

**“NATIONAL CENTRE FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE”
FOUNDATION**



**EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION OF
UNIVERSITY OF TRADITIONAL MEDICINE**

Yerevan – 2019

INTRODUCTION

The institutional accreditation of University of Traditional Medicine (hereinafter referred to as UTM or the University) is carried out based on the application submitted by UTM.

The process of institutional accreditation is organized and coordinated by «National Center for Professional Education Quality Assurance» Foundation (hereinafter ANQA), guided by regulation on «State Accreditation of Higher Education Institutions and Academic Programmes in RA» set by RA Government Decree N 978-Ն (dated June 30, 2011) and by Decree N 959-Ն on “Approval of RA Standards for Professional Education Accreditation” (dated June 30, 2011).

The expert examination was carried out by the independent expert panel formed in accordance with the requirements set by «National Center for Professional Education Quality Assurance» foundation in regulation on “Formation of the Expert Panel”. The Panel is formed of 4 local experts and 1 international expert.

Institutional accreditation is aimed not only at external evaluation of quality assurance but also at continuous improvement of the quality of management and academic programmes at the institution. Hence, two issues were put forward to the local and international experts:

- 1) to conduct an expert examination of institutional capacity in accordance with the RA standards for state accreditation;

- 2) to carry out an expert evaluation aimed at quality improvement from the perspective of compliance with international developments and integration into the European Higher Education Area (EHEA).

This report comprises the observations of the expert evaluation of UTM institutional capacity in accordance with the RA accreditation criteria for higher education and the peer-review observations of the international expert from the perspective of UTM's integration into the EHEA.

CONTENTS

CONTENTS	Error! Bookmark not defined.
SUMMARY OF EVALUATION	4
EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA.....	Error! Bookmark not defined.
PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA	Error! Bookmark not defined. 5
DESCRIPTION OF EXTERNAL REVIEW	18
COMPOSITION OF EXPERT PANEL	Error! Bookmark not defined.
PROCESS OF THE EXTERNAL REVIEW.....	19
EVALUATION ACCORDING TO ACCREDITATION CRITERIA.....	21
BRIEF INFORMAIION ABOUT THE EDUCATION INSTITUTION.....	21
I. MISSION AND PURPOSES.....	24
II. GOVERNANCE AND ADMINISTRATION	27
III. ACADEMIC PROGRAMMES	32
IV. STUDENTS	39
V. FACULTY AND STAFF	43
VI. RESEARCH AND DEVELOPMENT.....	48
VII. INFRASTRUCTURE AND RESOURCES	52
VIII. SOCIETAL RESPONSIBILITY	57
IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION.....	59
X. INTERNAL QUALITY ASSURANCE	59
EVALUATION ACCORDING TO ACCREDITATION CRITERIA.....	69
APPENDICES	Error! Bookmark not defined.
APPENDIX 1. CVS OF EXPERT PANEL MEMBERS.....	69
APPENDIX 2. SCHEDULE OF SITE VISIT	71
APPENDIX 3. LIST OF DOCUMENTS OBSERVED	75
APPENDIX 4. RESOURCES OBSERVED.....	77
APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION	776
APPENDIX 6. LIST OF ABBREVIATIONS.....	79

SUMMARY OF EVALUATION

EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA

The expert examination of UTM institutional capacities was carried out by the independent expert panel¹ formed in accordance with the requirements of “Regulation on the Formation of the Expert Panel”, «National Center for Professional Education Quality Assurance» Foundation. The evaluation was conducted according to 10 institutional accreditation criteria set by the RA Government Decree N 959-Ն, dated June 30, 2011.

While carrying out the evaluation, the expert panel considered the positioning of the university in the education market and its mission, namely: «UTM is a leading institution in medical education, medical science and healthcare; its activities are targeted at a unique and unprecedented local and regional medical education that meets the needs of the labor market, and trains a competent physician with high ethical standards, aware of their role in the physician-patient relationship.»

Since its establishment, UTM has pursued purpose-driven activities, providing education (taught in Armenian) through state-accredited programmes that have complied with 2001 state academic standards.

Until 2015, UTM has provided medical education at a steady decline in the number of students. During this period the University has introduced two BA and two MA academic programmes in the fields of “General Medicine” and “Dentistry”. Since 2015, the University has introduced two continuing and integrated academic programmes in the fields of “General Medicine” and “Dentistry”.

Since 2015, UTM has transitioned the corresponding education and labor markets by targeting international student recruitment. At this point the overwhelming majority (80%) of UTM students are international students.

At this point, UTM is in transition.

The academic programmes of the introduced professions are being implemented for the first time and the current accreditation acquired by the University is considered practically invalid as the programmes have been completely altered and the characteristics of the new labor market have to be taken into account.

Recognition of the quality of educational services provided is a new approach for our country and university and the outcome should be recognized by FMGE.

Teaching is conducted for students with different background knowledge and mostly for English speaking students.

¹APPENDIX 1: CVs of Expert Panel Members

The majority of the teaching staff is newly recruited, some of them are practicing physicians who do not have much teaching experience and are not familiar with UTM's teaching environment.

The current education resource base at UTM is being newly formed, including literature in English, chemical laboratories, medical equipment, mouldages, etc. Financial resources are formed at the expense of the fees of newly admitted foreign students. This inflow is goal-oriented, and is used to stabilize the budget and switch to new academic programmes.

Internationalization at UTM is at the planning stage, and at the implementation stage in terms of student recruitment; internationalization is now becoming a priority for UTM.

The UTM management system - infrastructure restructuring, documentation regarding administration is in the process of amendments, taking into account the established priority - the internationalization of UTM performance and the involvement of international students.

In this case, the role of the quality assurance system is increasing as regular analysis of local and international external environments is needed for decision-making based on reliable data.

In 2016, UTM began developing the Strategic Development Plan for 2017-2022, but the Strategic Plan does not set out the UTM transition period and the relevant existing plans and directions of the transition stages and progress evaluation indicators.

The UTM Strategic Development Plan defines the improvement of the UTM management system, modernization of educational activities, infrastructure upgrading and diversification of financial resources, adoption of student-oriented policy, activation of external relations and internationalization processes, promotion of up-to-date research and innovation, developing an internal system of quality assurance among other directions. Despite the set priorities, there is no clear roadmap for each purpose at UTM that is in line with the goals of the actual transition period, especially the special conditions for providing international education.

The Strategic Development Plan envisages developing the competitive advantage of UTM – integrating science-based traditional medicine into modern medicine approaches and incorporating it into academic programmes. The University is positive that this integration will attract local and international students.

The Strategic Plan does not fully comply with the current changes and, despite a rapidly changing set of stakeholders, UTM did not present the analysis of the needs of the targeted international stakeholders while developing its strategy; representatives of the international community have not been involved in the development of the Strategic Plan, which hampers the implementation of the ultimate objective during the defined transition period and the evaluation of the results; if the University does not address the SP review with the discussion of the above-mentioned provisions.

Despite of the absence of a formal strategy and a coordinated roadmap for internationalization and external relations, UTM is in transition and has invested a great deal of effort and resources (financial and human) in pursuing the University's international ambitions.

Internationalization has become the foundation for the University's sustainable development. Having no experience in recruiting international students, the University employs external agency services that conduct university marketing in the international labor market, but the data and documents used in marketing are not formally presented by the University, and the University's official website does not provide relevant information to promote the increased inflow of international student and attract new students. This mediated approach involves risks in a competitive environment.

To develop internationalization environment at UTM, the students are given the opportunity to strengthen their horizontal relationships with international stakeholders by providing internship opportunities abroad, but this is also not coordinated systematically, as no evaluation of internship outcomes is carried out.

UTM is taking steps towards the recognition of UTM qualifications and diplomas. This will contribute to strengthening external relations and promoting internationalization. However, there are no policies and mechanisms at the University to promote the mobility of the academic staff and its students.

Since 2015, there are continuing and integrated academic programmes in “General Medicine” and “Dentistry” at UTM taught in English. Although the overwhelming majority of UTM students are foreign (India, Iraq, Iran, UK, Austria, Ireland, Germany, Sweden, Sri Lanka, Syria), the UTM academic programmes have been benchmarked to the academic programmes of Post-Soviet states only. In 2018, the continuing and integrated academic programmes for “General Medicine” and “Dentistry” at UTM were altered, but the study revealed that the purpose of those changes was unclear, as there were no significant changes in neither the outcomes of the academic programmes, nor the course descriptions.

Only the grading system has been altered as a result of discussions held with the students and the academic staff.

It should also be noted that the changes are not clearly planned, international labor market representatives and external stakeholders are not included in the review process. European and other countries' experience is not explored, which may impede the recognition of graduates' skills in the international labor market and success of the graduates in international exams.

One of the key components for assessing student progress – the student portfolio – is not used, which hampers monitoring the acquired skills and improving the academic performance as a result. It is especially important to carry out monitorings for newly implemented programmes, with all the educational components – courses, lecturers, learning environment, resources, and the student body being newly formed.

In recent years, the material and technical resources at UTM have also been improved, which has contributed to the creation of the required learning environment. Overall, UTM is provided with the resources it currently needs, facilitating the accomplishment of the mission and the goals of the academic programmes. Though, further development and expansion planning might cause problems.

UTM cooperates with various clinics to conduct cycle internships for students, and it is beneficial that UTM plans to construct its own clinic. On the positive side, UTM allocates 3.5% of its budget to a reserve fund, while diversifying funds, funding to develop all strategic goals commensurately (science, improving quality assurance system, replenishing material and technical resources), sound financial planning along with the growth of the student number, will contribute to the efficient development of the learning environment and the provision of competitive education. The logic of replenishment from a single financial source is, of course, risky and presents specific requirements for the management.

It is beneficial that UTM provides electronic resources in English to international students, but library replenishment is crucial for UTM since the prevailing majority of the students are English-speaking, and most of the available books are either in Armenian or in Russian, which can hamper the achievement of the outcomes set out in the academic programmes.

Material and technical resources – laboratories, equipment, and materials are regularly replenished and currently meet the requirements for effective implementation of the academic programmes.

For the implementation of complete academic programmes taught in English, in recent years UTM has recruited its teaching and support staff, emphasizing English proficiency and practical experience in medicine. Although there is no clear policy for selection and admission of teaching and support staff at UTM, the current teaching and support staff has practical experience in medicine and English proficiency; both local and international students are satisfied with them. PhDs in biological sciences are among the teaching staff.

UTM also seeks to involve its alumni in educational programmes, which contributes to its sustainability.

It is beneficial that UTM conducts English language proficiency retrainings for teaching and support staff, and does not impede teacher participation in trainings on their own initiative. However, it is important to plan and implement a professional development policy for UTM, as well as to make financial investments that will enhance the motivation and continued development of the teaching staff, and provide quality service.

It is also important to promote research activities of the teaching staff and students. Despite the fact that there is research potential (lecturers, other resources) in UTM, there is a great deal of data available in the SMTC that can be used in research by both lecturers and

students, but studies have shown that at present research activities are not encouraged by UTM.

The University does not promote scientific and methodical activities of the teaching staff and the improvement of the conditions for conducting research activities. Moreover, there is no scientific planning, management, development and statutory commercialization of research findings.

International students conduct individual research for each course, but the study of these works reveals that no specific clinical cases are being studied, no data analysis is conducted, and most of the work is descriptive.

In recent years, different procedures have been developed at the university for the purpose of regulating different processes to regulate the achievement of the objectives targeted in the transition period. At the same time, the management system needs to be improved in terms of strategic objectives and consistency of the management system.

External stakeholders are not involved in UTM Governing Bodies (Board of Founders, Governing Council, Scientific Council), there are also no mechanisms to integrate international target groups, which would contribute to raising awareness of external environmental issues and the provision of competitive education. It is important to carry out systematic studies on international and local externalities. UTM management is aware of the threats in international and local externalities, but no systematic analysis is carried out to support efficient managerial decision-making for education processes, internationalization, research activities and continued development of the university, as well as data-driven decision-making.

The IQA policies and procedures developed in UTM indicate that the internal quality system at the University is still in the process of implementation and is not yet fully integrated into all UTM processes and needs a systematic institutional approach. The quality assurance policy is in the planning stage and is partially implemented effectively, but does not contribute to the continuous development and improvement of accountability of the UTM processes. Mechanisms promoting the continuous improvement of the current UTM processes have not been clarified and implemented. In particular, in terms of launching foreign-language academic programmes and a qualitative change in the student body, it is preferable to have more operational data collection and response mechanisms. The IQA system has no proactive role in decision-making and performance efficiency evaluation processes. The conducted surveys do not have a clear purpose, and the content and quality of the results are not substantially analyzed by the stakeholders, which impede databased decision making, and the current QA mechanisms do not contribute to generating reliable and trustworthy data.

Strengths of the University:

- 1) Competitive advantage in local and international markets due to a combination of traditional and modern medicine;

- 2) participation of internal stakeholders in decision-making processes;
- 3) improving the student assessment system;
- 4) regular examination of student needs and support provided by university staff;
- 5) determining the qualitative requirements for the selection of the teaching staff and the students' satisfaction with the teaching staff;
- 6) continuous improvement of the resources required for the implementation of the academic programmes and the existing favorable learning environment;
- 7) the role of the SMTC in the process of transferring knowledge and values to the society;
- 8) the available academic programmes taught in English; the University emphasizes English language proficiency among the teaching and support staff, and the administrative staff;
- 9) establishing the required basis necessary for the introduction of an internal quality assurance system.

Weaknesses of the University:

- 1) Lack of a clear roadmap for the transitional period,
- 2) inadequate implementation of mechanisms for evaluating the outcomes of the strategic goals and performance;
- 3) lack of mechanisms to evaluate the effectiveness of the management system;
- 4) low level of involvement and influence of external stakeholders in decision-making processes;
- 5) lack of diversification of financial revenues and their allocation based on the strategic priorities;
- 6) lack of decision making based on the studies of external environment and the data;
- 7) lack of effective mechanisms to monitor and evaluate the academic programmes;
- 8) the absence of a policy for teaching and selecting assessment methods oriented towards the learning outcomes;
- 9) lack of a policy of allocating funds for professional training and improvement of the teaching staff;
- 10) weak link between education and research, and low level of involvement of the teaching staff and students in research;
- 11) lack of commercialization and internationalization of research findings;
- 12) flaws in the credit system and lack of mobility of the teaching staff and students at local and international levels;
- 13) lack of professional literature in English despite the university's policy of admitting foreign students;
- 14) absence of a clear policy conducive to internationalization;
- 15) flaws in the internal quality assurance system, lack of the procedures necessary for policy implementation,

- 16) inadequate use of stakeholders' feedback mechanisms and their poor involvement in quality assurance processes.

Recommendations:

Mission and Purposes

- 1) Review the UTM mission by clarifying the profile of the university, reflecting UTM's clear positioning in RA and international education field and labor markets, as well as realistically planning the necessary reforms and capacity building from the point of view of internationalization processes;
- 2) elaborate the UTM Strategic Plan, setting out strategic directions and priorities, to develop short and medium-term action plans, a clear timetable for the implementation of the SP to long-term processes;
- 3) develop and apply qualitative and quantitative assessment mechanisms for the implementation of the strategic plan and objectives, ensuring their measurability, streamlining their implementation procedures, performance indicators (PIs) and opportunities for further improvement;
- 4) expand the involvement of internal and external stakeholders in the development of the University's strategic plan, defining, implementing, and evaluating strategic goals and objectives by applying and periodically analyzing the efficiency of the mechanisms for engaging stakeholders;
- 5) align the UTM internal policies, departmental regulations, charters, procedures (e.g. in human resource management, quality assurance, etc.) with the provisions of the UTM Strategic Plan.

Governance and Administration²

- 6) Review the organizational structure, taking into account the priority directions of development, the implementation of strategic goals and functional importance, as well as clarify and coordinate the distribution of functions of all structural units.
- 7) Clarify the role and functions of collegial governance bodies in the system of decision-making and structural subdivisions of UTM, as well as improve the mechanisms for involving external and internal stakeholders in decision-making processes.
- 8) Introduce a complete system for studying the internal and external factors affecting UTM performance, with clear mechanisms and measurable tools that are regularly implemented, as well as introduce a system for risk identification and management.
- 9) Clarify UTM's policy for financial resource allocation according to strategic priorities.

² This section was reformulated considering the institution's observations and recommendations.

- 10) Develop the UTM Code of Ethics and apply ethical norms in mechanisms that guarantee the transparency and effectiveness of the decision-making process.
- 11) Review the quality assurance mechanisms of the administration to ensure full implementation of the PDCA cycle.

Academic Programmes

- 12) Analyze the relevance of expected learning outcomes of the academic programmes to the ANQF, ensuring consistency of the content of the courses.
- 13) Review decentralized procedures for teaching and learning methods using a unified policy for choosing methods.
- 14) Review the processes of calculating, distributing and accumulating credits, informing all internal stakeholders.
- 15) Develop sustainable monitoring and evaluation mechanisms for the academic programmes, according to the PDCA cycle, by expanding the involvement of external stakeholders in developing and reviewing the academic programmes.
- 16) Develop a common methodology for benchmarking and mechanisms for applying the results.
- 17) Improve the grading system based on the specifics of the courses, expected learning outcomes, and ensure linkage between teaching, learning and grading methods with the learning outcomes.
- 18) Implement student portfolios as a grading tool by regularly monitoring the skills acquired by the students and the issues identified during the learning process.
- 19) Improve graduation exams by providing students an opportunity to demonstrate their hands-on skills.
- 20) Develop and apply clear standards for student internship, and regularly monitor the implementation of these standards.
- 21) Update the academic programmes with components that promote student and teacher mobility by considering opportunities for implementing academic programmes successful in other educational institutions.
- 22) Update the course descriptions by clearly indicating the relevant load of students, including extracurricular activities.

Students

- 23) Coordinate recruitment processes for international students by updating official website information;
- 24) coordinate student counseling services by developing schedules and procedures;
- 25) promote student participation in research;
- 26) introduce cooperation mechanisms between the University and employers to guide and support the professional activities of the alumni;
- 27) diversify mechanisms for students' learning, assessing consulting services and quality assurance.

Faculty and Staff

- 28) Develop and apply competitive recruitment, selection and admission procedures for the teaching staff;
- 29) expand the list of reserve teachers by including several teachers for the same course to ensure stability;
- 30) elaborate incentive mechanisms for the teaching staff, paying particular attention to those involved in research;
- 31) establish mechanisms for training and professional development of the teaching staff and provide relevant financial allocations;
- 32) improve human resource planning to prevent the outflow of teachers and establish sustainability.

Research and Development³

- 33) Clarify the directions of the University's scientific research activities, emphasize the priorities and their strategic importance at different levels.
- 34) Make relevant financial investments to develop the scientific research activities of the University, and create favorable conditions for scientific work by monitoring the effective use of financial investments and resources.
- 35) Develop a policy for allocating material, technical and financial resources required for conducting research.
- 36) Establish clear mechanisms to ensure that scientific research activities are linked to the learning process.
- 37) Develop and apply tools and mechanisms for evaluating the effectiveness and relevance of scientific research work.
- 38) Develop a clear strategy for internationalization of scientific research activities, and promote interdisciplinary studies to expand prospects of internationalization.
- 39) Plan scientific research activities at the Chairs according to the research priorities of the University, monitor and discuss them.
- 40) Develop and apply clear mechanisms for commercialising innovations and scientific findings by analyzing the results annually.
- 41) Diversify applied scientific research activities in collaboration with the employers.
- 42) Involve students in the scientific research activities conducted at the Chairs.
- 43) Review the SSA regulation, accentuating the objectives and functions of the SSA.
- 44) To carry out scientific research activities based on SMTC actively engaging students. Furthermore, discuss, analyze and present brief reports/ articles on

³ This section was reformulated considering the institution's observations and recommendations.

SMTC patients as individual clinical cases, and perform epidemiological research using statistical approaches.

- 45) Participate in competitively funded research grant projects to obtain the equipment and materials needed for conducting scientific research.
- 46) Conduct joint scientific research work in collaboration with Armenian and foreign scientific centers.

Infrastructure and Resources

- 47) Upgrade the UTM Library holdings by allocating funds to acquire professional literature in English;
- 48) introduce a long-term financial planning system, and diversify financial flows, contributing to the balanced development of each strategic goal;
- 49) improve the documentation and information management systems at UTM by introducing a unified electronic system;
- 50) diversify the mechanisms for assessing the quality of resources provided to the students and the teaching staff by regularly analyzing results and planning adequate improvements.

Societal Responsibility

- 51) Develop and implement a procedure for accountability, and ensure analytical an approach in reporting.
- 52) Ensure updating the UTM website and its continuous advancement by engaging different target groups and selecting relevant target content, and by ensuring transparency and accessibility to information about UTM activities via the website.
- 53) Develop and implement sustainable feedback mechanisms for external stakeholders.
- 54) Highlight and actively promote the role of UTM Scientific Medical Training Center as an important means of serving the community while providing additional and continuing education services.
- 55) Make the available promotional materials in English accessible to a wider audience via the website.

External Relations and Internationalization

- 56) Develop a policy for internationalization and promoting external relations in line with the mission and goals.
- 57) Enhance institutional collaboration with local and international scientific and educational organizations (student exchange, teacher training, initiating joint programmes and events), ensuring the implementation of the goals set by the strategy of the University.
- 58) Allocate money for conducting various internationalization activities of the University for short-term, mid-term and long-term planning.

- 59) Develop mechanisms for encouraging students and teaching staff to participate in international trainings and mobility programmes, and periodically evaluate the effectiveness of these mechanisms.
- 60) Review the functions of the External Relations Division and monitor their proper implementation.
- 61) Search for international grant programmes to increase the international visibility of the University.
- 62) Ensure benchmarking with leading European academic programmes and application of results by targeting potential students of the University, identifying the key market and modernizing current academic programmes.

Internal Quality Assurance ⁴

- 63) Review UTM's internal quality assurance policy and objectives by aligning them with the statutory activities and strategic goals.
- 64) Develop procedures required for implementing quality assurance policy, and mechanisms for evaluating and measuring their effectiveness by improving the IQA system and mechanisms.
- 65) Develop utmost effective feedback mechanisms.
- 66) Ensure regular trainings for the staff involved in quality assurance infrastructures.
- 67) Expand and stimulate stakeholders' (especially external) involvement in QA processes, and evaluate the effectiveness of their engagement.
- 68) Regulate data management processes and specify mechanisms for information dissemination among different divisions of UTM and their management.
- 69) Identify needs of QAD staff, conduct performance evaluation, and expand their career development opportunities based on the results.
- 70) Improve cooperation between QAD and other divisions, thereby fostering an overall perception and awareness on QA processes.
- 71) Develop mechanisms for assessing the adequacy and effectiveness of the human, material and financial resources provided, assessing the sufficiency of the human, material and financial resources available to the University for conducting internal quality assurance processes.
- 72) Ensure the implementation of the PDCA cycle in all UTM processes, promoting the enhancement of quality culture.

⁴ This section was reformulated considering the institution's observations and recommendations.

PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA

Through a process of reforms on higher education (HE) based on common key values, European Higher Education Area (EHEA) countries, institutions and stakeholders continuously adapt their HE systems making them more compatible, with the main goal to increase staff and students' mobility and to facilitate employability.

In line with the Bologna Process, the University of Traditional Medicine (UTM), among other universities in Armenia, has undergone respective restructurings such as the adoption of 3-cycle degree and the transfer to ECTS (European Credit Transfer and Accumulation System) credit point system, both important cornerstones for comparability within the EHEA. In the context of this review, in particular the internationalisation aspect of UTM is being addressed.

For the past few years, UTM has been in a phase of transition. Due to steadily decreasing numbers of Armenian students and applicants, the University was in danger to be not much longer able to further maintain its operations. To increase student numbers and boost income from student fees, UTM management decided on a strategic re-orientation towards English language programmes aiming particularly at international students. After the Ministry of Education and Science of the Republic of Armenia has granted the right to UTM to establish internationally oriented programmes in English language, and after successful implementation of such programmes at UTM in 2015, student numbers have doubled and income generated almost tripled. At the time of this review, foreign students make up over 80% of the entire UTM student body. In the past few years, no new applications by Armenian students, neither for the Armenian language nor the English language courses, were received. If this trend continues, after graduation of the last students from the Armenian language program, there will be only international students studying at UTM, making it an exclusive internationally oriented university.

Against this background, UTM is in urgent need of a clear internationalisation strategy as well as clear internationalisation policies, both of which have not yet been established. The role of internationalisation within the current UTM mission and vision is not clear. The university's mission refers to "national and regional medical education" while the vision mentions the "preparation of future national (...) physicians". The question remains, whether or not the foreign students are trained as human resources for the Armenian or regional market.

Despite the lack of an official strategy, there are, however, several individual initiatives and procedures done towards internationalisation. The current Strategic Development Plan (2017-2022) for example includes a full section on Internationalisation specifically aiming at promoting the ongoing process at university and programme levels. Nevertheless, as for now, the main focus of almost all internationalization efforts at UTM is put on the aspect of recruitment of international students, partly leaving out other main

components namely students and staff exchange programmes, internationalization of the curriculum and research and education partnerships between regional and international institutions.

In the effort to attract foreign students, UTM is collaborating with two private agencies for recruitment. The Indian agency Campus International has been collaborating with UTM very successfully for the past 4 years and in total brought about 200 students from India to study at UTM. The agency is responsible for marketing of UTM programmes in India and for all administrative and organisational support in preparation to and during the study in Armenia. Since 2014, the agency's head office in Armenia is located on UTM campus ensuring close and immediate care of the Indian foreign students. Their feedback about the services provided and their study at UTM is overall positive.

The main tasks of the recently established International Relations Office at UTM relate to the management of applications of foreign students. Currently, there are no visible efforts undertaken with respect to student or staff exchange programmes. If academic exchange staff took place at all, it was mainly due to the personal initiative of individuals but not as a result of a structured approach to internationalisation.

Although UTM has adopted the ECTS credit system, which allows for credit recognition between institutions and internationally, there are no clear structures actively promoting student exchange. There seems to be the opportunity for students to do part of their internships abroad, but this is not yet being implemented or actively advertised among the student community. At this point outgoing mobility is non-existent.

Although the Strategic Development Plan (2017-2022) mentions the enhancement of UTM's international collaborations with European and CIS educational institutions, there is no existent cooperation framework or any formal agreements with international institutions for research or teaching activities. Collaborations merely exist on individual level and depend solely on individual commitments rather than institutional encouragement or support.

With regard to internationalisation of curricula, steps are being taken for the recognition of diplomas awarded. The UTM diploma is recognized in Jordan and in India. As it is not recognized in Iran, currently no Iranian students are being admitted. At the time of this accreditation process and the site visit, no students have yet graduated from the English-language courses. Therefore, it is not yet assessable how well the UTM curriculum prepares its graduates for international exams in their home countries and for their respective national or international job markets.

With the introduction of full English-language programmes UTM clearly emphasizes on foreign language proficiency among the students as well as its administrative/management and teaching staff. Both English and Armenian language courses are offered to students. Foreign language competence of university staff is continuously being improved with employment requirements demanding a minimum level of language

proficiency. UTM's website is trilingual, offering content in Armenian, English and Russian language. As Russian speaking students are not specifically targeted by the programmes it is not immediate obvious why a Russian version of the website is provided. All main information and documents regarding UTM study programmes are available in English, partly also available through the website. However, UTM is not fully utilizing all available promotional materials. For example, very useful English language promotional videos and information brochures and flyers developed by Campus International to attract Indian students are not used by UTM at all for other purposes and not made available on their website or in print.

In summary, many first steps have been implemented to advance internationalization at UTM. For coordination and further expansion of activities it is necessary to develop a clear internationalisation strategy. While the university is already proven very successful at the recruitment of international students, as further steps, equal attention should be also given to the other aspects of internationalization, namely students and staff exchange programmes, internationalization of curricula and establishment of regional and international collaborations.

27 December, 2019

Robert Khachatryan, Signature of the Expert Panel Chair

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of UTM was carried out by the following expert panel:

1. **Robert Khachatryan:** Yerevan Brusov State University of Languages and Social Sciences, Head of the Center for Quality Assurance and Reforms, Head of the Chair of Education Management and Planning, Candidate of Philology (PhD), Associate Professor;
2. **Pauline Grys:** Heidelberg University, Institute of Global Health, Quality Assurance Manager, Doctor of Medical Sciences;
3. **Rafael Mesropyan:** Yerevan State Medical University after M. Heratsi, Deputy Dean of the Faculty of General Medicine, Candidate of Medical Sciences (PhD), Associate Professor;
4. **Roksana Zakharyan:** Russian-Armenian University, Department of Medical Biochemistry and Biotechnology, Candidate of Biological Sciences (PhD);
5. **Vache Gharibyan:** Russian-Armenian University, Chair of General and Pharmaceutical Chemistry, 4th year student.

The composition of the expert panel was agreed upon with the Institution.

The works of the expert panel were coordinated by Varduhi Gyulazyan, senior specialist at ANQA Institutional and Program Accreditation Division.

The translation was provided by Vardanush Baghdasaryan, lecturer at the Chair of English Communication and Translation, YSULS.

All members of the expert panel, the coordinators and the translator have signed confidentiality and impartiality agreements.

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

UTM applied for state institutional accreditation by submitting to ANQA the application form, copies of the license and respective appendices.

The ANQA Secretariat checked the data presented in the application form and the appendices in the application package.

According to the decision on accepting the application request, a bilateral agreement was signed between ANQA and UTM. The timetable of activities was drawn up and approved.

Self-evaluation

Within the deadline set in the schedule, the University presented the Armenian and English versions of its self-evaluation report according to the form set by ANQA, and the package of attached documents.

The self-evaluation was carried out by a team formed by the order of UTM Rector.

Preparatory phase

ANQA coordinator observed the report with the aim of revealing its correspondence to the technical and substantive requirements of ANQA. Then ANQA coordinator sent the self-evaluation report to the expert panel, the members of which were agreed upon with UTM.

Four trainings on the following topics were organized for the expert panel members by ANQA, with the aim of preparing the latter and ensuring the effectiveness of the activities:

1. Accreditation process, the features of the expertise, expert ethics and rules of conduct.
2. Preliminary assessment of the institutional self-evaluation through the examples from the practice.
3. An expert visit through role-plays.
4. Preparation of the expert report.

During the trainings, the standards for quality assurance and certain aspects of the field were addressed.

Having observed the self-evaluation and the package of accompanying documents of the TLI, the expert panel conducted the initial evaluation. According to the format, the list of the issues and questions for different target groups or units and the list of additional documents needed for observation have been prepared.

During the preliminary assessment, the expert panel undertook training and examination observations. The expert panel visited “Scientific Center of Traumatology and Orthopedics” and observed the class of “Traumatology and Orthopedics” conducted for 4th year foreign students at the Department of “General Medicine”. They also visited the Genecology department at “Armenia” Republican Medical Center and observed an oral exam, and Mikaelyan surgical institute to observe the Simulation center work and the students’ involvement in surgeries.

Within the scheduled time, the expert panel summarized the results of the initial evaluation and formed a time schedule of the site-visit⁵. Guided by the ANQA manual on the expertise, the intended meetings with all the target groups, close and open meetings, document and resource observations, visits to different units were included in the time-schedule.

After having identified the main issues and the documents to be investigated, the expert panel highlighted the issues to be discussed at meetings. At regular meetings, the questions on each standard were discussed, and the package of documents on the preliminary visit of the expert panel was prepared. The package included the time-schedule of the site visit, the questions to be investigated and explained for different target groups and the list of additional documents needed for observation during the site visit. From the lists provided by the TLI, the representatives of the teaching staff and students, graduates, employers were selected to participate in the meetings.

Preliminary visit

On September 2, 2019, a preliminary visit was held to UTM. The plan-schedule of the site-visit was agreed upon, the list of additional documents to be investigated was presented, discussions and mutual decisions were reached referring to organizational, technical, informative questions of the site visit, and questions related to the conduct and the norms of ethics of meeting participants. The rooms prepared for focus groups and expert panel discussions were observed, the issues related to the equipment and facilities were clarified.

Site-visit

The site visit of the expert panel took place from September 16 to 19, 2019. In line with the timetable, the operations of the expert panel initiated with a close meeting, the aim of which was to discuss and agree with the external expert upon the assessment framework, the issues to be clarified during the site visit, strengths and weaknesses of UTM per standard, the procedure of focus groups, and clarifying further steps.

All the expert panel members, including the ANQA coordinator, the translator and the record keeper assisted the meetings.

⁵ Appendix 2. Schedule of site visit

The site visit initiated and culminated with meetings with the UTM Rector. All the meetings foreseen by the schedule have been carried out, excluding the open meeting. Throughout the site visit, the expert panel reviewed the documents⁶, the resources⁷ and conducted focus group meetings in different infrastructures of the TLI.

During close meetings of the panel at the end of each working day, the interim results of peer review were discussed and at the end of the site visit, the main outcomes of the site visit were summarized.

The assessment has been carried out within the framework of State Criteria and Standards of Accreditation and ANQA procedures, following which the assessment has two levels: **satisfactory** and **unsatisfactory**.

Expert panel report

The expert panel and ANQA coordinator prepared the draft of expert panel report. The international expert prepared an independent peer review, which was included into the report. The preliminary report was handed over to UTM on 11.11.2019.

UTM sent its observations and comments on the draft report to ANQA on 25 November, 2019. The University presented its observations and comments in Armenian, which were provided to the local experts. On 6 December, 2019 ANQA organized a meeting for the representatives of the University and the expert panel, during which the expert panel's response was presented. Taking into consideration the University's feedback, the expert panel prepared the final report, which was approved by the panel on 27 December, 2019.

27 December, 2019

Varduhi Gyulazyan, Signature of the coordinator

⁶ Appendix 3: List of documents observed

⁷ Appendix 4: Resources observed by the Panel

EVALUATION ACCORDING TO ACCREDITATION CRITERIA BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

History: «University of Traditional Medicine» commercial organization is the legal successor of «Institute of Traditional Medicine» CO, founded in 1991.

Since its foundation, the University has had over 900 graduates, most of whom work successfully in leading RA and international clinics and medical chairs as practicing physicians, researchers, lecturers, and healthcare managers. Many graduates have their own private clinics, and some university graduates also work in these clinics.

Among the University teaching staff there are well-known scholars, lecturers, and doctors with many years of pedagogical and professional experience in Armenia and abroad, thanks to which UTM has a great reputation today and has a prominent place in the HEIs in the country. The University cooperates with local and foreign institutions and organizations.

Education: The university highlights the significance of receiving higher education for every capable individual, and provides its students with a high quality and affordable educational experience, providing consulting and financial support. All academic programmes implemented at the University are regularly monitored, and necessary improvements are made. The university has a multifunctional system of regular assessment and grading of students' knowledge. Currently, the guidelines for academic programmes, and course descriptions are being developed.

2 faculties and 8 chairs function at the University. For the past 29 years, university management, teaching staff, and the entire staff have consistently strived to carry out an academic process that meets international standards.

Research: The university plans to expand the involvement of the teaching staff and students in research in the near future, to ensure academic collaboration and internationalization of research.

Traditional methods of diagnosis and treatment have been restored and included in the programmes, with emphasis on an integrative approach to treatment (integrating traditional and modern methods).

Internationalization: To promote the development of external relations and internationalization, the University intends to expand and promote the development of the University's international relations with European and CIS educational institutions at university and programme levels, through the following processes: effective external relations development and effective internationalization policies and mechanisms, organizing scientific and educational events with representatives of international organizations, ensuring mobility for students and the teaching staff, promoting their participation in international educational conferences, workshops and other educational programmes, engaging guest lecturers in the scientific and educational activities.

Quality Assurance: The quality of education remains the University's top priority. The University, through its strategic plan, intends to bring the internal quality assurance process into line with European and Armenian higher education accreditation standards and guidelines by forming an internal quality assurance culture, developing and improving persistent quality improvement policies and procedures. In order to increase the efficiency of internal quality assurance, the University also plans to expand its cooperation with similar structures at other universities in Armenia, to ensure transparency and publicity of the quality assurance committee's activities, and active involvement of the stakeholders.

Source: sources for the identification of facts in the above mentioned fields are the documents provided by the TLI (e.g. self-evaluation report, strategic plan, action plan, plans of the departments, concept APers, etc.)

I. MISSION AND PURPOSES

CRITERION: The Tertiary Level Institutions' (TLIs) policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).

Findings

1.1. The TLI has a clear, well-articulated mission that represents the institution's purposes and goals and is in accordance with the Armenian National Qualifications Framework (hereafter ANQF).

The mission of UTM is ratified in the 2017-2022 strategic plan of the HEI. The plan assumes that the mission of UTM is defined as: “UTM is a leading educational institution of medical education, medical science, and healthcare, and its activities are aimed at training experienced doctors, endowed with high moral values, and doctors, recognizing their role in the doctor-patient relationship, who will meet the requirements of the exceptional and unprecedented national and regional labor market of medical education”. With its new strategy, UTM tends to develop its leading directions and competitive advantage, i.e. the integration of science-based traditional medicine with the approaches of modern medicine, and their input into the educational activity, as well as the transfer of knowledge on the fundamentals of traditional medicine to different stakeholders. In the meantime, UTM considers one of the important objectives of its development the integration with the European Higher Education Area.

For accomplishing the given objectives, UTM has adopted an array of approaches to reforms: the creation of favorable learning environment for education and learning processes, effective use of resources and implementation of continued reforms. These supervisions are reflected in the 2017-2022 strategic plan of UTM in the form of strategic objectives and issues. For accomplishing the strategic objectives of UTM a plan-timetable of short-term and long-term activities has been developed. However, it is not noted what ratio of resources and means for accomplishing each of the strategic objectives is assigned in short-term, medium-term, and long-term periods.

As a result of an expert visit it came to knowledge that the issues, discovered in the wake of self-evaluation, have not served as a basis for the medium-term planning of the university's strategic plan, thus no amendments have been made to the 2012-2016 strategic plan of UTM. Medium-term strategic planning is not available in UTM.

According to the HEI's self-evaluation, the mission of UTM is in harmony with NQF since NQF descriptors have been taken into account while developing the HEI's educational programmes, and the elements of these descriptors are reflected in the overall outcomes of AP.

As a result of expert analyses it became clear that the HEI has not juxtaposed the outcomes of NQF and AP.

Having studied UTM's statute and mission it is assumed that it is a for-profit organization, however, it is also noticeable that its entrepreneurial activity is not well-developed in TLLs, and diversification of entrepreneurial activity is not available.

As a result of the visit it became clear also that UTM no longer supplies the national market, besides, it has refused admission to Armenian-speaking students. Currently, the university supplies only the global market.

1.2. The TLI's mission, goals and objectives reflect the needs of the internal and external stakeholders.

According to the university's self-evaluation, UTM attaches importance to the revelation of the needs of its internal and external stakeholders, and to their reflection in UTM's strategic plan and other processes. The university considers the HEI's management, students, academic and administrative staff as its internal stakeholders. External stakeholders are the graduates, students, parents, employers, public and private institutions, citizens with various health problems.

In the light of self-evaluation and the visit of the expert group it became clear that the needs of internal stakeholders are primarily reflected in the objectives and issues of the strategic plan, and the external stakeholders, the employers and graduates in particular, contribute to the development of the strategic plan informally.

It became clear from the expert analyses that the ties with the external stakeholders, i.e. would-be employers, and the mechanisms of collaboration do not work because of the low motivation of employers, in addition, no viable steps for involving the external stakeholders have been undertaken. It is worthwhile to note that the HEI does not collaborate with the Ministry of Health of the RA and international partners in determining the strategic objectives and issues by stressing the needs of the given stakeholders.

Surveys and the stakeholders' inclusion in various teams of management serve as a mechanism for bringing the needs of the stakeholders to light.

1.3 .The institution has approved mechanisms and procedures to evaluate the achievement of its mission and purpose and to further improve them.

For the assessment and improvement of the results of accomplishing the mission and objectives of UTM surveys, the records of the divisions, and the plan of accomplishing the strategic plan are used. The time bounds, executives in charge, necessary resources and expected outcomes are introduced in the plan-timetable of the strategic plan. However, the introduced outcomes are very general, there is no distinct distribution of resources in accordance with the

leading directions and the evaluation of effectiveness. The Pivotal Indices of the Activity Performance are not available too (hereafter PIAP), the analysis of the previous strategic plan does not highlight the gains and drawbacks of the given period which does not allow to study the results of the performance evaluation and amendments made.

The academic council of UTM does not periodically discuss during its sittings the achievements of accomplishing the strategic plan, the records deriving from the assessment of its accomplishment, quantitative and qualitative indices are not available. The reports of the rector are not of analytical, and they do not stress the PIAPs.

Considerations. The expert group evaluates positively the efforts of UTM aimed at planning and implementation of its strategic objectives. However, in the strategic planning it is very important to clarify the objectives and issues in accordance with available financial and human resources which, in turn, will enhance the effectiveness of strategic management of TLI and will contribute to the effective and respective use of resources.

It is good that the internal stakeholders of the HEI contribute to the strategic planning and implementation, nevertheless, the intense cooperation with international partners and the representatives of healthcare will lead to the reinforcement of the HEI's position both at national and at global levels. It is also good that all the stakeholders of the HEI recognize UTM's competitive advantage, but in case of its competitive advantage's development UTM will have the opportunity to integrate approaches of science-based traditional medicine into the modern medicine. The assessment procedures and mechanisms of the mission, strategic objectives and results of performance are still on the stages of planning and partial implementation, their successive stages, i.e. evaluation and improvement still do not function.

The determination of measureable quantitative and qualitative indices for strategic purposes, and the assessment of all fields of the HEI will enhance the effectiveness of the HEI's various divisions, the revelation of problems and the continuous development of all fields of the HEI and the accumulation of best practice.

Summary. Taking into consideration the fact that TLI, judged by the results of self-evaluation, has specified and improved its strategic plan, has conducted assessment of the previous strategic plan, the SP of the TLI is defined in accordance with UTM's priorities, and the priorities reflect the needs of the internal stakeholders, UTM's stakeholders recognize TLI's competitive advantage /the integration of traditional medicine with classical medicine/, the expert group believes that UTM addresses the requirements of the criterion 1. In the meantime, the expert group assumes that the TLI should take up steps to determine measureable indices for evaluating the objectives stated in the SP, meanwhile including the external stakeholders of the TLI.

Conclusion. The correspondence of the institutional capacities of UTM to the requirements of criterion 1 is **satisfactory**.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The TLI's system of governance, administrative structures and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics.

Findings

2.1. The TLI's system of governance ensures regulated decision-making process in accordance with defined code of ethics and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

UTM is managed pursuant to the UTM's statute based on the internal legal acts regulating the performance of distinct bodies: UTM's management council, academic council, rectorate, faculties and chairs. The combination of individual and collegiate management principles underlies the system of UTM's management. The university's general management and executive management are conducted by the rector together with the rectorate as a consultative body. Faculty Councils do not operate in UTM which can make administration- and study-related decisions. No mechanisms are ensuring the transparency and effectiveness of the processes of making decisions, in particular, there is not an operating system controlling the implementation of rector's orders and instructions.

As a result of expert analyses it came to light that no evaluation of the effectiveness of the structure and management system of UTM has been conducted, and distinct mechanisms for its conducting are not available. After the expert visit it became clear that the functions of structural divisions are not specified, for instance, the academic department edits the home page and other articles, the general department registers the students, decrees are preserved in the non-academic department. As a result of the expert visit it also came to light that at times the same worker or the divisions accounts for a series of different processes. According to the management structure, the horizontal ties between the divisions, and the pattern of its cooperation is not clearly defined, and the vertical ties are ensured mainly due to records. Two faculties are managed by the same dean.

In UTM there are documents regulating the activity of various divisions and various processes. In particular, management bodies follow certain regulations and procedures while performing their activities which are mainly available online.

UTM assigns material, financial and human resources for performing all the functions. The demand for human resources and target replenishment is not planned. Material resources are granted to the divisions in line with the requirements and the possibilities of the current budget. The analyses about UTM's human, material and financial resources

being satisfactory are not systematized. Internal audit of its financial and economic activity is not conducted.

Though it is noted in the self-evaluation report that financial planning is conducted by the leading directions of the strategic plan, after the expert visit it became clear that salary funds are, first of all, supplied by financial resources, only then resources are disposed for the acquisition of material and technical resources and for the update of that base. Total system of financial management is not adopted. There is no factual information about the analysis of the continued effectiveness of financial system, stability of financial resources and the acquisition of new financial sources.

2.2. The TLI's system of governance provides student and teachers opportunity to participate in decision-making processes directed to them.

As a result of the expert analyses it came to knowledge that the regulatory base of UTM gives the opportunity to its professional faculty and students as internal stakeholders to contribute to UTM's collegiate bodies of management, i.e. management council and academic council. Thereby, the internal stakeholders will be empowered to immediately or intermediately input into the process of the university's management, the discussion of some issues and decision-making. Student surveys, regular meetings with different representatives of the university's management can be singled out among the indirect ways of students' input into the management processes.

Student Council as a students' self-management body also nominates and elects the representatives of students in UTM's collegiate management bodies. But foreign students are not involved in the above-mentioned management bodies, and the researches on the effectiveness of the mechanisms of including internal stakeholders are not conducted. The meetings with students come to prove that their proactivity and interest in the decision-making of the management bodies are weak. As a result of the meetings with stakeholders it became clear that the students are not aware of their role in decision-making.

The decisions of the management bodies are not available on the home page for the stakeholders. The fact of whether the students and professors are sufficiently involved in TLI's decision-making has not been studied yet.

2.3. The TLI's develops and implements short, mid, and long- term planning consistent with its mission and purposes and has clear monitoring and implementation mechanisms.

UTM conducts its planning at two levels. UTM has developed a strategic plan, and all the objectives, issues and actions recited in it reflect strategic long-term directions. UTM is in the process of developing short-term plans too for one academic year. UTM does not develop medium-term plans, and monitoring mechanisms do not operate there.

Work plans of different divisions in UTM are identical over the last 3 years. Furthermore, the assessment indices and outcomes of the SP are not determined. TLI does not yet assess to what extent the planning process contributes to the effective accomplishment of the university's mission and objectives.

The budget planning of UTM is conducted for short-term period by means of drawing up a budget estimate in which all the financial entries and expenses are reflected according to distinct articles for the institution as a whole.

In UTM the mechanism of records is used for the performance and monitoring of planned actions. All the divisions introduce current and annual records. The annual records of UTM are not analytical, they are mainly descriptive, i.e. they just present the performance of the undertaken processes. There are no distinct effective mechanisms for the monitoring of programmes. Though in the self-evaluation report it is noted that the monitoring of the strategic plan is accomplished by PIAPs, after the expert visit it came to knowledge that they are not clearly defined yet.

2.4. The TLI conducts environmental scanning and draws on reliable data during the decision -making process.

Surveys are conducted in a non-systematic way among the students, graduates and employers of UTM. UTM attaches importance to the implementation of surveys since as a result of the data analysis of their outcomes UTM's strengths and weaknesses, external possibilities and threats come to the surface in part. The process of studying external factors and compiling information is of situational character and is not systematized by previously-developed procedures, specific methodology or a set of instruments. The compilation of data is not systematized also, and the processes of decision-making are not based on accurate data. The main mechanism currently used for revealing the factors impacting UTM's general and educational activity is the survey. The surveys are not conducted regularly, but as required. An example of such a study may be considered the surveys meant for self-evaluation and the analysis of their outcomes. The methodology of conducting surveys is not precise, and the reliability and accuracy of the mechanisms and the set of instruments are not tested.

2.5. The management of the policies and the processes draws on the quality management principle (plan-do-check-act).

The bureaucratism of policies and procedures in UTM is partly conducted on the principle of quality management. The bureaucratism of quality management implemented by plan-implement-evaluate-improve principle is mainly on the stage of planning and implementation.

Different processes are on different stages of plan-implement-evaluate-improve without a whole cycle; the last two stages, i.e. the stages of evaluation and improvement are not complete. After the steps of planning and implementing the stages of evaluating and

improving are not conducted by a specific procedure. Data about the assessment of effectiveness has not been introduced to the expert group.

The divisions do not use specific indices for evaluating their performance. The actions aimed at improvement are not always based on accurate data.

2.6. There are mechanisms in place ensuring data collection on the effectiveness of the academic programmes and other processes, analyses and application of the data in decision-making.

UTM compiles and analyses information received from the student and graduate surveys, through which improvements are accomplished in APs.

The information on the effectiveness of APs is underpinned also by the analysis of students' academic progress, the analysis of the issues raised during informal discussions with students, professors and external stakeholders. Another mechanism of evaluating the effectiveness of APs is the records of the presidents of final examination commission. The evaluation of the effectiveness of other UTM processes, i.e. supply of material and technical resources, financial replenishment and staffing is not conducted systematically. After the study of self-evaluation and expert visit it came to light that mechanisms for evaluating the information compilation, analysis and use concerning the effectiveness of the processes in UTM are not available.

2.7. There are impartial mechanisms evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awards.

The information on the UTM's academic programmes and awarded qualifications is widely spread through the official website of UTM and advertisements. Quantitative and qualitative data about the APs and awarded qualifications are compiled in UTM from the records of the presidents of final attestation commission, from the records of the dean, but reliable and objective mechanisms and instruments for assessing the publications of the quantitative and qualitative information on the quality of the academic programmes and awarded qualifications are not available in UTM.

Considerations. The expert group assesses positively the efforts of UTM aimed at the enhancement of the effectiveness of the management system, however, the management system needs improvement. The availability of an effective management system for the effective accomplishment of the strategic objectives will enable the HEI to ensure continuous development in all spheres noted in the SP. The repetition of the functions of various divisions and administrative structures, very often the inaccuracy also, as well as the absence of job profile threatens the accomplishment of the objectives set. The absence of the mechanisms of assessing the effectiveness of the regulations, procedures, and the documents

specifying the functions of management bodies, divisions and separate positions cannot ensure the effective performance of UTM's management system.

UTM continues to have problems with the system in terms of accurately analyzing the factors of internal and external environment, defining the indices of the effectiveness of its actions, assessing their performance, the use of planning and continuous development of the obtained outcomes. Some institutional problems can arise in UTM from the point of view of the specification of short-term and long-term planning due to the absence of medium-term planning.

As a result of the expert group visit it came to knowledge that there is no firmly set functional distribution among the management and academic councils of UTM. Highly limited inclusion of the external stakeholders in those councils leads to the absence of the analysis of comprehensive information on the factors of external environment, external requirements and developments.

The expert group finds it necessary to specify the institutional structure out of the importance of the functions, accomplishment of strategic objectives, leading directions. Since the effectiveness of the performance of the management system and its separate cycles is not regularly assessed, UTM does not assess also the procurement of human, material and financial resources for accomplishing its objectives, thus leading to the inexpedient distribution of financial resources and expenses. The fact that the material and technical resources are provided for the divisions in accordance with their regular demands and the possibilities of the budget to some extent ensures the availability of necessary material and technical resources, but it does not secure their stability. The absence of the mechanisms ensuring the transparency and effectiveness of the ethical norms set and/or the decision-making of the commission, as well as the absence of the quantitative and qualitative data for evaluating effectiveness threatens the effectiveness of the management system and the accomplishment of strategic objectives.

The absence of the financial planning by the strategic plan fails to enable UTM to ensure the expediency of the processes alongside with the financial policy and strategic development which, in turn, affects the effectiveness of the development, and endangers the accomplishment of the strategic objectives.

Overall, the incompleteness of the mechanisms of assessing and monitoring different processes jeopardizes the effectiveness and continuous development of the management system. UTM has not conducted analysis of the effectiveness of internal processes before, that's why, the culture of conducting analyses is not well-shaped in the university.

In UTM mainly the stages of planning and implementing are visible from the quality management period which also derives from the fact that the divisions do not yet make use of the precise indices for evaluating their activity, and the mechanisms used for the accountability do not provide any bases for future improvement.

Summary. Taking into account the fact that in the TLI situational management is performed, the decisions are mostly made by the Founder's Council, external stakeholders are not involved in different management councils of the TLI, the planning of human and financial resources of the TLI in a series of spheres /science/ does not correspond to the objectives set in the SP, risks are not evaluated, assessment of the effectiveness of the management system has not been conducted, there is no systematic analysis of the external environment available, the principles plan-implement-evaluate-improve are in almost all spheres on the stages of planning and implementing, the expert group believes that UTM does not answer the requirements of criterion 2.

Conclusion. The correspondence of the institutional capacities of UTM to the requirements of criterion 2 is **unsatisfactory**.

III. ACADEMIC PROGRAMMES

CRITERION: The programmes are in concord with the institution's mission, form part of institutional planning and promote mobility and internationalization.

Findings

3.1. The academic programs are thoroughly formulated according to the intended learning outcomes, which correspond to an academic qualification and are in line with the TLI's mission and the state academic standards.

UTM in its 2017-2022 strategic development plan for the modernization and improvement of its educational activity plans to take up the following steps: to review the current academic programmes by conforming them to the national and international academic standards and the demands of the labor market, to provide input of credit system in academic programmes, to enhance the level of students' satisfaction of the learning process and auxiliary student services.

6 academic programmes are accomplished in the university, 2 of them are BA, the other 2 MA programmes. Since 2015 2 continuing and integrated academic programmes have been imported: "General Medicine" and "Stomatology".

UTM has developed APs which are described by the expected results of the awarded qualifications, the outcomes of the APs are in compliance with the TLI's mission in terms of the fact that the university prepares specialists in the field of healthcare. However, the HEI has not conducted any analyses of the compliance of the UTM AP outcomes with the requirements of RA NQF. It is worthwhile to mention that external stakeholders have not contributed to the creation and review of the APs.

RA State Academic Standards, RA NQF, as well as the 5 and 6-year academic programmes of "Certified Specialist" at UTM (for the year 2005) were adopted as guidelines for the development of the academic programmes at UTM. According to the procedure of "Review of the current monitoring of the academic programmes at UTM", the review of the continuing and integrated academic programmes developed in 2015 was carried out in 2018, and the next review is planned to be carried out during the second half of the academic year 2019-2020⁸.

As a result of the monitoring the current continuing and integrated APs of UTM has been improved in 2018. Notwithstanding that, after the expert analyses it came to light that the academic programmes (2015 MA, 2015 continuing and integrated, 2018 continuing and integrated) have not undergone any essential changes both in the objectives of the APs and the approaches to teaching. In the light of the analyses of 2015 and 2018 APs it became known that exceptional courses of the given programmes have undergone some changes, more than 90% of the curricula, according to the specifications, has not undergone any conceptual changes, only the assessment system has been changed, in some cases the reference list too. In the meantime, the credits of numerous unaltered (in terms of content) courses have undergone some changes, moreover, in some cases classroom hours have remained unchanged, only the hours assigned for individual work and consultations with professors have been changed, at the expense of which the credits of the course have been changed. Moreover, in many cases the hours assigned for the consultations with professors exceed the hours assigned to the professors, and mechanisms for evaluating and controlling individual work are not available.

In 2015 MA programme (with duration of 2 years) 18 credits have been assigned for the final certification examination of one and the same course, whereas in the continuing and integrated academic programmes (with duration of 6 years) they are only 3. This fact proves that the credit distribution does not derive from distinct outcomes.

Both in 2015, and in 2018 specifications of many courses (mandatory courses) there are prerequisites which do not precede the given course by the academic programme and the curriculum, they either start and are taught during the same semester simultaneously, or they are taught after the course being completed, i.e. in the following semester. In some cases such courses are introduced as prerequisites which are never taught over the whole learning process of the AP (5-6 years) (e.g. Bioethics, Prevention of Therapeutic Diseases, Reflexotherapy)⁹.

The comparative analysis of the vocational learning outcomes of Master's degree programme and continuing and integrated APs revealed that courses with the same hourly workload and credits result in different professional outcomes in two programmes (e.g.: psychiatry, oncology). The comparative analysis of the vocational learning outcomes of the

⁸ This section was reformulated considering the institution's observations and recommendations.

⁹ This section was reformulated considering the institution's observations and recommendations.

current continuing and integrated academic programmes of Master's Degree revealed that only the vocational learning outcomes are presented in the Master's Degree academic programmes, and generic, general vocational outcomes are involved in continuing and integrated academic programmes. However, the outcomes of the academic programmes have not been juxtaposed with the learning outcomes of the subjects (courses)¹⁰.

There are also some discrepancies between the annual allocation of credits for the academic programme and the curriculum. 2015 Master's degree programmes state that the AP volume accounts for 60 credits per academic year, while the curricula point to per semester workload of 25.5 credits (51 credits per year), with the remainder of the academic programme credits being supplemented with 18 credits for final certification.

It becomes clear from comparing the curricula and other documents that courses were shifted not only between two semesters of the given academic year (due to lack of a lecturer or any other reason) but also between different years (to a higher year and vice versa), violating the relevant annual credit allocation and hourly workload for the semester due to the unequal credits of the shifted courses. During the meetings with the expert panel it became clear that throughout the educational process cyclical courses were shifted due to the absence of lecturers. The above-mentioned course transfers were made by the decree of the Rector¹¹.

The analysis of the expert meeting results revealed that course APs are composed by specialist lecturers teaching the course, and each lecturer implements benchmarking of the course guide at their own discretion before drafting the APs. There is no general format and methodology for course guide benchmarking at UTM. Changes to course descriptions are based on lecturers' experience. Based on the observations submitted by UTM, it can be stated that the development of each academic programme is built upon the previous academic programmes of UTM, as well as the academic programmes of the leading medical universities of the Russian Federation (Sechenov First Moscow State Medical University, Omsk State Medical University, St. Petersburg Pavlov State Medical University). The lecturer participates in the elaboration of each provision of the syllabus, presenting the conducted benchmarking data and substantiations in advance, and moreover, they are discussed at the Chair. However, no facts were presented to the expert panel regarding those discussions¹².

3.2. The TLI's has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning.

Vocational academic programme teaching implemented through various teaching and learning methods at UTM. Depending on the peculiarities of the educational process, the

¹⁰ This section was reformulated considering the institution's observations and recommendations.

¹¹ This section was reformulated considering the institution's observations and recommendations.

¹² This section was reformulated considering the institution's observations and recommendations.

lecturer can select, change or combine different teaching methods. Teaching and learning methods for the University APs are described in the course guides. However, these methods are not correlated with the methods of assessing the same outcomes¹³.

It became clear during the expert visits and meetings that in some cases the development of the course guide is based on the content of the literature envisaged for teaching the course.

Both the expert analyses and meetings with various stakeholders during the visit revealed that the effectiveness of proportionality between theoretical and practical courses is not assessed, since both the external and internal stakeholders indicated the lack of practical skills training courses. Based on the specifics of the courses, UTM has determined the proportion of the theoretical and practical distribution of the courses, which stems from the autonomy of the institution.

UTM cooperates with the RA hospitals for teaching practical skills. It had a special classroom for teaching dental hand skills¹⁴.

The assessment of the effectiveness of teaching methods based on student surveys, student progress analyses at the end of each semester. In addition, the updating and replenishment issue of teaching and learning materials and resources discussed in the beginning and at the end of each semester: the materials received are reviewed and introduced to the education department and then to the academic council.

3.3. The TLI's has policy on students' assessment according to the learning outcomes and ensures academic integrity.

Students' knowledge assessment is implemented in accordance with the procedure established at UTM. Students' knowledge assessment is based on the following principles: compliance, publicity and fairness of students' knowledge, skills and abilities in relation to the scores received. The appeal procedure for exam results is applied when appropriate. The assessment of learning outcomes is implemented through oral and written methods of testing knowledge depending on the course peculiarities and field.

UTM internal monitoring led to the improvement of the assessment system of TLI making it multi-component. As a result of the change, it was decided to incorporate students' individual work in the assessment system (10% of the total score) which is also based on the survey data of both students and faculty. The TLI has a list of requirements for individual works, but lacks assessment methodology and precise criteria. For plagiarism control, the "Academic honesty" regulation is in force, but the mechanisms of plagiarism control of the students' individual works (papers, research work, etc.) and the facts of their application are not presented¹⁵.

¹³ This section was reformulated considering the institution's observations and recommendations.

¹⁴ This section was reformulated considering the institution's observations and recommendations.

¹⁵ This section was reformulated considering the institution's observations and recommendations.

It became clear during the expert visit that students are given assignments for their individual works, which later enables to assess not only the physical presence of students (which is scored 20 points maximum and is conditioned solely by attendance) but also their activity during the class. However, such assignments are still under development at the institutional level and are applicable to several courses only. The assessment system allows the student to easily score minimum points based on attendance, individual work and ongoing tests (50 points), which diminishes the role of the final exam in a given course.

However, it was also mentioned during the meetings that the assessment system is planned to be reviewed as a result of student and faculty surveys and a larger portion is intended to be allocated to individual work, which will reduce attendance assessment.

Final certification exams are multi-component, including knowledge and practical skills testing, test exam and oral exam.

The summative interdisciplinary exam for state certification includes testing the mastering level of practical skills. However, the expert visit results revealed that practical skills were not actually tested and were limited mainly to knowledge check-up and oral check-up of practical skills through description. There haven't been any graduates from a continuous integrated academic programme at UTM.

UTM independently determines the conduct of final attestation examinations in accordance with "Alumni final attestation" regulation in force.

According to the regulation in force, the final attestation at UTM is carried out in two stages for each specialty.

- General Medicine
 - Testing practical skills is conducted orally (through examination papers); if necessary, the student being examined at the request of the committee members should demonstrate actions on the moulages, anatomical models and students.
 - Testing theoretical knowledge through examination papers.
- Dentistry
 - Hand skills: students present their works performed in surgical, therapeutic, and orthopedic dentistry courses¹⁶.

The reports of presidents of the state final examination commissions indicate the need for developing practical skills.

Regulation on "Organizing and conducting training and production internships for UTM students" is in force. The regulation defines the provisions and methods of organizing and managing internship, as well as summarizing and evaluating the results of internship¹⁷.

ATM has annual internship programmes for each year, which outline the content of internship¹⁸.

¹⁶ This section was reformulated considering the institution's observations and recommendations.

¹⁷ This section was reformulated considering the institution's observations and recommendations.

¹⁸ This section was reformulated considering the institution's observations and recommendations.

Notwithstanding that, there are no precise assessment criteria according to the intended educational outcomes for clinical courses (e.g. how many times and how the student should perform this or that activity to be assessed as satisfactory). The control mechanisms for cycles in different clinics are also ambiguous. Portfolios of students' activities during the cycles are not available, which does not allow to assess students' skills mastered during the clinical cycles, as well as the problems that need to be resolved in the future.

The internship is poorly controlled. The internship conducted abroad is assessed based on the diaries and descriptions introduced, as there is no contact with the internship centers abroad. The TLI does not have a department or a person responsible for internships.

3.4. The academic programmes of the TLI are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff.

According to the self-analysis, the development of UTM professional academic programmes is based on the best practice of Omsk State Medical University, Sechenov First Moscow State Medical University, Pavlov First State Medical University of St. Petersburg of Russia and of a number of other medical universities.

Traditional medicine course guides underwent common analysis and were compared with the academic programmes of the University of Traditional Chinese Medicine (Los Angeles, California). The academic programme of the University of Traditional Chinese Medicine in Los Angeles is completely different from UTM APs in that it contains only several courses taught at UTM, hence the APs of two universities are not comparable in a broad sense. There is no methodology and a common format for benchmarking.

UTM APs were not compared with the APs of European HEIs and the comparability between them was not studied, despite the fact that currently UTM serves the international market and the strategic plan sets out to ensure that the APs are in line with European medical standards.

External assessment of UTM APs was not implemented. No comparative analysis was conducted with the APs of other medical RA HEIs.

The mobility of the faculty and students at UTM is not developed. The TLI does not have international, inter-university agreements for the participation of teachers and learners in exchange programmes. It became clear during the expert visit discussions that the TLI has just started to take actions towards ensuring the mobility of the faculty and students. Student mobility is limited only to conducting the internship abroad in some cases.

3.5. The TLI has a policy ensuring academic program monitoring, effectiveness assessment and improvement.

There are relevant infrastructures for developing, evaluating, and improving the academic programmes at UTM. The TLI has a monitoring group that raised the issue of necessary changes three years after launching the APs. UTM self-analysis report shows that such a function was performed in 2018 which resulted in certain changes to AP course guides, credit allocation and the assessment system. The academic council of the University approves the changes suggested for the academic programmes.

No external stakeholders are involved in the AP monitoring group. The effectiveness of the monitoring group activities has not been evaluated yet. APs are also assessed through various surveys, focus groups and individual meetings.

Students implement assessment of both courses and lecturer-related criteria at the end of the course. The survey results later serve as the basis for making changes.

The teaching methods are also monitored through regular class observations by the Dean and Head of the Chair. In some cases, as a result of the class observations by the Head of the Chair the lecturer changed the teaching method. There is a class observation register with its records.

In some cases some courses, e.g. First Medical Aid, have been removed from the curriculum and academic programme at students' request and based on the survey results but there are no serious justifications for making such changes.

Considerations: The expert panel positively evaluates the fact that UTM attaches great importance to AP improvements and strives for their ongoing development. At the same time, the expert panel analyses revealed numerous conceptual, organizational and technical problems in the APs, which impede the effective implementation of the educational process. The lack of precise planning of students' progress in APs, non-compliance of the established outcomes, teaching and assessment methods endanger students' mastering of theoretical and practical knowledge and skills, as well as the improvement of AP quality.

Comparative analyses of APs are implemented only with medical institutions of post-Soviet countries, and the lack of in-depth comparisons at the international level impedes the competitiveness of APs, the mobility of faculty and students.

The fact that UTM cooperates with different clinics to ensure that students master the practical skills set out in the APs is positively evaluated, but the non-compliance of course learning outcomes, available resources, teaching and assessment methods, as well as limited testing of practical skills during the final certification do not allow for comprehensive assessment of students' practical achievements. It is worthwhile to mention that the lack of students' portfolios and of the study of skills mastered during different learning cycles also impedes the accomplishment of the outcomes envisaged in the AP.

The fact that UTM has a relevant commission for reviewing APs is positively evaluated, but the involvement of external stakeholders will contribute to the development and improvement of APs in line with labor market demands. In addition, both general APs

and individual course guides need to be improved since it often lies with the responsibility and experience of individual lecturers, which is a sustainability issue, as UTM faculty often changes.

Summary: Taking into consideration the fact that the TLI APs have numerous conceptual issues, comparative analysis of APs and NQF was not implemented, the TLI did not conduct comparative system analysis (benchmarking) of APs and individual courses, the system of credit allocation and hourly workload is not fully applied, no mapping of teaching and assessment methods and AP outcomes is available, changes to course guides are based on the experience of individual lecturers, which is a continuity issue, the application of responsibility, analytical and research capacity building assignments to students is not widespread, the policy of applying ongoing and summative assessment methods to students is not precise, on-site work assessment, monitoring of students' portfolios and skills mastered during various cycles is not implemented at the university yet, which impedes the full mastering of practical skills among students, the expert panel considers that UTM does not meet the requirements under Criterion 3.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 3 is **unsatisfactory**.

IV. STUDENTS

CRITERION: The Institution provides support services to students ensuring productive learning environment

Findings

4.1. The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

UTM considers the expansion of student admission opportunities as one of its strategic directions. Students' admission to the university is regulated by the RA legislation and internal legal acts.

Since the academic year 2016-2017, according to the order of the RA Minister of Education and Science, UTM has started to conduct admission of foreign students and teaching in English. In 2018, the number of foreign students was 285. Foreign students receive information about the University on its official website, from foreign students studying at the University, as well as through agencies and tourism organizations. The University cooperates with "Campus International" LLC established in 2010, which provides consultancy services, conducts recruitment of international students, as well as represents

several universities and institutions, including UTM. The expert visit also revealed that some students applied services of these organizations when choosing the university.

UTM provides foreign students with preparatory courses with course guides approved by the University. Foreigners studying in the preparatory courses are considered to be UTM students. Courses are provided only in full-time mode, for 6-8 months. The course concludes with final exams, which include courses envisaged for the entrance exams in the given specialty.

It is worthwhile to mention that students are granted the opportunity to study the Armenian language (3 years upon admission in the preparatory unit and 2 years upon admission in the first year). This fact is very important as students will be able to communicate with patients without an interpreter in the future when studying clinical courses and during the internship.

4.2. The TLI has policies and procedures for revealing student educational needs.

UTM has several mechanisms for revealing the educational needs of students including discussions with the faculty, Dean and the education department, surveys conducted by the quality assurance department. The TLI has an institute of consultants as well. The consultants' activities reveal issues related to the APs, the quality of academic and administrative staff performance, organization of the educational process, provision of consultancy services, knowledge assessment system, awareness of rights, etc.

Students also have the opportunity to discuss their problems with the Rector, Dean, education department and faculty of chairs. As a result of the surveys conducted in the last three years, the resource base has been replenished and students' knowledge assessment system has changed.

4.3. The TLI provides advising services, opportunities for extra-curricular activities supporting students' effective learning.

Extra-curricular activities and consultancy services at UTM were organized with ambiguous procedures and schedule prior to 2018-2019 academic year but the processes have been regulated since 2018-2019 academic year. The work of the heads of faculty consultants and advisors by profession is an integral part of their activities. The consultants report to the Dean of the faculty once a month.

Extra-curricular counselling (individually and in groups) is provided to students who have to pass transfer courses, have individual works (essays, presentations, etc.), as well as various course-related questions.

During the consultation, the difficult material explained in detail, students get exhaustive answers to their professional questions, which makes the material as understandable, comprehensible and easy to learn as possible, demonstrative materials applied if necessary.

It became clear during the expert visit that mostly foreign students apply for extra-curricular consultations, while local students mainly receive answers to their questions during the classes. The self-analysis and meetings during the visit reveal that students are satisfied with the consultancy services, although according to students and the faculty very few students apply these services.

4.4. The TLI has set regulation and schedule for students to receive additional support and guidance from the administrative staff of the faculty.

There are no precise regulations and timetables for students to address the administrative staff, but the small number of students allows for direct contact with the administrative units. The Student Council Charter, the Regulation of Consultants' Activities and the document stipulating the internal disciplinary rules of the university incorporate steps for addressing the administrative and academic staff. Student guidance is provided by consultants through consultations, by the Rector, Dean, the education department and the academic staff without any timetable.

It became clear during the expert visit that students address the group monitor or the relevant body for their questions and concerns if necessary. During the semester students also have the opportunity to discuss their problems and solutions with the Rector. The meetings during the visit revealed that students mostly get solutions to their problems.

4.5. The TLI has student career support services.

There is no separate subdivision providing students with career support services at UTM. These functions are performed by the education department. With the aim of further professional guidance, students also receive necessary consultancy services for residency training.

It also became clear from the meeting with the students that they receive career information mainly through discussions with the faculty and conversations with various specialists during visits to clinics and hospitals.

UTM also tries to seek cooperation ways with its alumni by engaging them as lecturers. Currently, 22% of the university's staff is formed by UTM alumni.

4.6. The TLI promotes student involvement in its research activities.

In 2017-2022 SP the University envisaged to expand the engagement of faculty and students in research works, as well as to promote academic cooperation and internationalization of research works. The Chairs discuss the main scientific areas taking

into account the peculiarities and problems of the University and the principles of traditional medicine restoration and its integration with modern medicine.

The university states in the self-analysis that student engagement in research works is manifested through participation in conferences, seminars, experiments during the research works of the faculty, as well as through publication of co-authored articles. Although the university provides students of different years with the opportunity to participate in university research works through the cooperation of SSS and the Scientific Department, it became clear from the meetings with students that they are hardly motivated to do research and the university lacks precise mechanisms for student engagement.

The SSS does not implement financial planning either; however, students receive financial resources to organize conferences or seminars when appropriate.

4.7. The TLI has a responsible body for the students' rights protection.

The body responsible for protecting students' rights, discussing their problems, and representing their interests at UTM is the Student Council, whose activities stipulated in the Charter of the Council approved in 2012. The SC presidency comprises the Council President, Vice President, Secretary and Heads of Committees. Both local and international students are involved in the Student Council.

The Student Council uses Facebook as platform for disseminating information, cooperates with student councils of other universities and organizes sports, cultural and educational events.

Students can address their concerns to the Student Council as well as to other university units.

Students' rights and duties, basic guarantees for the protection of rights are also regulated by internal disciplinary rules, procedures for discussing students' applications, complaints and suggestions, as well as by student guide, which is available only to Armenian-speaking students though.

4.8. The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services.

Assessment and quality assurance of educational, consultancy and other services provided to university students conducted through surveys among internal stakeholders and discussions. Surveys conducted among students allowed to find out their views on available resources, the effectiveness of consultancy support services, and to identify the existing problems.

It also became clear during the expert visit that currently students are mostly satisfied with the resources available at the university, although they consider that chemistry and biochemistry laboratories still need equipment.

It is worthwhile to mention that the university lacks assessment and quality assurance mechanisms for educational, consultancy and other services provided to students, and the effectiveness of the instruments applied is not evaluated, either.

Considerations: The expert panel positively evaluates the fact that UTM applies mechanisms for student recruitment, selection and admission which enable to ensure the dissemination of information, implementation of the admission process, and engagement of international students.

UTM students are engaged in governance bodies, have the opportunity to voice their concerns at meetings with the Rector, Dean, as well as to discuss their problems and seek solutions during meetings with the Heads of Chairs and the PF, but the availability of relevant timetable and procedures will contribute to the coordination of these processes and thus promote their continuing improvement. The expert panel positively evaluates the existence of the Institute of Consultants at the university, although students using consultancy services are few. The activation of these services will contribute to students' progress.

Taking into consideration the fact that there is very little published work authored or co-authored by students, the expert panel considers that the existence of research-promoting mechanisms will help to develop students' analytical skills.

Student career support services at the university also need to be improved and coordinated in order to contribute to communication between the university and labor market and to further professional activities of UTM alumni.

Although surveys allow for the identification of students' educational needs, the diversification and regular implementation of assessment and quality assurance mechanisms for educational, consultancy and other services will help to identify the existing problems and continuously improve various processes.

Summary: Taking into consideration the fact that the TLI has transparent recruitment and selection mechanisms, students have the opportunity to voice their concerns at various levels of UTM, the TLI provides international and local students with appropriate support for both educational and other issues, students are also provided with the opportunity of extra-curricular activities, UTM has a student-centered environment, the expert panel considers that UTM meets the requirements under Criterion 4.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 4 is **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes.

Findings

5.1. The institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring programme provisions.

Pursuant to the 2017-2022 strategic plan, measures associated with the replenishment and improvement of professional and study-related staff are planned to undertake for ensuring qualified specialists in the university. Among the teaching staff there are main workers on a contractual basis and workers on an external secondment basis. Contracts are signed with senior administrative assistants and professors, which, by the introduced sample contracts, establish the rights and the obligations of the employer and employee. According to the self-evaluation and official instruction of UTM the replenishment of the university's professional faculty is conducted through the selection of the invited by the management and applying for the vacancy specialists, among which, as it came to knowledge after the meeting with the professors, there are UTM graduates too. As a result of the meeting with the graduates, it came clear that nearly all the graduates have been received the proposal to join the teaching staff.

After the expert visit it came clear that the professors are supposed to meet specific English language requirements, i.e. at least B2 level, and vocational requirements, giving preference to the specialists with academic degrees which is checked by a relevant certificate, or in case of its absence, by the worker of the Chair of Humanities. After the meeting with the stakeholders it came to light that among the professors there are physicians who research clinical cases together with the students in clinics.

Work relationships with workers are conducted by the concluded job contracts by the rector for different duration. The advertisement for the vacancy is mainly posted on the university's website. But the professors are not selected by competitive order, besides the university staff does not take part in the selection of the professional faculty, and there is no well-developed procedure for the selection of professors.

5.2. The teaching staff qualifications for each programme are comprehensively stated.

The requirements of the vocational qualifications are controlled by the protocol of rights and obligations of accepting and dismissing the professional faculty, and the requirements for the vocational qualifications are established in AP description. According to the self-evaluation, UTM academic programmes are conducted by specialists with relevant sound knowledge in compliance with the course's taught area who are engaged in research, scientific and methodological activity, it is worthwhile to mention that the measurement instruments of the latter are not specified. According to the self-evaluation, a criterion for the relevance to the AP of the SP can be considered the presence of state qualification

certificates and diplomas, but from the perspective of science and methodology specific requirements are not put forward.

The must-be requirements introduced to the specialists of interdisciplinary courses are not well-developed and defined. Job portfolios for the professional faculty are missing

5.3. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.

The protocol of conducting and discussing class observations serves as a basis of evaluating the effectiveness of the professional faculty's performance, and its purpose is to improve the pedagogical and methodological preparation of the chair's professors and their skills of organizing and conducting lessons.

Class observations conducted by a previously endorsed schedule. The results of the class observations are discussed during chair sittings, and then they are considered while signing contracts. Class observations can be conducted both by the head of the chair, and the professors. During class observations they fill in a form, attend to the absentees, the discipline fit for a medical HEI, the inclusion of the whole class in the teaching process, the compliance with conceptual and timetable plan. It is worthwhile to note that according to the studied records, in some cases the date of the class observation does not comply with the schedule of teaching.

For evaluating the professional faculty surveys are conducted among students. After the meeting with the professors it came to knowledge that the professors have had their influence on students' surveys (highly-rated professors get bonuses), but such cases are not of systematic character. The meeting with students shows that there have been cases of changing the professor according to the student surveys.

5.4. The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).

According to the strategic plan and self-evaluation, the university prioritizes the performance of some measures aimed at the improvement of the teaching staff, but precise criteria and financial planning are not available. Both the self-evaluation, and the meeting with the professors come to prove that the lack of funds is one of the major factors impeding the improvement.

Internal regular estimates are constantly conducted (student surveys), as it appeared from the self-evaluation and the meeting with professors.

In light of the university's self-evaluation, it comes to knowledge also that the professors use the internet, as well as the scientific and educational seminars for training. In other cases, trainings are held on the professors' initiatives, but without university's

interruption. The assessment of these processes is conducted only with relevant certificates available.

They consider participation in different scientific conferences and seminars as training experience, but the courses based on the establishment of needs are not available. In UTM establishment of needs and accomplishment of relevant measures targeted at improvement, based on the internal and external evaluations are not conducted, except for English courses for the professors.

5.5. The TLI ensures the sustainability of the teaching staff according to academic programs.

The professional faculty of UTM, according to the autumn estimates of 2018, consists of 57 people, 31 of them are the main workers, and 26 of them are on secondment. The problem of having sustainable professional faculty is also established in the strategic plan of UTM.

It comes to knowledge from the self-evaluation of the university that the university with the help of the senior professors tries to ensure generational shift prioritizing the specialists with academic degree and title, with good command of English who is preferred to be included in research activity too. During the meetings with the Education Department it comes to knowledge that the university also has a list of backup professors for keeping the sustainability of the professional faculty in line with the academic programmes, and it regularly substitutes the professors for specialists with relevant vocational competencies. However, as it turned out during the expert visit, there is a professor leak that impedes the sustainability of the professional faculty, and in some cases it leads to the forced changes of course guides.

5.6. There are set policies and procedures for the staff promotion.

The university considers one of its strategic problems to ensure the growth of the professional faculty, but the relevant measures are incomplete. In light of the expert visit and the submitted documents it comes to the knowledge that the HEI undertakes no precise steps for vocational growth, and there is no relevant planning, as well as relevant financial and material resources. Vocational trainings are very few for both Armenian-, and English-speaking professors. The latest training was conducted in terms of English in 2019 through the intercession of the HEI.

After the meeting with professors, it becomes clear that though the HEI has no mechanisms for the vocational growth of the PF, it has mechanisms of motivation that are based on student surveys and are mainly used for highly rated professors. It also comes to

knowledge that they motivate only those professors who involve students in various conferences.

As it came clear, there are no well-developed mechanisms of encouraging international trainings for the vocational growth of professors, except for specific cases, which implemented without the intercession of the HEI.

5.7. There is necessary technical and administrative staff to achieve the strategic goals.

The administrative and study-related work is carried out by 22 workers. The self-evaluation of the university comes to prove that students are satisfied with the services provided by the administrative and study-related staff.

In light of the SP and visit it became clear that not for all objectives established in the SP is there a relevant staff, e.g. for increasing the qualification of professors and developing scientific activity, the TLI does not have department of internship or a responsible manager.

Considerations: The expert group evaluates positively the fact that despite the informal policy of establishing the professional faculty in UTM, they are creating opportunities of involving professors with practical experience in healthcare, English-speaking professors, and study-related staff in the education process which both the local and international students can be content with. It is also positive that UTM tries to involve also its graduates in the education process, which contributes to sustainability. In the meantime, the expert group attaches importance to the development and use of complex competitive policy and procedures, which make the recruitment of professors more transparent.

In the meantime, the development of job portfolios for professors, the establishment of vocational requirements deriving from the objectives of each AP will contribute to the involvement of the best specialists.

It is good that class observations are conducted by the heads of chairs and other professors for evaluating the vocational and methodological qualifications, and they facilitate the process of identifying the problems. In the meantime, the expert group finds that based on the problems as a result of the evaluation of the professional faculty the planning and implementation of necessary vocational and methodological trainings will contribute to the vocational growth of professors and the accomplishment of the objectives set in APs.

It is also positively assessed that UTM conducts trainings of improving English for the teaching and study-related staff and does not impede the participation of professors in trainings on their own initiative, but the planning and implementation of the policy meant for professional growth, as well as the funds will boost the increase of professors' motivation and its continuous development, and high-quality services.

It is good that UTM tries to ensure the sustainability of the professional faculty at the expense of backup list, but it is also worthwhile to mention that the fact that the same

specialist teaches several courses, and the constant leak of professors is one of the risky sides of ensuring sustainability, and it can cause problems for the education process. Besides, it is risky for the students leak too.

Summary: Taking into account the fact that the TLI is mainly supplied by professors with required qualifications, the ratio of main and invited professors is well-balanced, the professors pass vocational trainings on their own initiative, the students and TLI graduates are satisfied with the quality of the professional faculty, the expert group assumes that UTM answers the requirements of criterion 5. At the same time it assumes that the trainings aimed at professional growth should be institutionalized, besides it is necessary to input motivation mechanisms for boosting research performance, as well as to prepare a reserve of professional faculty.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 5 is **satisfactory**.

VI. RESEARCH AND DEVELOPMENT

CRITERION: The TLI ensures the implementation of research activity and the link of the research with teaching and learning.

Findings

6.1 The TLI has a clear strategy promoting its research interests and ambitions.

Pursuant to the SP of the TLI the university's mission is aimed at the performance of scientific work and the integration of science-based medicine and methods of treatment into the learning process. Among the main objectives of the TLI can be noticed the development of mechanisms and instruments contributing to the scientific and research performance of the PF, the increase of effective use of the research outcomes, and their involvement in the education process, as well as the internalization of the researches. In the SP among the problems it is established the improvement of conditions for conducting research activity by modernizing academic and laboratory conditions in accordance with academic and research programmes, but after the visit it comes to the knowledge that the researches done by the professors are scarce.

It should be mentioned that the research areas in fact are not specified in the SP.

The self-evaluation comes to witness also that in the TLI 4 main strategic areas of researches have been developed in traditional medicine, i.e. recovery of methods of traditional medicine diagnosis and treatment, and scientific proof, involvement of science-based methods in the academic programmes and their development, development of course guides of integrating modern and traditional medicine. The above-mentioned is performed

only in the chair of Traditional Medicine, whereas the scientific potential of the HEI is not mainly used for research and scientific-pedagogical activity.

In the light of the distribution of financial resources, it becomes clear that UTM assigns no funds for doing research over the last three years. During the meeting with the heads of chairs it was specified that the allocations of the HEI in this sphere are confined upon the demand of each chair to the allocation of basic necessities for the practical classes.

Despite the fact that 67 lecturers were involved in the PF of UTM in 2017-2018, 1 of them was a full professor, 4 of them were doctors of science, 11 of them were associate professors, 17 of them were assistant professors, and 3 scientific articles were published in Armenian and international journals in each and 7 science conference materials.

As it was already mentioned, Student Scientific Society also functions in UTM which, according to the protocol, should be engaged in the selection of students' research topics, and the extension of the development of relevant research and vocational skills of students. Nevertheless, during the visit it came to light that the activity of Student Scientific Society is confined to organizing seminars.

6.2 The Institution has a long-term strategy and med term and short-term programmes that address its research interests and ambitions.

Though there are objectives for developing researches are established in the SP of the TLI, but after the meeting with different stakeholders of UTM it came to knowledge that the TLI does not have a long-term strategy, and medium-term and short-term programmes reflecting its own interests and pretensions.

It is worthwhile to note that some non-systematic theoretical and practical seminars are conducted in the HEI by specialists from abroad (e.g. scientific-educational seminars conducted by the professors from Germany in 2017-2018, and the like). But even these events do not serve as a basis for specifying the scientific and research interests of the TLI, for establishing international ties in the field of research, for implementing joint scientific and research programmes.

The self-evaluation comes to witness that the interests and pretensions in the field of research are determined by the chairs, but as it turned out during the visit, the chairs have no well-developed and specified research areas.

The TLI does not create relevant prerequisites for contributing to the publications in leading journals. As a result of the self-evaluation and the visit it came to knowledge that the TLI does not have any procedure of motivating scientific and research performance.

6.3 The TLI ensures the implementation of research and development through sound policies and procedures.

According to the self-evaluation of the subject institution, the performance of UTM's scientific and research activity proceeds from the university's mission meant for reaching the precisely-formed strategic objective. After the expert visit it was specified that the university had no specific policy and procedures for doing and developing researches. Students write individual works in the form of essays, but their requirements are not specified, and the methodology of its evaluation is not introduced, as it came to light after the meetings with lecturers and students.

As a result of SMTC visit and the study of the introduced register it came out that there were bulky clinical data of different character available, but along with it mechanisms for compiling and analyzing the data were not available which could serve as a basis for researches. According to the 2018 report of SMTC, along with the practical education process and medical service, there have been implemented scientific seminars in the field of traditional medicine, examination of patients by students, and development of treatment, which are considered scientific events. After the SMTC visit it became clear that along with the sufficient flow of patients (200 patients in the chair of Traditional Medicine, and 163 patients in the cabinet of Stomatology) students do not analyze and present the received data in the form of scientific publications.

6.4 The TLI emphasizes internationalization of its research.

According to UTM self-analysis, the internationalization of scientific research and educational activities is one of the objectives stipulated in the SP. UTM signed contracts with several institutions of the Islamic Republic of Iran for the internationalization of science /"Traditional Medicine Pishgaman Institution", "Institute of Medicinal Plants of Jihad University", "Phlebotomy" Research Institute/. However, the expert studies revealed that the contracts are not currently in place.

It became clear during the visit that UTM PF includes lecturers who do research on the basis of other universities, publish articles in international journals, as well as participate in international conferences. According to the list of international publications, it is worthwhile to mention that the published research works were implemented without the university support and do not reflect its prioritized directions.

6.5 The TLI has well established mechanisms for linking research with teaching.

One of the mechanisms for linking research with the educational process at UTM is students' individual work, which are descriptive though and do not cover data analysis or clinical case studies.

Another mechanism might be the development of course guides on "Acupuncture therapy", "Manual therapy", "Homeopathy", "Iridology" by the Chair of Traditional Medicine based on the personal experience and research results of the Chair faculty.

It is also worthwhile to mention that according to the faculty meeting some lecturers incorporate the scientific results of their professional activities into the educational process and introduce changes to the course guides. However, it should be noted that such cases are rare, not coordinated and not conditioned by the university's policy.

Considerations: According to the submitted documents and visit analyses, the TLI does not ensure the implementation of research, except in the field of traditional medicine, which is justified by the lack of financial resources. Moreover, the university does not implement science planning, management, development and commercialization of research results permitted by the Charter. Lectures do not promote science, as well.

It is encouraging that the development of scientific research is stipulated as one of SP goals by UTM, but policies and procedures for science development are not developed, scientific research directions of UTM are not clearly defined and accepted by all stakeholders which impedes the implementation of SP goals in the field of scientific and research activities. Despite the fact that UTM has research potential (faculty, other resources) and SMTC has a great deal of data which can be applied in research activities by both the faculty and students, studies revealed that currently research activities are not coordinated and the university does not direct its research potential at achieving SP goals, which impedes the balanced development of the field. Thus, the TLI does not promote the scientific and methodological activities of the faculty, the enhancement of research quality conducted by students and lecturers, the provision and improvement of scientific research conditions.

Only the availability of precise field policy and roadmap and the application of existing research resources may ensure success in the field.

It is encouraging that lecturers publish their works in international journals on their own initiative and at their own expense and apply their research results in the educational process, though this is not widespread and coordinated, which impedes the development of science at the university.

Although there are cases of linking research activities with the educational process at the Chair of Traditional Medicine, the best practice does not apply to other chairs to promote the continuous development of the field. Increase in clinical case studies as individual work would help students to develop their analytical and research skills.

Summary: Taking into consideration the fact that there is no strategy for expressing UTM interests and ambitions in the research field, UTM does not direct its research resources (faculty, SMTC) and competitive advantage at science and research development, science management is not conducted, financial investments in science development are not available, the faculty and students are not actively engaged in research activities, lecturers do research on their own initiative and incorporate it in the educational process, relevant assignments are not planned to develop students' analytical and research skills the expert panel concludes that UTM does not meet the requirements of Criterion 6.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 6 is **unsatisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

CRITERION: The TLI has necessary resources to create learning environment and to effectively support the implementation of its stated mission and objectives.

Findings

7.1. The TLI has an appropriate learning environment for the implementation of academic programmes.

One of UTM's strategic goals is the development of high quality infrastructure and financial resources corresponding with the modern requirements. It became clear during the expert visit that replenishing the logistics base, improving the educational environment and building new capacities are among UTM academic priorities.

The TLI organizes the educational process in 2 campuses with a total surface of 2.200 sq. m. The university has also an area of 4.800 sq. m., envisaged for building a university clinic with a total surface of 5.000 sq. m. The construction of UTM student dormitory and university dental clinic is at the design stage. UTM central campus houses 8 chairs, the Scientific Medical Training Center, classrooms, study rooms, laboratories, library and canteen. Clinical subject lectures and practical trainings are held in several clinics of Yerevan rented on cooperative basis ("Artmed" Medical Rehabilitation Center, RA Research Center of Maternal and Child Health Protection, "Nork" Republican Infectious Clinical Hospital, "St. Gregory the Illuminator" Medical Center, "Stomline" dental clinic, "My City Dentist" Dental and Cosmetology Center, National Center for Mental Health Care, etc.). However, not all of 12 clinics introduced in the self-analysis organize the educational process for UTM students (e.g., Mikaelyan Institute of Surgery), contracts with some of the clinics expired either in January or September 2019.

UTM utility and service infrastructures have improved, as evidenced by the university's internal stakeholders.

The classrooms have posters relevant to the content of courses, microscopes, while laboratories are equipped with necessary materials, although there is no fume hood for hazardous materials.

Lecture-rooms, classrooms, laboratories, as well as utility and other service infrastructures are completely renovated and improved, sanitary-hygienic conditions correspond with the necessary standards.

The university has a classroom for teaching dental practical skills. There is also a classroom equipped with moulages, surgical instruments and other facilities for teaching practical skills. However, most of the moulages are out-of-date and of limited use.

Observing the university resource base, the expert panel recorded the following: the university has a library with an area of 70 sq. m. The library has 5976 books. The expert visit revealed that library books are mainly available in Armenian and Russian. It became clear that English literature makes a very small part of the storage and not all books are textbooks, but given the fact that UTM students predominantly speak foreign languages, English literature is available electronically. The library is equipped with 16 computers. Subject-related literature downloaded on the reading hall computers. The TLI area has a WIFI zone.

However, it is worthwhile to mention that the TLI faculty and learners do not express complete satisfaction with the existing library resources. In particular, only 33.8% of teachers are satisfied with the availability of necessary literature in the library, 50.7% of them assess it as partial and 15.5% as unsatisfactory.

7.2. The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.

The TLI financial resources are mainly generated from tuition fees (93.5% in 2018), while operating and other income account for 6.5%. In addition to tuition fees, alternative financial flows are formed by the STMC medical services, international cooperation agreements, and other sources not prohibited by the RA legislation.

UTM self-analysis reveals an increase in financial resources due to the admission of foreign students. Compared to 2014, revenues from paid education services increased by 209.5% and 342.4% in 2017 and 2018 respectively.

Financial resources were directed at salaries, current expenses, major overhaul, technical upgrading and re-equipment, besides, tuition fee discounts are provided to students from socially disadvantaged families and in other cases, as well. The allocation of financial resources from the total annual budget to the salary fund accounted for 50.6% and 46.1% in 2017 and 2018 respectively. The TLI allocates 3.5% of the budget to the reserve fund.

However, it is worthwhile to mention that only 2.2% of the budget is allocated for the purchase of teaching materials, tools and equipment, and there is no budget allocation for the library fund upgrading and science.

7.3. The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programmes offered at the institution.

UTM decides on the directions of its financial resources independently. A preliminary expense account is compiled at the beginning of the academic year when the number of

students enrolled and other revenues are precisely known and clearly identified, the current state of necessary resources, as well as the needs for implementing educational and scientific-pedagogical processes in the given academic year are assessed, and the university allocates funds according to the identified needs and problems.

To ensure the implementation and continuity of AP goals, UTM realizes the policy of allocating financial resources by flexible mechanism, based on the requirements and needs, amending the non-mandatory articles in the preliminary account.

The TLI does not have a precise policy for allocating financial resources and provides infrastructures with logistics base according to the submitted requirements. It became clear during the expert visit that external financial audit is not implemented at UTM.

The responsibility for managing financial resources lies with the Rector and the chief accountant of the university. The university provides relevant financial reports on the allocation and directions of financial resources on a monthly, quarterly, semi-annual and annual basis to the RA State Tax Service, Statistical Committee of the Republic of Armenia, but it is also notable that the university does not take clear actions towards diversification of financial resources.

7.4. The TLI's resource base supports the implementation of institution's academic programmes and TLI strategic plan, which promotes for sustainability and continuous quality enhancement.

Resource planning for the implementation of UTM vocational academic programmes and strategic plan was mainly conducted as needed. Individual departments and the administrative staff of the university identify and introduce their own needs, which serve as basis for planning financial resources necessary for the organization and implementation of the educational process.

Resource allocation process is based on UTM income opportunities, which in turn is conditioned by the number of students enrolled and the requirements submitted. The amount of material resources required for each department is calculated and subsequently reviewed regularly for the purpose of upgrading laboratories and classrooms. In particular, in recent years, the TLI has acquired various resources for enhancing the effectiveness of AP implementation.

However, it became clear from the expert visit that the HEI departments do not implement long-term resource planning.

UTM Quality Assurance Department (QAD) is not actively engaged in addressing the needs of students and faculty for resources, as well as in assessing the effectiveness of resource allocation, and thus in ensuring continuous quality improvement and sustainability.

7.5. The TLI has a sound policy and procedure to manage information and documentation.

The regulation of administration and the Charter of HRM and General Department serve as legal basis for information and documentation processes at UTM. UTM has various accountability mechanisms, which emphasize organized communication at different levels of university departments.

UTM has not established an electronic system of documentary circulation but it is at the planning stage. The procedures and inter-university legal acts are posted on the official website of the university, but it is notable that some of them are not available in English and the information is not completely accessible for English speaking students.

There is an electronic register, which enables to record students' learning data.

It became clear during the expert visit that there are registers for internal legal acts, decrees and other necessary documents, but registration of documents is not implemented.

The official website of the university also promotes the dissemination of information, providing some legal acts, procedures, reports and other documents.

7.6. The TLI creates safe and secure environment through health and safety mechanisms that also consider special needs of students.

One of the most important issues of the university is ensuring the safety of the educational environment, as well as the health care of students and the staff. STMC and security service are in place. STMC provides free health care services to UTM students and staff. In addition to medical care, STMC chief physician monitors compliance with sanitary standards in the building.

RA Ministry of Emergency Situations regularly conducts trainings, various preparatory activities, meetings and discussions at UTM (e.g., training on actions of units in case of fire).

The TLI classroom and building conditions are good, there is a heating system, catering facility. In addition, the university leases “Milena” Gym Center.

UTM has a fire-fighting system, fire extinguishers are installed, but the evacuation schemes are not posted in the halls. The evacuation scheme is kept in Rector's office.

Although UTM is willing to provide individual approach to students, it is worthwhile to mention that it does not ensure necessary conditions for students with special needs. In particular, campuses and their infrastructures do not have special conditions for wheelchair users.

7.7. The TLI has mechanisms in place for the evaluation of the effectiveness, applicability and availability of recourses given to the teaching staff and learners.

Surveys among students and faculty are considered as mechanisms to determine the availability, applicability and effectiveness of resources provided to students at UTM. The university enables both students and faculty to apply the existing resources during and after

the educational process, by the end of the working day. Master students are also granted with the opportunity to receive and treat patients in the laboratory of dental hand skills under the supervision of lecturers. Student surveys revealed that 93.1% of students are satisfied with the available resources, which was also confirmed during meetings with students and faculty. Students and lecturers are informed about the survey results and have the opportunity to make suggestions on replenishing resources.

Considerations: The expert panel positively evaluates the fact that in recent years, as a result of the increase in the number of international students and the financial inflow, UTM logistics base has been improved, which has contributed to forming the necessary educational environment. In general, UTM is equipped with necessary resources to support the achievement of the stated mission and academic programme goals. UTM cooperates with different clinics for organizing practical cycles of students, and it is encouraging that UTM plans to build its own clinic, which will promote the implementation of academic programme goals, will help students to develop more skills that are practical and grant them with the opportunity to communicate and work with more patients.

It is encouraging that UTM allocates 3.5% of its budget to the reserve fund, although the expert panel considers that diversification of financial resources, financial allocations for the balanced development of all the strategic goals /science, quality assurance system improvement, logistics replenishment/, precise financial planning in line with the increase in the number of students, will contribute to the effective development of the educational environment.

It is encouraging that UTM tries to provide international students with English literature through electronic materials, but the replenishment of the library fund is of more importance since the overwhelming majority of students are English-speaking, while most books are available either in Armenian or Russian, which may impede the achievement of AP outcomes.

It is encouraging that UTM has introduced an electronic system for recording student achievements/grades throughout the whole course of study, but it is worthwhile to mention that UTM documentary circulation and information management need to be coordinated to improve the administration quality.

It is encouraging that students and faculty have the opportunity to regularly evaluate the logistics of the university. On the other hand, a precise improvement plan based on the available data, continuous study of department needs and long-term financial planning will contribute to the effective implementation and sustainability of UTM mission and goals.

Summary: Taking into consideration the fact that in recent years the TLI has taken actions towards replenishing the logistics base, currently resources are available to form the educational environment, to implement clinical experiments, in general, the existing infrastructures and resources allow to pursue strategic goals, the TLI cooperates with various

clinics, UTM plans to set up its own clinic, UTM has a reserve fund for ensuring financial stability, documentation system is in place, the expert panel concludes that UTM meets the requirements of Criterion 7. At the same time, the expert panel notes that, along with the growing number of international students, it is necessary to provide logistics and laboratory equipment, improve UTM library fund, the documentation system and financial management.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 7 is **satisfactory**.

VIII. SOCIETAL RESPONSIBILITY

CRITERION: The TLI is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.

Findings

8.1. The TLI has a clear policy on institutional accountability.

The university emphasizes in the self-analysis the importance of ensuring accountability and transparency in all its processes. The internal accountability process is regulated by the university's internal regulatory documents.

Reports on the performance of UTM units are submitted and discussed at the Scientific Council and Rectorate sessions of the university, which is made public only for a narrow range of academic staff and students engaged in the SC and the Rectorate.

UTM has not established a regulation on accountability, but there are several mechanisms for ensuring accountability at the university. SMTC submits a year-end administrative statistics report on the activities of health care facilities to the RA Ministry of Health, the university submits an annual report to the RA Statistical Committee, as well as to the Licensing Agency of the RA Ministry of Education, Science, Culture and Sport, in addition, reports on financial performance and of summative final certification committee chairmanship are submitted to the RA MoESCS.

Annual reports based on the report results of various units are available on UTM official website.

8.2. The TLI ensures transparency of its procedures and processes and makes them publicly available.

UTM ensures the transparency of its activities by raising public awareness through seminars, conferences, official website www.utm.am, voluntary activities of faculty and students.

The official trilingual website of UTM has been functioning since 2017. The information is available in Armenian, English and Russian. It is noteworthy that although the majority of UTM students are English-speaking, the whole information on the website is not available in English. The website is highly viewed in India, Armenia, the United Kingdom and Iran.

UTM plans to further improve the effectiveness of its transparency and accountability mechanisms.

8.3. The TLI has sustainable feedback mechanisms for establishing relations with society.

Feedback policy with internal and external stakeholders functions at UTM. The issues of internal stakeholders are discussed in the governing bodies. The results of each semester exam period, as well as the results of mid-term tests are summarized in chair sessions, scientific councils and rectorate sessions.

UTM public relations are established through media announcements, leaflets, published in foreign languages as well, and directories for applicants on “The Universities of Armenia”. Advertising materials are also published in English to attract international students.

Feedback with external stakeholders is realized through informal meetings, and lacks precise mechanisms. Surveys among alumni and employers are not conducted.

UTM can be also found on social networks, but the information is not regularly updated, e.g., the last post on Facebook was in 2016. The official website also features a messages field for feedback.

8.4. The TLI has mechanisms that ensure knowledge transfer to the society.

One of the strategic goals of the university is to provide educational, medical, health care, professional consultancy services to society and to implement relevant activities. SMTC provides medical and professional consultancy services to society. Both internal (UTM students) and external stakeholders (RA citizens, foreigners) can benefit from SMTC services.

UTM also organizes vocational seminars, meetings with invited specialists, visits to RA schools for vocational guidance, as well as university visits for schoolchildren for introducing academic programmes.

However, UTM did not assess the effectiveness of knowledge transfer mechanisms. It is worthwhile to note that the university has a great potential for developing traditional medicine, but it turned out that trainings are not implemented in this field.

Considerations: The expert panel positively evaluates the fact that a system of accountability functions at UTM, reports by all units are summarized in UTM annual report, which is available on UTM official website. However, UTM reports are descriptive, some

statistics are available, but the lack of data-based decisions and solutions to identified problems can hinder the effective implementation of the accountability system as well as the continuous quality improvement.

UTM trilingual website enables to ensure public transparency of various procedures and processes. However, the expert panel emphasizes that it is necessary to improve activities aimed at raising public trust in UTM processes and education, to regularly address the existing issues by targeting UTM stakeholders, to boost public relations by introducing UTM competitive advantages to society which will promote the role of UTM among society and help to attract both local and international applicants. It is also necessary to improve the official website of the university in order to make it more attractive to all stakeholders, which will increase the transparency of UTM processes.

It is encouraging that feedback mechanisms with internal and external stakeholders function at UTM, but the formalization of feedback mechanisms with external stakeholders will strengthen the contact with stakeholders and contribute to the continuous development of processes at the university.

It is encouraging that UTM has STMC which serves both internal and external stakeholders and provides students with the opportunity to study patient data and communicate with them.

The expert panel considers that the promotion of STMC activities, dissemination of relevant information, as well as implementation of traditional medicine trainings will help to share the experience with the general public.

Summary: Taking into consideration the fact that accountability mechanisms function at UTM, the university strives to strengthen feedback with internal and external stakeholders, has trilingual website which enables to ensure transparency of its procedures and activities, has STMC serving both internal and external stakeholders, is accountable to society for its education, the expert panel concludes that UTM meets the requirements of Criterion 8.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 8 is **satisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

CRITERION: The TLI promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalization of the institution.

Findings

9.1. The TLI promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement as well as internationalization.

UTM SP has stipulated as a priority goal the development of external relations and internationalization of its activities.

UTM has set a goal to ensure cooperation with national and international higher education institutions and research institutes, which implies establishing relations with various educational and research institutions, implementing joint projects, including joint APs, exchange of academic staff experience, organizing lectures and reports with the participation of lecturers invited from other universities, as well business trips for lecturers from various universities. It becomes clear from studying the contracts that the existing ones do not stem from the university's priority areas and research priorities, and there are few examples indicating implementation of existing agreements. In addition, there are no memoranda with various state agencies and professional associations.

It became evident from the self-analysis and during the visit that the university has mechanisms for mutual recognition of learning outcomes and credit transfer, which ensures inflow of students from abroad, but not the international academic mobility of faculty. There are no field regulating policy and procedures at the university.

9.2. The institution's external relations infrastructure ensures regulated process.

The UTM Department of External Relations has its own regulation and legal documents regulating external relations.

The main goal of the department is to ensure cooperation with national and foreign educational institutions and research centers, to promote exchange programmes between students, academic and administrative staff, to enhance permanent relations and develop cooperation between the university and international institutions, to recruit foreign students, to address strategic priorities of the university. The business functions of the Department of External Relations are coordinated by the head of department, under direct supervision of the Rector.

UTM self-analysis also reveals that the university considers it necessary to intensify cooperation with other institutions, to make processes more regulated, but it is notable that relevant planning lacks in this regard.

9.3. The TLI promotes fruitful and effective collaboration with local and international counterparts.

The university mentions in the self-analysis that the participation of administrative and academic staff in various conferences, seminars, discussions, and events organized by various state and non-governmental organizations contributes to internationalization and

recognition. However, it is noteworthy that lecturers participate in trainings abroad on their own initiative and without university support (as well as without obstacles caused by university).

During the last three years 9 specialists were invited from abroad - 2 from Moscow, 1 from New York, 6 from Germany respectively, who delivered lectures and seminars for students and faculty. The invited specialists were awarded the titles of Honorary Doctor of UTM, Honorary Professor of UTM in accordance with the current regulation.

The university cooperates with the International Academy of Integrative Medicine. UTM cooperates with "Campus International" LLC to recruit international students, as a result of which about 200 students from India entered the university in the last three years. UTM cooperates with various embassies in the RA (Embassy of India), as a result of which students participate in events organized by embassies.

The University cooperates with *Armenian* Dental Association among local institutions. Memoranda or documents confirming the cooperation with other agencies and professional associations at national level are not available.

9.4. The TLI ensures internal stakeholders' appropriate level of a foreign language to enhance productivity of internationalization.

One of the most important goals of the university is to ensure internal stakeholders' appropriate level of English. For this purpose, the university regularly organizes English language courses for the academic and administrative staff. UTM established the basis for introducing APs in English, replenished the student body with foreign students. In recruiting faculty, knowledge of English is important, and in the case of low proficiency, the university regularly organizes courses for increasing English language proficiency. Armenian language courses for English speaking students are included in UTM APs.

According to self-analysis data, in 2018, 76.7% of the academic staff, 46.6% of the administrative staff and 81% of the student body master English, and 100% of the academic and administrative staff, 81% of students master Russian.

Considerations: The expert panel positively evaluates the fact that UTM, while in transition, invests a great deal of effort and resources (financial and human) in the development of internationalization at the university. Currently, UTM has targeted the international labor market and works in this direction by cooperating with various international organizations in India and elsewhere to facilitate the internationalization of the university.

To develop the internationalization environment, UTM provides students with internship opportunities abroad, takes steps towards recognition of qualifications, which contributes to the enhancement and continuous development of external relations.

Meanwhile, the expert panel considers that the availability of a clear roadmap for internationalization, the implementation of well-planned actions and disclosure of results and challenges will contribute to the effective development of internationalization processes, as well as to accumulation and exchange of experience at the university.

It is encouraging that the university has Department of External Relations, but the coordination and intensification of functions at the department will promote coordinated and targeted work in the field of internationalization and external relations. It is notable that the university seeks to attract international students through cooperation with various organizations, but the mobility of faculty and students needs to be improved to stimulate the accumulation and dissemination of best practice. It is encouraging that the university has adopted the practice of inviting lecturers who can help to improve the educational process due to their experience, but this practice needs to be further developed to improve the quality of the educational process and to incorporate international experience.

The expert panel considers that the intensification of cooperation with international and local organizations, as well as with professional associations needs to be improved in order to enhance external relations and to increase the university's role at both local and international levels.

It is encouraging that the university attaches great importance to foreign language proficiency and thus organized English language trainings for lecturers, as well as Armenian language courses for foreign students, which also contributes to the development of internationalization environment.

Summary: Taking into consideration the fact that UTM works hard to strengthen its internationalization and external relations, cooperates with various organizations to attract international students, highlights the improvement of foreign language proficiency of students, academic and administrative staff and regularly organizes courses and trainings, provides students with internship opportunity abroad, the expert panel considers that the university meets the requirements of Criterion 9. Meanwhile, the expert panel indicates the need to coordinate and develop policy and strategy for activities aimed at internationalization and external relations, to promote mobility and effectively cooperate with local and international organizations.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 9 is **satisfactory**.

X. INTERNAL QUALITY ASSURANCE

CRITERION: The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.

Findings

10.1. The TLI has internal quality assurance policies and procedures.

The self-evaluation introduced by the university comes to prove that the policy of quality assurance embraces all the main areas of the HEI activity, which is aimed at ensuring implementation of processes in accordance with the European standards and guidelines as far as possible, and it stipulates the following:

- Formation of internal quality assurance culture in the university,
- Input of quality assurance standards and guidelines,
- Quality evaluation of the processes conducted in the academic, scientific and research, and educational management fields,
- Implementation of evaluation of university's institutional competencies,
- Process of quality assessment based on the results of self-evaluation and external audit,
- Creation and improvement of necessary legal framework meant for quality assurance,
- Continuous development of the university.

Surveys among the stakeholders, meetings with stakeholders, round table discussions are used as quality assurance instruments, but they are not conducted periodically. The effectiveness of UTM QA policy, procedures and mechanisms is not evaluated. UTM has QA manual but the latter does not reflect the policy of HEI's quality assurance.

UTM QA principal mechanisms are the reports, plan analyses, AP review, class observations. The department of QA does not further its implementation as a consultative body. UTM has no indices for progress evaluation; the analysis of the influence of results with the use of the above-mentioned QA mechanisms is not conducted.

The mechanisms of making decisions and filling in the gaps, based on the needs, are not specified.

IQA mechanisms, such as quality assurance of teaching, learning and evaluation, evaluation of APs by the professors, external evaluation of APs, AP monitoring, study of students' progress, calculation of students' workload, monitoring of students' knowledge, monitoring of PF performance, quality assurance of research, study of graduates' employment, are not included in the policy of quality assurance, and are not used in UTM.

Surveys are conducted in UTM, but they are not of regular and systematic character, and their results are not shared systematically, and the effectiveness of these surveys is not yet evaluated. Moreover, one cannot draw an all-round summary from the samples of the forms submitted, i.e. to compare and correlate the results of various surveys and the methodology of conducting surveys, as well as one cannot have the full picture of the available issues in UTM and the achievements of the HEI.

10.2. The TLI allocates sufficient time, material, human and financial resources to manage internal quality assurance processes.

Internal quality assurance processes are managed by the Quality Assurance Committee and the department of quality assurance. Quality Assurance Committee was founded in 2011, and it has started to act adjacent to the Scientific Council from 2018 on. Upon the decision of the university's Scientific Council, Quality Assurance Department was established in 2017 which is accountable to the university's rectorate.

The quality Assurance Department has 2 workers, and the distribution of work and responsibilities between them is conventional, and none of the given workers had a clear view of their role during the visit. Qualitative requirements for the obligations and vocational competencies of QAD workers are not determined. As a result of the expert visit it came to knowledge that distinct requirements for the vocational qualifications of hiring QAD workers were not defined. The performance of these workers is not evaluated, and the vocational needs are not established, accordingly, special vocational trainings, based on these processes and vocational needs, are not conducted. UTM representatives have participated in a series of seminars and conferences organized by ANQA.

It is not prescribed in UTM annual budget to assign purposeful financial means for the quality assurance system. As a result of the visit, the study of the conditions of QAD activity and the relevant staff by the expert group came to prove that the department is presently provisioned with necessary furniture and material resources. Material and financial resources are assigned if required.

10.3. The internal and external stakeholders are involved in quality assurance processes.

The main mechanisms for involving internal stakeholders in the processes of internal quality assurance and in ensuring feedback are the surveys that are not organized frequently. It is worthwhile to mention that analyses of evaluation of surveys' effectiveness are not available. The processes of organizing and conducting surveys, compiling and developing data, and the evaluation of effectiveness have no specific methodology.

The inclusion of external stakeholders in the process of quality assurance is not confined to the conclusions of higher attestation commissions. The self-evaluation also treats of graduate involvement, but it is not specified how graduates have been involved in the processes of quality assurance, and what the results are. There are no factual data about external stakeholders' involvement. The inclusion of external stakeholders in the use of instruments of quality assurance aimed at the improvement of APs and various processes remains still limited.

Time limits and frequency of conducting surveys are not set. Mechanisms for evaluating the effectiveness of the involvement of internal and external stakeholders in the quality assurance process are not available.

It is worthwhile to note also that the tie with the employers who are considered external stakeholders is often severed when the graduates continue their education in residency.

10.4. The internal quality assurance system is periodically reviewed.

The quality Assurance Manual of UTM ratified in 2018 confirms the use of Plan-Implement-Evaluate-Improve cycle as the main principle of the continuous development of all processes in the institution. As a result of the expert group's analyses it came to light that benchmarking has not been conducted both nationally, and internationally meant for developing quality assurance policy and procedures, and different processes of the institution are on various stages of Plan-Implement-Evaluate-Improve cycle. The majority of HEI documents and procedures (QA manual, QA policy) is developed in 2017-18; those procedures are presently on the stage of use.

UTM's APs and the assessment system of the HEI have been evaluated and reviewed, but the participation of the Quality Assurance Department in those processes is not specified.

The planning of overcoming problems derived from the analyses is not yet conducted in the HEI.

Monitoring and evaluation of Quality Assurance System are not yet conducted.

10.5. The internal quality assurance system provides valid and sufficient background for the success of the external quality assurance processes.

Annual reports of university's units and the results of self-evaluation conducted for institutional accreditation serve as a basis for ensuring the effectiveness of external evaluation of quality assurance in UTM. At the end of every year the head of QAD represents a concise report at the final sitting of the university's scientific council. It is worthwhile to mention that the analyses conducted as a result of quality assurance processes are not documented. Though the internal quality assurance system is set on the stage of realization, with its help partial data have been provided which were used for self-evaluation.

The processes of compiling and managing data are not conducted systematically. The process is regulated within certain units, but the mechanisms of sharing and managing information among different units are not specific. The self-evaluation of UTM is often descriptive, analytical approach is neglected. The instruments of quality assurance in UTM are still on the stage of development.

10.6. The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.

UTM tries to ensure the transparency of quality assurance processes and procedures. Overall, UTM manages to ensure the transparency and publicity of its activity via its website.

But only procedures and policies are posted on its official website, and the analyses conducted by the quality assurance department, work plans and reports are not available.

Considerations: Policies and procedures of IQA developed in UTM come to witness that the internal quality assurance system in UTM is still on the stage of input and is not sufficiently integrated into all the processes of UTM, it does not operate in a systematized way, and the institutional approach is not available. After the visit it came to light that one of the provisions discussed in the quality assurance policy is not implemented, and it does not contribute to the continuous development and improvement of accountability.

Those mechanisms which would give the opportunity of assessing the continuous improvement of UTM's all processes are not specified and introduced. The absence of mechanisms and analyses of evaluating the effectiveness of various processes prevents from assessing the influence of IQA on APs and the improvement of the university's activity. Surveys conducted are not subject to conceptual and qualitative analyses which hinders the decision-making based on data, and the available QA mechanisms do not contribute to the emergence of reliable and credible data.

UTM assigns human resources for managing IQA processes. UTM attaches importance to the replenishment of its staff with specialists with relevant qualification and experience; however, future vocational trainings are increasingly necessary for creating a competitive team. The involvement of internal and external stakeholders in UTM is very poor. The main mechanism of involvement is the surveys, but the fact that they are not conducted periodically impedes the establishment of problems concerning different processes of the HEI and its continuous development.

It is highly necessary to review the IQAS since document bases and the current system, per se, are not compatible. IQAS does not yet incentivize continuous improvement.

The expert group appreciates the availability of quality assurance department in UTM. However, the steps of UTM aimed at establishing internal quality assurance system are not yet systematized, and a general system of internal quality assurance is not yet created. Functional cooperation between the Quality Assurance Department and other units is poor and is not of systematic institutional character, which prevents the formation of quality culture.

Mechanisms for ensuring the transparency of the conducted surveys and quality assurance processes need improvement, which will gain society's trust.

Summary: Taking into account the fact that the quality assurance system in the HEI is still on the stage of input, the document base of quality assurance is developed in 2017-2018, and its effectiveness is not yet evaluated, the cycle of Plan-Implement-Evaluate-Improve is not completed, surveys are not conducted regularly, and they do not cover all the fields of the HEI, and the established data as a result of the surveys do not contribute to the decision-making, based on those data, the cooperation between the quality assurance department and commissions is not yet precise, the HEI does not accumulate and share its best practice, the

participation of external stakeholders in the quality assurance processes is restricted, the only instrument for quality assurance is the surveys, the expert group assumes that the HEI does not meet the requirements of criterion 10.

Conclusion: The correspondence of the institutional capacities of UTM to the requirements of criterion 10 is **unsatisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

<u>CRITERION</u>	<u>CONCLUSION</u>
1. Mission and Purposes	Satisfactory
2. Governance and Administration	Unsatisfactory
3. Academic Programmes	Unsatisfactory
4. Students	Satisfactory
5. Faculty and Staff	Satisfactory
6. Research and Development	Unsatisfactory
7. Infrastructure and Resources	Satisfactory
8. Societal Responsibility	Satisfactory
9. External relations and Internationalization	Satisfactory
10. Internal Quality Assurance	Unsatisfactory

27 December, 2019

Robert Khachatryan, Signature of the Expert Panel Chair

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Robert Khachatryan: In 2003-2004 studied at Kennesaw State University, USA. Graduated from Yerevan State Linguistic University after V. Brusov (English Language and Area Studies) in 2005. In 2005-2008 was a postgraduate student at YSLU specializing in “Germanic Languages”. Graduated from the University of Kansas with a degree in Public Administration in 2010. Holds a PhD in Philology, is an Associate Professor at the Chair of Education Management and Planning at YSULS. Since 2011 he has been working in Yerevan State University of Languages and Social Sciences as head of the Chair of Education Management and Planning, and as Head of the Center for Quality Assurance and Reforms (since 2012). He has participated in numerous international *workshops* and conferences. He has received scholarships (Global Undergraduate Exchange Program in Eurasia and Central Asia (UGRAD), Edmund Muskie Scholarship Program, Scholars Scholarship Program, Carnegie Research Scholarship Program, Tavitian Scholarship), diplomas and awards. He has been the coordinator / manager of a number of grant projects. He is a coordinator/head of a number of grant projects. He has published more than 52 scientific articles and 3 textbooks.

Pauline Grys: Graduated from Heidelberg University in 2005. Received her PhD degree in 2014. She has been the coordinator of the Education Department at Heidelberg Institute of Global Health and the responsible for Quality Assurance since 2012. She is a member of several professional associations. She has received a number of prizes and awards.

Rafael Mesropyan: Studied at the Faculty of General Medicine at YSMU in 1991-1997; passed his clinical residency at the Chair of Surgical Diseases N2 at YSMU in 1997-2000; completed his post-graduate studies and defended his PhD thesis in 2003. In 2003-2007 he was an Assistant Professor at YSMU Chair of Surgical Diseases N2. Since 2007 he has been an Associate Professor at the Chair of Surgical Diseases N1 at YSMU. Since 2007 he has been the head of the education unit at the Chair of Surgical Diseases N1. Since 2007 he has been a member of the Committee of State Graduation Examinations and the Educational and Methodological Committee for foreign students. Since 1997 he has been a member of the Armenian Association of Surgeons. He has published 86 articles, he is a co-author and editor of 1 textbook. Since 2018 he has been the Deputy Dean at YSMU Faculty of General Medicine.

Roksana Zakharyan: Studied at Yerevan State University (Bachelor's degree in 2001-2005 and Master's degree in 2005-2007). Postgraduate studies at the Institute of Molecular Biology, NAS RA in 2008-2012. Received her PhD in Biological Sciences in 2013. Since 2013 she has been teaching at the Chair of Molecular and Cell Biology, International Scientific-Educational Center, NAS RA. Since 2018 she has been the Chair of Medical Biochemistry and Biotechnology at Russian-Armenian University. Since 2011 she has been the secretary of

the Armenian Association of Molecular and Cell Biology and Immunology. She has received a number of prizes and awards. She has published 48 scientific articles.

Vache Gharibyan: He is a 4th year student at the Chair of General and Pharmaceutical Chemistry, Russian-Armenian University. Participated in the training of student experts – «Student Voice» project – at ANQA.

APPENDIX 2. SCHEDULE OF SITE VISIT

16.09 - 19.09.2019

16.09.2019 - 19.09.2019

	16.09.2019	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with UTMA Rector	09:30	10:10	40 mins
2.	Meeting with the representatives of the Board of Directors	10:20	10:50	30 mins
3.	Meeting with the work group in charge of SER	11:00	11:50	50 mins
4.	Meeting with international students	12:00	13:00	60 mins
5.	Lunch, Expert panel discussions	13:00	14:00	60 mins
6.	Meeting with UTMA graduates	14:10	15:10	60 mins
7.	Meeting with the representatives of UTMA employers	15:20	16:20	60 mins
8.	Closed discussions of the expert panel and review of the documents	16:30	18:30	120 mins

	17.09.2019	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with Chairman of Education Programs and representatives of Education Department	09:30	10:10	40 mins
2.	Meeting with faculty chairs (10-12 people)	10:20	11:20	60 mins
3.	Meeting with the academic staff (10-12 people)	11:30	12:30	60 mins
4.	Lunch. Expert panel discussions	12:40	13:40	60 mins
5.	Meeting with the representatives of the Student Council, Student Scientific Society	13:50	14:30	40 mins
6.	Meeting with students (10-15 people)	14:40	15:40	60 mins
7.	Closed discussions of the expert panel and review of documents	15:50	18:00	100 mins

	18.09.2019	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	Meeting with the representatives of the Department and Committee for Education Quality Assurance	9:30	10:20	60 mins
2.	Visits to deans' offices and chairs, Meeting with the deans /document review/	10:30	11:30	60 mins
3.	Study of Resources (auditoriums, offices, library, gym, first-aid room, cafeteria)	11:40	13:00	80 mins
4.	Lunch. Expert panel discussions	13:10	14:10	60 mins
5.	Meetings in different subdivisions (SMTC, Foreign Relations' Department, HR and General Department, Accounting Department, Scientific Department)	14:20	15:20	120 mins
6.	Closed discussions of the expert panel and review of documents	16:30	19:30	180 mins
	19.09.2019	<i>Start</i>	<i>End</i>	<i>Duration</i>
1.	"Open meeting" with the expert panel	9:30	10:10	40 mins
2.	Meeting with the panel selected by the experts	10:20	12:00	100 mins

3.	Closed discussion of the expert panel and document review	12:10	13:10	60 mins
4.	Lunch. Expert panel discussions	13:20	14:20	60 mins
5.	Closed discussion of the expert panel and document review	14:30	17:30	180 mins
6.	Final meeting with the UTMA leadership	17:40	18:00	20 mins

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Document name	Criteria
1.	Key indicators of Strategic Plan evaluation	1
2.	Analysis of the previous Strategic Plan	1
3.	Reports to the Ministry of Education, Science, Culture and Sport	1
4.	Members of the Strategy Development Committee	1
5.	Protocols of methodological seminars, conferences and briefings	2
6.	Protocols of the Academic Council and University Board for the past	2

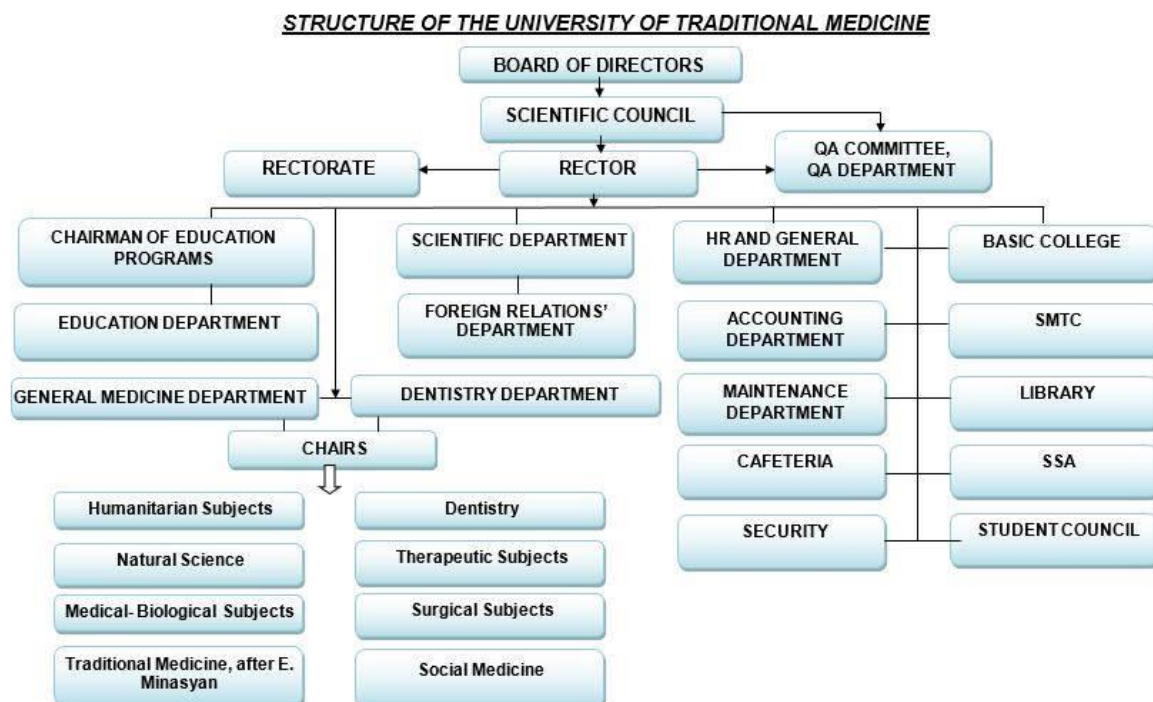
	three years	
7.	Survey analysis of the external factors	2
8.	Completed internship journals, registers	3
9.	List of the committee members of graduation certification exams for the past three years	3
10.	Policy of graduation certification exams for international students (if applicable)	3
11.	Surveys conducted among graduates and employers	3
12.	Protocols of chair meetings discussing issues of updating and replenishing teaching and learning resources	3
13.	Analyses of advanced practice examination with other Academic Programmes	3
14.	Analyses of student academic performance	3
15.	Mutual class observation journals	3
16.	Questionnaires for needs assessment of Anglophone students	4
17.	List of electronic resources	4
18.	Budget for the past three years	4
19.	List and topics of inter-chair seminars for the past three years	4
20.	Conference APers of students	4
21.	Scholarship data for the past three years	4
22.	Academic Programmes translated into English	4
23.	Articles published by students	4
24.	Reference on the number and nationality of students	4
25.	Register for extracurricular classes	4
26.	Reference on administrative staff	4
27.	APers and individual works of students	4
28.	Decisions of the Academic Council (by 2016) to initiate a teaching process in a foreign language	5
29.	List of academic staff (by specialty) teaching in English	5
30.	Certificates of the academic staff in Foreign Language Acquisition	5
31.	Reference on the number of teachers and English Language Acquisition	5
32.	Proceedings of the conferences for the past three years	6
33.	List of inventions	6
34.	Reports of the University's Scientific Medical Training Center	6
35.	List of the SMTC employees nominated for incentive	6
36.	List of SMTC staff (mentioning Academic degrees and titles)	6
37.	Professional trainings of SMTC staff	8
38.	Visit rate of VET students to UTM for the past three years	8

39.	Charter of the External Relations Division	9
40.	Library replenishment indicators by unit and cost	10
41.	Educational and methodological manuals	10
42.	Assessment and benchmarking of internal quality assurance system (outcomes)	10
43.	Previous accreditation certificate	1
44.	Syllabuses translated into English	3
45.	List and orders of diplomas awarded over the past three years	3
46.	Personnel files of 30 international students	4

APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums
2. Deans' offices (General Medicine; Dentistry)
3. Chairs
4. Structural Units (Education Department, Scientific Department, Department of External Relations, HRM, General Department, Accounting)
5. Scientific Medical Training Center
6. Laboratories
7. Conference hall
8. Canteen
9. Library
10. Reading hall

APPENDIX 5. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

UTM – University of Traditional Medicine

KPI – Key Performance Indicator

SMTC – Scientific Medical Training Center

AP – Academic Programme

TLI – Tertiary Level Institution

QA – Quality Assurance

ANQA - “National Centre for Professional Education Quality Assurance” Foundation

NQF - National Qualifications Framework

ST – Strategic Plan

SSS – Student Scientific Society

SC – Student Council