance processes /employers that cooperate with the university, research institutes, university graduates and so on/. The university realises the importance of the involvement of external stakeholders.

It is worth mentioning that external stakeholders participated in reviewing the strategic plan of the university. The changes that were made in the mission statement of the university were done as a result of cooperation with external stakeholders.

The activities that the university implemented on rising the involvement of external stakeholders in quality assurance processes are in the planning phase or in the partly implementation.

The university effectively cooperates with the ANQA, which is expressed in providing consultancy to the university. As the university's quality assurance system has developed recently the issues of reviewing are raising simultaneously. In a short period of time several changes have been made on quality assurance guidebook, different questionnaires, many different procedures were developed and updated. Now the reviews of quality assurance system in the university are held periodically and if necessary adjustments are made.