"NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE" FOUNDATION

National Center For Professional
Education Quality Assurance
Foundation

**EXPERT PANEL REPORT
ON INSTITUTIONAL ACCREDITATION OF
YEREVAN "HAYBUSAK" UNIVERSITY**

Yerevan – 2014

INTRODUCTION

The institutional accreditation of Yerevan Haybusak University (hereinafter YHU) is conducted with the support of the World Bank grant program and the Educational Programs Implementation Office of the RA Ministry of Education and Science. The accreditation process is organized and coordinated by the National Center for Professional Education Quality Assurance Foundation (hereinafter ANQA).

In its activities ANQA has followed the Order on "State Accreditation of the RA Educational Institutions Implementing Academic Programmes, as well as Professions thereof" approved by the RA government decision N 978-N of June 30, 2011, as well as by decision N 959-N on "Approving the RA Professional Educational Accreditation Standards" approved on June 30, 2011.

The expert examination has been conducted by a panel of independent experts formed according to the requirements of Order "On Forming a Panel of Experts" set by ANQA. The panel consisted of 4 local experts and 1 foreign expert from Belgium,

The institutional accreditation is not only aimed at the external assessment of the quality assurance but also at the continuous improvement of the quality of management and study programs of the institution. Therefore, the expert panel had 2 goals to achieve:

1. Conduct an institutional capacities examination for the purpose of accreditation, in accordance with the RA state accreditation standards,
2. Conduct an expert assessment for the purpose of improving quality in order to comply with the international standards and be integrated in the European Higher Education Area (EHEA).

The current report includes the YHU institutional capacities assessment report, as well as the peer-review.

CONTENTS

SUMMARY OF EVALUATION
EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACCREDITATION CRITERIA

Yerevan Haybusak University was founded in 1990 and became one of the first private universities of independent Armenia. As an educational, scientific and cultural institution, the University has set knowledge creation, transfer and dissemination as its primary mission. Within the framework of bachelor's and master's degrees established by the RA National Qualifications Framework (ANQF), the University implements 15 study programs, special importance being attached to medical science, economics, design, pedagogy and law.

During its years of operation, the University has not undergone a state institutional accreditation in line with European standards, criteria and guidelines. The current process is the first attempt by the University to self-assess its institutional capacities.

YHU opened a Quality Assurance Center in 2009, an Alumni Career Development Office in 2010 and an International Relations Office in 2011. The aforementioned structural changes have contributed to the institutional development of the University, the introduction of a number of educational quality assurance mechanisms and the acquisition of certain experience in self-assessment of internal quality assurance system operation.

The learning outcomes of YHU academic programmes are mostly in line with the bachelor's and master's professional skills and capacities requirements of the "National Education Qualifications Framework of the of RA". As a general goal and outcome of its operations, the University aims at ensuring the indivisible "knowledge-capacity-skill" link in order to prepare competitive professionals for the labor market.

The results of research conducted at the University mosty lack essential applicable significance; the current mechanisms of involving students in scientific research are ineffective. The connection between teaching and research is weak in most of the chairs of the University. The financial resources formed basically from the students' tuition fees are mainly spent on current expenditures, thus not serving the purpose of solving such strategic issues as scientific research encouragment, professional growth of the young teaching staff or the continuous quality improvement thereof. The funds allocated for international cooperation are also insufficient, which endangers the stability of the sphere, as well as the international mobility of the lecturers and students.

With the developments taking place in the RA higher education sphere during the recent years, the formulated mechanisms of recruitment, submission and admission of students have not ensured a constant flow of applicants to the University, especially in the current bachelor's graduate program. The University has attempted to balance the reduction in the number of bachelor's degree students by expanding distant learning education. The University has not yet conducted a comprehensive efficiency assessment of the quality assurance mechanisms of educational, advisory, administrative and other services. The main reason is the imperfection of the constant mechanisms of using feedback of the internal and external stakeholders.

The infrastructures and human resources of YHU are mainly sufficient for the achievement of the mission and strategic goals (equipment is not sufficient). The faculty of the University mainly consists of experienced and professional lecturers, who are able to meet the goals of the study programs due to their professional potential. During the 2012-2013 academic year, the University employed 154 lecturers, 78 of which (more than 50 per cent) are full-time employees, while 93 (60 per cent) have an academic degree. However, with the reduction in the number of students, the teaching staff is also being reduced. Low salaries and insufficient incentives for professional development hinder the involvement of young and high-quality professionals. This factor can seriously risk the further improvement of the education quality.

Some staff members of the facul-yies are involved in scientific research, however they have limited opportunities to be published in foreign peer-reviewed periodicals and participate in international conferences organized abroad. Only few members of the faculty have international experience. The University has set a goal to raise the level of command of foreign languages and ICT usage, especially among the experienced teaching staff, since this is an integral part of internationalization and quality development assurance.

To ensure the transparency and availability of its activities, the University tries to apply a number of mechanisms, including capacities of its own website, however it does not yet have necessary bases and tools for identifying the needs of the external stakeholders. Neither does it have an officially approved policy and procedures for public accountability. This has resulted in the formation of the insufficiently productive practice of feedback.

The University aims to regulate and promote the development of external relations and internationalization processes by planning certain partnership cooperation projects. However, the planned steps are mainly on the conceptual level, not being finalized in relevant working documents; the material and financial resources are yet insufficient to provide a proper level of international mobility to the lecturers and students.

The University attaches importance to the education quality and quality assurance, which is currently conditioned by external requirements, rather than the internal necessity to improve the governance system of the University. The University provides human, material and financial resources for organizing and implementing quality assurance processes, although these processes are not clearly regulated and planned. The internal quality assurance system is yet at its development stage: relevant quality assurance structures have been formed and some procedures have been developed, however the involvement of the internal and external stakeholders in the system is unsatisfactory, while the main mechanisms are yet to be developed.

STRENGTHS OF THE INSTITUTION

1. The University applies a regulated governance system and possessed functional subdivisions designed for the solution of issues related to the implementation of academic programmes; .
2. The components of the study programs – the curricula and syllabi - are in line with the RA national educational standards. Credit accumulation and transfer systems, as well as new multi-factor grading systems have been introduced;
3. In the University there are an academic and support staff that are appropriate to the mission and the study programs.
4. The University owns campuses and infrastructures, including base polyclinic and training bases, which are necessary for the formation of educational environment;
5. The University used to have and can continue having a competitive edge by preparing professionals in the area of traditional and alternative medicine.

WEAKNESSES OF THE INSTITUTION

1. The stakeholders, especially the external ones, are insufficiently engaged in the processes of developing University mission, strategic plans and academic programmes;
2. Financial management policy and procedures, as well as monitoring mechanisms are absent.
3. The mechanisms of analyzing and summarizing the results of surveys conducted among the stakeholders are underdeveloped.
4. The students are not sufficiently engaged in research activities; the link between research and learning is weak.
5. The faculty has limited opportunities for professional development.
6. The financial resources are insufficient for research activities, professional improvement and development of external relations; the University is not included in international scientific research projects.
7. The mechanisms assuring the social responsibility and accountability of the University are absent.
8. The level of involvement of University's subdivisions and external stakeholders in quality assurance processes is low.
9. The faculties of the branch are not integrated in the university.

MAIN RECOMMENDATIONS

1) Clarify the mission of the University, its strategic goals and tasks by linking them with the financial plan.

2) Make coordinated analysis of the factors affecting the operations of the University and clarify the goals of realistic short-, mid- and long-term plans and implementation mechanisms thereof. Follow up the action plans making use of performance indicators.
3) Clarify the learning outcomes of the individual bachelor's and master's degree academic programmes, as well as the grading procedures and mechanisms thereof.
4) Develop and introduce mechanisms of involving students in research activities.
5) Develop professional development plans for the faculty and support staff on the University, department and study program levels.
6) Clarify the interests and ambitions of the University in the area of research and develop the interrelation mechanisms between the University's research activities and the educational process.
7) Equip the classrooms, and laboratories with modern computational and telecommunication technology necessary for the educational environment.
8) Develop policy, procedures and mechanisms ensuring state and public accountability.
9) Develop a clear and realistic strategy regarding external relations and internationalization.
10) Introduce internal quality assurance mechanisms in all the subdivisions and functions of the Unversity.

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

In terms of the University's ambition to be integrated in the European Higher Education Area (EHEA), the following observations and recommendations are presented:

Observations
- The quality assurance framework (mission, vision, strategic goals and tasks, core values, action plans, performance indicators, etc) is developed rather inadequately. The University's financial and strategic plans are not interrelated. The planning should be more realistic and well-documented.
- The organizational structure of the University is distinctly hierarchical. The stakeholders are insufficiently engaged in the decision-making processes.
- The impact of the National Qualification Framework and the Bologna process is more evident on the course level rather than academic programme level.
- Various data are collected, however the true purposes thereof, as well as the further steps based on their results are unclear.
- The academic programmes are yet strongly interrelated with the state educational standards. The National (European) Qualification Framework, the needs of labor market and students, the University profile, as well as the benchmarking of other universities have much less impact on the learning outcomes.
- The instruction and learning methods are gradually becoming more in line with not only knowledge but also capacity development.
- The curricula are interrelated, however they are not flexible enough to provide for internationalization.
- Monitoring and regular review procedures of the curricula are not yet developed.
- The students are friendly and sufficiently engaged in the learning process. The level of command of foreign language and ICT needs to be improved.
- The number of students is very little (specifically in the master's degree programs), the passing rates being quite high.
- The University also has foreign students, however this cannot be considered as internationalization in the traditional sense.

- More attention needs to be paid to student guidance, support and consulting services.
- The role of the Career Center is positive, however its operations need to be improved both at the main campus and its branch.
- The University lacks the institute of neutral persons (ombudsman), which is peculiar to European universities and is designed to protect the students' rights.
- The services provided to the students need to be improved. Relevant facilities for students with special needs are not in place.
- The University premises include a high school, this being not very expedient in terms of the university culture development.
- The highly professional staff of the University is involved in and devoted to their work.
- Human resource management is missing. Staff evaluation and performance analyses are not performed; professional development plan for the teaching and administrative staff is not in place.
- The research and innovative processes are underdeveloped; no improvement-oriented planning is in place.
- The infrastructures are in a proper sanitary condition; renovation is taking place, however the laboratories lack sufficient modern equipment and computers.
- It is necessary to introduce new technologies, digital library and educational materials.
- No public services are provided.
- The Quality Assurance Center does not coordinate the quality assurance-oriented activities in the whole University.

Recommendations

1) It is necessary to actively involve all the categories of University employees in the processes of defining and reviewing the mission, vision and core values of the institution. The mission, vision and core values of the University should be regularly evaluated and specified by the external stakeholders.
2) The University's vision and mission should be regularly reviewed in accordance with the financial situation.
3) The students should be more involved in the decision-making process.
4) It is essential to have a consulting body on different levels, with the participation of employers, labor market representatives and alumni.
5) The quality improvement system should be introduced on the University operation governance level.
6) Start from the learning outcomes when reviewing the academic programmes, paying attention to the assessment of general competencies as well.
7) Provide the students and the staff with more information about the Bologna Process.
8) Train the University staff on student-centered education and on learning outcome-based teaching and assessment.
9) Pay greater attention to final papers (bachelor and master thesis).
10) Implement processes aimed at internationalization. Develop more flexible curricula. Analyze the study load in order to find out the actual correlation between the study load and number of credits.
11) Pay greater attention to passing rates and the average duration of learning.
12) Pay attention to the teaching methodology (specifically to the organization of extra-curricular activities).
13) Pay greater attention to the coordination of actions aimed at quality assurance both at the main University campus and its branch (e.g. develop an internal quality assurance manual).

July 10, 2014

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        Signature of the Expert Panel Leader   Signature of the coordinator

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL[1]

Irina Vanyan, Chair of the expert panel, National University of Architectura and Construction of Armenia (NUACA), PhD in Economics, Associate Professor, Republic of Armenia.
Members of the expert panel:
Andre Govaert, Professor in physics Dr. of Science, KaHo Sint-Lieven, Kingdom of Belgium.
Konstantin Yenkoyan, Yerevan State Medical University, Professor, Doctor of Biology, Republic of Armenia. **Narine Hekekyan**, Yerevan State University of Linguistic, PhD in Phylology, Associate Professor, Republic of Armenia.
Armine Yaralova, Armenian State University of Economics, Master Degree Program Student, Repuiblic of Armenia.

The actions of the expert panel were coordinated by Haroutyun Marzpanyan, the specialist of Institutional and Program Accreditation Division.

The translation was provided by Niery Grace Bardakjian.
The minutes were taken by Lilit Pipoyan.

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[1] ANNEX 1. Autobiographies of the Expert Panel Members

PROCESS OF THE EXTERNAL REVIEW

Application for State Accreditation

Yerevan Haybusak University applied to ANQA for undergoing state institutional accreditation by filling out the required application and presenting the copies of the licence and its appendices.

The ANQA secretariat has examined the information presented in the application, the attached documents and ANQA's digital questionnaire filled in by the institution.

After adopting the decision on the application, a tripartite agreement was signed between ANQA, the Center for Education Projects and the University. The timeframe of operations has been developed and approved.

Within the designated timeframe, the institution has presented the institutional capacities self-evaluation report (SER) in Armenian and English (according to ANQA's required format) along with the package of accompanying documents.

The self-assessment implementation team, formed by the order of the top management of the University, undertook the self-assessment process.

Preparatory Phase

After receiving positive feedback from the ANQA coordinator, assigned by the director of ANQA, the Secretariat provided the SER to the expert panel, the members of which had been agreed beforehand with the University and the director of ANQA.

After reviewing the SER and the package of accompanying documents, the expert panel conducted a format-based preliminary assessment by preparing the list of necessary documents, issues and questions to be additionally reviewed, also mentioning the relevant subdivisions or target groups.

The expert panel summarized the results of the preliminary assessment and prepared an agenda[2] for the site-visit within the set timeframe.

The planned expert meetings (both open and close) with all the groups, document review, site-visits to the subdivisions of the institution, etc. have been included in the agenda according to the ANQA Assessment Implementation Manual.

Preparatory Visit

The preparatory visit, which took place 12 days before the expert visit, was attended by the leader of the expert panel, the Head of the ANQA Institutional and Program Accreditation Division and the coordinator of the expert evaluation process, the University's rector, the Vice-rector for Education and the officer responsible for internal quality assurance.

During the preparatory visit, the agenda of the site visit was agreed upon with the University and the list of additional documents to be examined was presented. Organizational, technical and informational issues regarding the site visit, as well as behavioral and etiquette issues of the participating members were also discussed and mutually agreed upon.

The rooms reserved for focus group discussions and the work of the expert panel were observed; issues regarding their furnishing and technical equipment were clarified; the terms and conditions of the site-visits to the Shirakatsi branch, other subsidiary buildings and training bases were arranged.

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[2] APPENDIX 2. Site-visit Agenda of the Expert Panel Conducting Expert Examinatin for the purpose of Institutional Accreditation of Yerevan Haybusak University

Site-visit

The expert panel took part in the site visit held from April 21-26, 2014. According to the agenda, the assessment operations began with the meeting at ANQA. The aim of the above-mentioned meeting was to discuss and agree with the international expert Andre Govaert on the scope of expert evaluation, issues to be examined during the site visit and the procedure of the focus group meetings.

All the members of the expert panel, including the coordinator and the interpreter participated in the visit.   Meetings with the rector of the University were held both in the beginning and at the end of the site visit. Randomly selected lecturers and students were the participants of the focus group meetings organized with the purpose of clarifying the issues. All the meetings set out in the agenda were held both at the Haybusak main campus and its Shirakatsi branch. During the site visit, the expert panel reviewed documents[3] and resources[4], as well as conducted focus group meetings at different University campuses and subdivisions, including the branch and educational bases.

The interim results of the expert evaluation were summarized during expert panel closed meetings held at the end of each working day. The main results of the site visit were summarized by the end of the site visit during the discussion at ANQA.

The expert evaluation is conducted within the framework of national criteria and standards of accreditation, as well as ANQA procedures, which provide for a two-level scale of evaluation: ***unsatisfactory and satisfactory.*** In fact, the SER carried out by that scale was conducted according to special standards established for each criterion, while the assessment report was prepared according to the criteria.

Expert panel report

As a result of regularly organized exchange of ideas and joint discussions, the expert panel conducted an initial assessment based on the study of SER presented by the University, as well as the documents attached thereto. Within two weeks after the site visit, the experts presented their personal reports regarding the expert examination, based on which the panel leader and the ANQA coordinator prepared the preliminary expert report agreed with the experts. Afterwards, the report was sent to the University for comments and feedback. Taking into account the feedback presented by the University, "Report on Expert Examination Conducted at Yerevan Haybusak University for the Purpose of Institutional Accreditation" was prepared according to the established format. The final version of the report was approved by the signatures of the expert panel leader and the coordinator.

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[3] APPENDIX 3. List of Documents Reviewed
[4] APPENDIX 4. Resources Reviewed by the Panel

EVALUATION ACCORDING TO ACCREDITATION CRITERIA
BRIEF INFORMATION ABOUT THE EDUCATION INSTITUTION

Yerevan Haybusak University was founded in 1990 and became one of the first private universities of independent Armenia. Since December 2012, the branch of Shirakatsi University of Gyumri has been operating in Haybusak University. As an educational, scientific and cultural institution, the University's primary mission is to create, transfer and disseminate knowledge within the state educational development strategy framework. The goal is to boost the development of mental and creative abilities of the students and lecturers, prepare adequate professionals for the current labor market and contribute to the development of the economic, social, scientific and cultural life of Armenia.The core issues of the University strategy plan are:
- Provide high quality education at the University,
- Provide wide range of public services,
- Expand public engagement in the operations of the University,
- Increase the number of applicants,
- Enhance the financial stability,
- Promote the internationalization of the University.

EDUCATION: Yerevan Haybusak University has transitioned to a two-level educational system (for most of its bachelor's and master's degree programs since 1999 and 2003 respectively). Medical school programs have been operating in the above-mentioned system (bachelor's and master's degrees) since 2011. One of the primary goals of the University is to develop medical science, pedagogy, law, Armenian studies, humanities, socio-economic sciences and culture in the Republic, as well as provide high-quality education at the University. The University attaches importance to the fact that the educational process is conducted at its own two subsidiary buildings (in Yerevan), which it considers as a primary guarantee of successful organization and implementation of teaching and learning processes.

Yerevan Haybusak University has 15 study programs. The University plans to involve high-quality personnel in the provision of education in all educational degrees and levels. The above-mentioned personnel must be able to actively implement an innovative teaching approach according to the high educational criteria, while the educational system is constantly improving. According to the Development Strategy for 2010-2015, the University has set a priority goal to involve highly qualified professionals into the staff.

RESEARCH: In the area of research, the Strategy Plan of Haybusak University for 2010-2015 emphasizes the strategic goals of enhancing the interconnection between education and research, as well as that of encouraging student and teacher involvement in research activities. Since the foundation of the University, research has been conducted in the field of "Phytotherapy" and "Armenian Herbs" (faculty of medicine), as a result of which eight volumes of "Phytotherapy" have been published.

INTERNATIONALIZATION: Yerevan Haybusak University seeks to develop and implement a policy promoting external relations and internationalization, aimed at encouraging the establishment of external relations, widening of the borders of these relations and implementing student and teacher exchange programs.

INTERNAL QUALITY ASSURANCE: In the area of quality assurance, Yerevan Haybusak University has been operating a Quality Assurance Division since 2009. The main purpose of the above-mentioned division is to contribute to the increase of education efficiency, aligning it with international standards. The University plans to implement the following procedures aimed at quality assurance:
- Regular check and evaluation of processes aimed at education quality assurance, provision of guarantees,

- Collecting and analyzing information about all the ongoing processes of the University,
- Assuring accountability and accessibility of reports to all stakeholders,
- Monitoring the self-evaluation of the University subdivisions and provision of counseling,
- Involving students and alumni in the quality assurance processes,
- Organizing regular trainings on quality assurance for persons involved.

The expert panel has viewed the aforementioned information as the University's main ambitions in the given field, following the "fitness-for-purpose" principle in conducting the expert assessmemt.

CRITERION I. MISSION AND GOALS

CRITERION: The policies and procedures of the institution are in accordance with the institution's mission which is in line with ANQF.

FINDINGS

1.1. The institution 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).

As an educational, scientific and cultural institution, YHU's main mission is to create, transfer and disseminate knowledge within the National Strategy of Education Development framework. The goal is to promote the development of the mental and creative abilities of the students and lecturers, prepare adequate professionals for the current labour market and to contribute to the economic, social, scientific and cultural life of the Republic of Armenia.

Some of the key issues set in the University Strategic Plan for 2010-2015 include the following:
- Provide high-quality education at the University,
- Provide wide range of public services,
- Expand public involvement in the operations of the University,
- Increase the number of applicants,
- Increase the institution's financial stability,
- Promote the institution's internationalization.

The University has not set a specific goal to classify business and educational goals or to clearly distinguish them.

According to the University Charter, "Shirakatsi" Branch of "Haybusak" University (HUSHB) is considered as a private higher educational institution whose activity is aimed at organizing education in the spheres of humanities, economics and law on higher professional levels pursuant to study programs and in the manner provided by law. As a general goal and result of its activity, the University pursues to ensure the unity of the link between the learners' **knowledge, skills and abilities**, following the standards set in the National Qualifications Framework (NQF).

1.2. The mission statement reflects the needs of the internal and external stakeholders.

The University states that the mission and goals defined in its charter and SP are fully aimed at satisfying the needs of the internal and external stakeholders. The University has certain mechanisms of revealing the needs of the stakeholders, specifically the Career Center implements a system of conducting surveys among the students and alumni. Nevertheless, many students at the main campus subdivisions, as well as both students and lecturers at the branch are unaware of the existence of the Career Center. The surveys conducted by the latter lack proper methodological basis, and the results obtained are actually not analyzed. The University presents neither the efficiency degree of its own and other mechanisms of revealing the needs of the internal and external stakeholders nor who they are applied by.

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

The University applies a number of mechanisms and reporting procedures to evaluate the implementation of its Strategic Plan goals:

- The rector's annual report,
- Periodic reports and analyses presented by the founders and directors of different divisions during Scientific Council Sessions.

Since 2012, the University has introduced a comprehensive evaluation system, which includes the publication of activity outcomes of all functioning subdivisions.

According to the University, its primary goals and tasks are achieved on the basis of the proposals presented both by the external stakeholders and the team conducting institutional self-

assessment. However, external stakeholders and students are not involved in that team (except for the President of the SSA).

CONSIDERATIONS

The mission, goals and tasks of the University mostly presented by general provisions, are weakly linked and do not emphasize the University's peculiarities. The University's ambitions regarding the scientific research activities and provision of public services are not emphasized in the University's mission and strategic goals.

The University has not yet clearly defined officially adopted and constantly functioning mechanisms and procedures aimed at the achievement, evaluation and improvement of the University's mission and Strategic Plan goals. Most of the strategic goals are unrealistic because of the financial issues and changes made in the legal sphere.

The University's strategic development planning mechanisms are underdeveloped and do not allow to fully reveal and take into account the needs of the stakeholders. The extent to which the mission, objectives and tasks of the University interrelate with the needs of the internal and external stakeholders is unclear, since the latter are not involved in the development and review processes of the University's mission.

The University seems not to have yet developed a clearly defined policy and efficient procedures for identifying the needs and demands of the University's stakeholders (specifically external stakeholders). With the view of identifying the above-mentioned needs and demands, the University has implemented certain mechanisms and tools, which are, however, uncoordinated and low in productivity, since they fail to ultimately support the improvement of the current quality management system.

SUMMARY: Taking into account the aforementioned, the expert panel finds that the definition of the University's mission, strategic goals and tasks is not clear and specific enough, which makes it impossible to emphasize the peculiarities, including the competitive advantages of the University. Therefore, the operations of the University in this area are not efficient enough and require significant improvement.

CONCLUSION: The correspondence of the University's institutional capacitiesto the requirements of Criterion 1 is **satisfactory.**

RECOMMENDATIONS

It is recommended to:

1) Specify the University's mission, strategic goals and objectives, including in them the three most important fields peculiar to university activities (education, research and provision of public services).
2) To develop a "Strategic map" which will clearly reflect the University's vision, its mission, strategic goals and objectives, core values, academic environment, action plans and performance indicators, taking into account the needs of the internal and external stakeholders.
3) To link the University's mission with its strategic and financial plans.

CRITERION II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and goals of the institution preserving ethical norms of governance.

FINDINGS

2.1. The institution's governance and administrative structures and practices promote effective and ethical leadership and decision making congruent with the mission and purpose of the institution.

YHU is a for-profit commercial organization /LLC/ with a hierarchical management system consisting of the highest governing body, which includes the General Assembly of Company Members, the collegial body, namely the Scientific Council, and the executive body, i.e. Rector's Office under the leadership of the rector. The Scientific Council consists of the internal stakeholders of the University.

The Scientific Council of the University approves the strategic plans of the University, the charters, regulations, procedures and curricula of the University subdivisions, as well as considers the reports regarding the performed work presented by the heads of chairs and different University subdivisions.

2.2. The institution's system of governance provides for student and teachers input in decision making in matters directly affecting them.

The official bodies engaging lecturers and students in the decision-making process are the Dean's Offices, Students' Parliament, department councils and the Scientific Council of the University. The Complaints and Suggestion boxes located at both campuses of the University, as well as both written and oral direct claims of the lecturers and students to the vice-rectors and rector are also considered as mechanisms of engaging lecturers and students in the above-mentioned process.

The University has not developed policy and procedures ensuring the engagement of students and teachers in the decision-making processes. No analysis is conducted in order to evaluate and improve the efficiency of the participation of various stakeholders in that process.

2.3. The institution carries out short, medium, and long term planning consistent with its mission and purpose as well as appropriate monitoring tools ensuring implementation of the plans.

With the view of achieving its mission, the University has developed certain action plans, which are entitled as Strategic Development Plans or Short- and Mid-term Plans. Some of the tasks set in those plans have been achieved, specifically Education Quality Assurance Center, International Relations Department and department councils have been created, as well as the procedures of electing deans and heads of chairs have been developed and reviewed respectively.

Nevertheless, the short-, mid- and long-term planning issues, procedures and tools are not clearly separated and specified; the University does not set verifiable and measurable results, clear implementation steps, monitoring and evaluation mechanisms and responsible persons.

2.4. The institution conducts environmental scanning and draws on the findings to enhance its effectiveness.

The University conducts certain activities aimed at ensuring feedback from the students and their parents, the alumni and employers and at considering their feedback in its operations. However, the University lacks relevant procedures to affect the decision-making processes and make improvements based on the results obtained. The University seeks to reveal and evaluate the factors affecting its operations mainly through the Quality assurance and Career Centers, however the procedures to be implemented are not clear yet.

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

The administrative functions implemented at YHU and "Shirakatsi" branch are aimed at planning, implementing and controlling the educational processes, ensuring the conformity of educational qualifications to corresponding standards and criteria, observing the educational and labor discipline, identifying the needs of the internal and external stakeholders and creating conditions for the development of the quality assurance system.

The University's processes of administering policies and procedures are not coordinated pursuant to the quality management principle, though such goal has already been set. The University assures that the University management policy and administrative processes are based on the University's Strategic Plan according to which the University plans and implements a number of procedures. Besides, there are no grounds to confirm that the above-mentioned planning and supervision processes have been implemented. Appropriate management quality assessment has not been conducted at the University so far, since the wealth of information gathered from the surveys is actually not being analyzed. Therefore, necessary bases for continuous quality improvement are not developed.

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.

In order to evaluate the efficiency and improve the quality of the academic programmes, the University Scientific Council regularly discusses and makes decisions on increasing the efficiency of the current and final assessment of the students, their final certification and organization of internships.

The University assures that the results of different surveys serve as a basis for making relevant changes in the curricula, though no clear procedure of making those changes is developed.

2.7 There are mechanisms in place providing up to date, objective and impartial quality (quantitative and qualitative) information on the academic programmes offered and qualification awards.

Since its establishment, YHU has made quite a lot of efforts to inform the public about its operations and achievements. However, the University lacks procedures for publishing updated, objective and impartial qualitative and quantitative information about the quality of current study programs and certifications granted.

CONSIDERATIONS

The management system of the University has a hierarchical structure, which includes elements of accountability and counseling functions. However, the organizational structure presented does not fully reflect the statutory provisions of the institution. The functional link of the "Shirakatsi" branch with the University's separate subdivisions is not presented.

The University has mechanisms for evaluating the collection, analysis and application of information regarding the efficiency of the study programs and other processes, however those mechanism are not coordinated. The efficiency of the provided extensive information or published materials regarding the quality of current study programs and qualifications granted are not evaluated; relevant procedures regulating the sphere are not in place.

The absence of the analyses on human, material and financial resources necessary for the regular educational process hinders the planning and decision-making processes of the institution's operations, while the unclear mechanisms of student and teacher engagement in those processes decreases the efficiency of the decisions made.

Generally, the planned processes are better documented on the chair level, rather than the University level. The factors affecting the University are not analyzed systematically, which complicates the development of long-term development projects. The absence of clear mechanisms of monitoring short-, mid- and long-term, as well as strategic plans decreases the opportunities of effectively utilizing the University's capacities in the long and short run. The confusion related with the deadlines of the plans is also obvious.

The administrative system of policy and procedures does not ensure that quality management principles are understood and implemented at the University (planning, implementation, evaluation and improvement). As a matter of fact, the University has not yet developed the culture of quality assurance.

The University's Public Relations and Media Division cooperates with the Quality Assurance Center, the Alumni Career Development Office, Alumni Union, as well as with the dean's offices and chairs. However, the outcomes of this cooperation are unclear in terms of providing the publication of updated, objective, qualitative and quantitative information regarding the programs and the quality of qualifications, as well as their evaluation.

SUMMARY: Taking into account the aforementioned, the expert panel finds that the Yerevan "Haybusak" University management system, its administrative structures and their operations are aimed at the implementation of the mission and goals of the institution, though the efficiency of the administrative operations of the University is not evaluated, especially in terms of introducing Management Code of Ethics and quality management principles.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 2 is **satisfactory.**

RECOMMENDATIONS

It is recommended to:
1) Make relevant adjustments in the organizational structure of the University pursuant to the University's Charter;
2) Develop the University Code of Ethics and bring the decision-making procedures in compliance with them;
3) Create necessary grounds for providing proper human, material and financial resources corresponding to the University's educational and other activities;
4) Clarify the goals, content and implementation mechanisms of the short-, mid- and long-term plans;
5) Conduct a structured analysis of the factors affecting the operations of the University;
6) Ensure the transparency of the decision-making process (specifically for the stakeholders of the branch);
7) Introduce processes coordinated according to the quality management principle on different managemet levels.

CRITERION III. ADACEMIC PROGRAMS
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 programmes are thoroughly formulated, according to the intended learning outcomes, which correspond to an academic qualification and are in line with the state academic standards.

The University has transitioned to a two-level educational system. It offers 15 study programs, attaching special importance to medical science, economics, design, pedagogy and law.

The academic programmes are generally based on the requirements of the RA NQF and national educational standards. They are in line with the University's mission and are implemented in accordance with the need of solving the tasks and issues set out in the Strategic plan. However, the professional competencies set out in the learning outcomes of the Bachelor's and Master's degree academic programmes are not defined clearly enough for all the programs, and some syllabi are missing.

In the Bachelor's degree, the final testing and assessment of learning outcomes is performed only by final state exams (except for Design and Fashion Design Programs), while the absence of final projects essentially does not allow for the efficient selection of students continuing their education in the subsequent academic degrees.

3.2. The institution has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes and ensures effective learning.

The teaching at the University is mainly teacher-centered, though currently the University is trying to conduct monitoring and analysis of study programs in order to shift to a student-centered teaching approach.The issues regarding the selection of teaching and learning methods and the evaluation of their efficiency according to the University learning outcomes are not clearly regulated. Nevertheless, steps have been and are being taken to adjust the study programs of courses taught at the Departments to credit system requirements .The process and results of these steps are not sufficiently reflected in the corresponding documents or updated course programs.

3.3. The program ensures impartial evaluation of students' level of achievement against the learning and educational objectives and promotes academic integrity.

The grading system applied by the University is based on multi-component scale of 100, which takes into account the attendance and the assessment of main learning outcomes. The University has developed a special scale for student assessment according to which simple reproduction of knowledge is graded satisfactory, independent research - good, while analytical and comparative work, creative independent ideas, viewpoints and opinions are graded excellent.
The University has set a goal to exclude the possibility of plagiarism, ensure academic integrity and take measures to struggle against the phenomenon of plagiarism.

3.4. The programmes are intellectually credible, designed coherently, and articulate well with other relevant programmes, promote mobility of students and staff as well as internationalization.

The University is taking certain steps to comply with the study programs of other institutions, specifically the YSMU and YSU. Although the University states that they perform program benchmarking, there are no real grounds confirming this fact. The culture of comparative content analysis of the University's academic programmes with other similar recognized academic programmes is yet at its development stage. The University has not presented necessary bases for introducing educational programs promoting teacher and student mobility.

3.5. There are mechanisms in place ensuring academic program approval, monitoring, and periodic review.

Although the processes of monitoring, efficiency evaluation and improvement of the study programs are in place, a policy addressing these issues is lacking. Such a policy is to be developed in the future.

CONSIDERATIONS
The University has sought to develop and implement the academic programmes in accordance with the main directions of its mission and strategy. However, the selection of the main directions is not sufficiently substantiated in the Strategic plan of the University. Several individual academic programmes of the University do not yet constitute a component of the institution's planning, since the descriptions of the academic programmes do not clearly reflect their characteristics, specifically with regard to the quantitative and qualitative requirements of the necessary resources, methods of final outcome assessment, organization of independent projects and provision of learning materials to the students.
The University has not yet developed a monitoring, efficiency evaluation and improvement policy of study programs. No integrated approach is taken to ensure the conformity of the teaching methods to the expected learning outcomes: this is mainly left to the discretion of the lecturers. The issues

revealed from the student and alumni surveys are not taken into account in selecting teaching methods, since the analysis and summary of the survey results are not coordinated.

The University has neither yet developed, nor introduced special policy, procedures and mechanisms for ensuring academic integrity and struggle against plagiarism, which is a major challenge and a priority issue for meeting the corresponding qualification requirements of the academic programmes.

A number of University's academic programmes are considerably interconnected, partly ensuring the internal mobility of students from one program to another, while the prerequisite for external mobility is the credit system. Although the University has presented the list of educational institutions with which it has effective student exchange contracts, as well as the statistics of student inflow and outflow over the years, the academic programme planning and implementation processes actually do not ensure the intra- and international mobility of the students and teachers.

As a result of the absence of academic programme benchmarking implementation policy and procedures, the University is unable to specify the peculiarities, as well as strong and weak aspects of the programs provided by it, thus significantly limiting the comparability and recognition opportunities by other Universities.

SUMMARY: Taking into account the aforementioned, the expert panel finds that the academic programmes of YHU generally correspond to the institution's mission, however they do not undergo the internal quality assurance cycle and fail to promote the internationalization of the institution, since there are no corresponding mechanisms for evaluating the academic programmes of the University and developing their improvement policy accordingly.

CONCLUSION: The correspondance of the University's institutional capacities to the requirements of Criterion 3 is **unsatisfactory.**

RECOMMENDATIONS

It is recommended to:
1) Review the academic programmes of the University, applying the "plan-implement-assess-improve" quality management principle;
2) Clearly distinguish the learning outcomes of individual academic programmes on the bachelor's and master's degree level;
3) Specify the assessment procedures and mechanisms of the learning outcomes of academic programmes;
4) Introduce modern student-centered teaching and learning methods,
5) Develop and introduce academic programmes, curricula and syllabi promoting the academic mobility of the teachers and students.

CRIERION IV. STUDENTS
CRITERION: The Institution provides support services to students ensuring productive learning environment

FINDINGS

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

As a result of the amendments to the University local admissions regulations, the number of bachelor's degree applicants has decreased drastically, while the number of master's degree students has slightly increased due to the activation of the University admission procedures. However, the total number of students has decreased by 50 per cent.

The University takes certain steps aimed at applicants' academic orientation and disseminates information through booklets and mass media.

The main reason of dropping out of the University is the failure to fulfill the contractual obligations regarding the tuition fee payment, although the University implements a tuition fee discount mechanism. Dropping out due to low performance is rare.

Office hours and extra-curricular activities at the University are mainly organized for the final year students.

4.2. The institution has policies and procedures for assessing student educational needs.

The identification of educational needs of the University is performed by Dean's Offices, department councils, Students' Parliament and chairs. This is supported by the students' participation in the operations of the University's Scientific and Department Councils and by the meetings of student representatives with the rector, as well as through quick response boxes and feedback provided in the official website of YHU.

4.3. The institution provides opportunities for extra-curricular activities aimed at supporting student learning.

The students at the University and its Shirakatsi branch are provided with certain consulting assistance related to their profession, practical skill development and insurance of their participation in certain courses.

Additional lessons cover final certification examination subjects and are only organized for final year students according to a fixed timetable. Otherwise, those classes are organized irregularly.

4.4 There are special hours set for students to visit the faculty administrative staff for additional support and guidance.

Each administrative subdivision of the University assists the students or directs them towards the appropriate services they need to receive. The students can visit the rector during reception hours, while the employees of other subdivisions can do this every day after classes. Students can also use the "Question to the Rector" feature of the YHU official website. Nevertheless, there is no set timetable or clear regulation on how to approach the administrative staff at the University.

4.5. The institution has special student career support services that prepare graduates for employment.

YHU has a Career Center, which mainly performs functions related to the job placement of the students and alumni. Besides, the Career Center collects and disseminates among the students information regarding vacancies, as well as establishes relations with corporations, creates opportunities for the students to participate in their operations and deals with student surveys. However, the students at the University and especially at the branch are not sufficiently informed about the activities of the Career Center.

4.6. The students are actively involved in the research the university majors in.

The University has a Student Scientific Association (SSA), which organizes student conferences, seminars and public lectures. The University conducts 2 research projects ("Traditional Medicine and Phytotherapy" and "Herbs"), however students are not involved in them. Student involvement in research projects has no essential role and is mainly limited to master's theses.

4.7. The institution has a special body that promotes students' rights protection.

The main direct structure which deals with the students' rights protection is the Students' Parliament, while the Dean's and Rector's Offices deal with general coordination of issues within their competence.

The students can find information regarding their rights and responsibilities at the Dean's Office, Education Support Department, chairs, YHU official website and their contracts.

4.8. The institution has set mechanisms that ensure quality of the student services and the students are involved in the quality assurance practices.

The University and its branch have Quality Assurance Centers (which operate since 2009 and 2012 respectively). Different reports (annual report of the rector, heads of chairs and presidents of the final certification committees) and surveys among the students and alumni regarding the education quality and efficiency are used by the University as quality assurance and service evaluation mechanisms. However, the lack of full analysis of survey results hinders the improvement of evaluation and quality assurance mechanisms.

Such activities are even more rare at the branch: no surveys are conducted regarding the evaluation of educational, counseling and other services (except for the teacher evaluation survey, which is performed on an irregular basis). The Quality Assurance Center of the branch has not performed any activities yet.

CONSIDERATIONS

The mechanisms of student recruitment, selection and admission have not provided an increase in the number of students during the last few years, this resulting in certain financial limitations of the University. The University has not conducted a comprehensive analysis of the issues related to the formation of internal mechanisms of student recruitment, selection and admission.

The main reason of student dismissal is the failure to pay the tuition fee. The small number of students dismissed due to low performance can partly be explained by poor learning, however the main reason is the absence of a functional quality assurance system.

The organization of additional lessons and consultations for students is neither sufficient nor regular, especially among the freshmen and sophomores.

The administrative subdivisions of the University provide certain support and guidance to the students, however such procedures are not regulated.

Although the University has a Career Center, it does not perform a number of functions peculiar to similar centers, e.g. providing feedback from employers, students' career tracking and guidance. The center does not implement any activities at the branch.

The University takes no active initiative or serious steps to engage students in scientific research. No officially adopted policy or approved procedure has yet been developed with regard to involving the students in scientific research projects, although some chairs carry out such activities.

For most of Bachelor's students with adequate abilities, the absence of the requirement to submit a final project limits their opportunities to further get involved in scientific research, while independent projects and course papers cannot fully replace a final project due to their topics and content.

The students are informed about their rights and responsibilities spontaneously as a result of which they have low awareness of the protection of their rights.

The University has not specified the analysis and implementation mechanisms of the results of surveys conducted with the purpose of evaluation and quality assurance of the services provided to the students at the University. Neither has it defined the procedures of implementing different reports, discussions and decisions relating thereto. The current surveys are conducted without clear methodology, procedures and frequency. The results obtained indicate that the University lacks critical spirit and exactingness, while the level of satisfaction and contentment is high. This factor may hinder the realistic analysis of phenomena and substantiated decision-making.

SUMMARY: Taking into account the aforementioned, the expert panel finds that the University provides certain support to the students in ensuring effective educational environment by creating opportunities for students to receive educational and other services. However, the University does not organize sufficient activities to increase the student engagement in the University governance and quality assurance processes.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 4 is **satisfactory.**

RECOMMENDATIONS

It is recommended to:
1) Analyze the efficiency of the procedures and mechanisms of student recruitment, selection and admission, as well as develop improvement plans based on that analysis;
2) Introduce distinct mechanisms of revealing student needs;
3) Develop clear regulation on applying to the administrative staff for providing support and guidance to students, as well as a document reflecting the rights and responsibilities of the students;
4) Analyze the efficiency of student rights protection mechanisms;
5) Make the additional lessons and consultations regular by developing corresponding timetable;
6) Enhance relations and cooperation with professional fields so that students can develop more practical skills and capacities;
7) Introduce mechanisms of engaging students in research projects;
8) Research the needs of the labor market and make corresponding educational improvements based on the results;
9) Harmonize the activities of the Career and Quality Assurance Centers both at the University and its branch.

CRITERION V. TEACHING AND SUPPORT STAFFS
CRITERION: The Institution has a highly qualified teaching and support staffs to achieve the set goals for academic programs and institution's mission.

FINDINGS

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

The University refers to legal grounds and tools when selecting faculty with appropriate certification. The professional knowledge, skills and capacities of the faculty are mainly in line with the requirements of the sixth (bacherlor's) and seventh (master's) levels of the RA National Qualification Framework (NQF). The policies and procedures of staff selection, recruitment and dismissal are reflected in the University's charter, strategic plans and appropriate regulations.

The professional qualifications of the teaching staff generally meet the requirements of the University's mission and study programs; this factor is taken into consideration when recruiting new staff. According to the Development Strategy for 2012-2015, the University has set a priority to recruit qualified professionals.

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

The University selects faculty according to their professional qualifications. Most lecturers involved in Master's study programs are professors and associate professors or experienced lecturers who have academic degree. In order to teach special professional subjects, lecturers should also have a scientific degree and certain teaching experience.

However, clear requirements corresponding to the professional qualifications of the teaching staff have not been set for each academic programme.

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

The University assures that it has set certain procedures for faculty evaluation, their evaluation policy being first of all aimed at aligning the professional qualifications with the mission and goals of the study programs. As a matter of fact, the evaluation policy and procedures are regularly reviewed depending on the changes in the needs of the internal and external stakeholders.

However, the above-mentioned statement, as well as the facts and analyses substantiating the efficiency of the procedures are not presented and the steps taken in that direction have not yet been coordinated due to their incompleteness and irrelevance.

5.4. The institution promotes teacher professional development in accordance with the needs outlined during regular evaluations (both internal and external).

The Educational Quality Assurance Center of the University regularly organizes teaching staff trainings aimed at developing their pedagogical skills. The final stage of teaching staff evaluation is certification, which assesses professional knowledge, as well as teaching skills and capacities of the teaching staff. The University attaches importance to the issue of foreign language learning by the faculty so that the subjects can further be taught in those languages.

The University has not developed bases to ensure the expansion of the scope of teacher competencies according to the required qualifications. Neither does it have teacher development methodological, professional and improvement action plans, topics for teacher qualification improvement and timetable.

5.5. There is necessary permanent staff to provide for the coverage of qualifications adequately.

The University has developed no grounds for the faculty stability policy and procedures. There are no clear mechanisms, which actually guarantee the stability of the availability of a faculty corresponding to the requirements of the academic programmes.

5.6. There are set policies and procedures for the staff promotion in general and the young ones in particular.

According to the SER, the University has developed and implements a policy aimed at encouraging the faculty, specifically the young staff. Faculty operation evaluation mechanisms contributing to the improvement of their qualifications are also in place. Based on this, a system of encouragement is applied. However, the University did not present relevant grounds regarding the current processes aimed at the professional development of the faculty, as well as mechanisms to ensure their professional development and efficiency.

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

The University states that the operations of the administrative and support staff are aimed at fulfilling the tasks and goals of University's mission and the Strategic Plan for 2010-2015. However, the procedures and mechanisms implemented for the purpose of maintaining sufficient administrative and support staff to fulfill strategic goals are not clearly presented.

Not all the structural subdivisions operating at the University have appropriate regulations. The responsibility of providing a stable administrative and support staff, ensuring the quality of their operations and performance of their functions rests on the shoulders of the Rector's Office, namely the Rector.

Mechanisms of evaluating the operations of the administrative and support staff are not in place; the efficiency of such activities is not analyzed.

CONSIDERATIONS

The mechanisms which the University applies for faculty selection have not been analyzed according to the quality management principle.

The University lacks a package of documents regarding the teaching staff evaluation policy; no specification has been made regarding the conformity of teacher adequacy or their evaluation methods and tools with the academic learning outcomes of academic programmes. The University has not yet

developed special policy and procedures to ensure the stability and professional development of the teaching staff.

The efficiency of the existing system of promoting the professional development of the faculty is not comprehensively evaluated, though it obviously needs certain improvements, specifically with regard to introducing clear procedures of improving the grading system of the lecturers, regulating qualification improvement processes and allocating financial resources.

The University has no documented job descriptions for the support staff, which makes it difficult to evaluate their performance. The University has set a goal to provide a satisfactory level of foreign language knowledge of the faculty and administrative staff, which is an important measure in ensuring quality   improvement.

SUMMARY: Taking into account the aforementioned, the expert panel finds that YHU is generally equipped with a professionally qualified faculty and support staff, which are adequate enough to implement the University's mission and academic study program goals, though the conformity of the professional qualifications of the staff with the study program goals, as well as with the efficiency of the hiring and firing policy and procedures is not evaluated.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 5 is **satisfactory.**

RECOMMENDATIONS

It is recommended to:

1) Develop certification, peer evaluation, performance analysis, young teacher guidance, professional development, promotion and other procedures, which will enable to make a more clear evaluation of the conformity of professional qualifications of the faculty, administrative and support staff to the academic study program goals and expected outcomes;
2) Develop professional development plans for the faculty and support staff on the University, department and study program levels;
3) Analyze the stability of the faculty and support staff for a period of a few years in order to evaluate the efficiency of the mechanisms aimed to provide staff stability;,
4) Improve the foreign language knowledge level of the faculty in order to promote their international mobility.

CRITERION VI. RESEARCH AND DEVELOPMENT

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

FINDINGS

6.1. The institution has a clear strategy promoting its research interests and developments.
In the area of research, the strategic goals mentioned in the University Development Plan for 2010-2015 include strengthening of the interconnection between scientific research and education, as well as encouragement of the teacher and student engagement in research projects, giving priority to phytotherapy and Armenian herbs as main research areas.

The University has set a goal to develop mechanisms to promote the increase in the volume of research and engagement of students and teachers in them. Nevertheless, the University has not implemented research academic programmes on the post-graduate or doctorate degree level.

A new procedure of differentiated compensation payment system is currently being reviewed. As opposed to the previous system, it will take into consideration the amount of research projects performed by the teacher.

6.2. The institution has a medium and short term programs which address its research interests in a due manner

The University states that research has been conducted in the fields of "Phytotherapy" and "Armenian herbs" since the foundation of the University. Consequently, the eight-volume "Phytotherapy" was published. According to the decision of the Scientific Council, the Chair of Traditional and Non-traditional Medicine was established in 2012 (jointly with the RA Ministry of Health Institute of Health) and the position of the vice-rector for research projects was created.

However, these facts, as well as the research-related activities (organization of conferences, participation in scientific conferences, publication of collected articles, etc.) mentioned by the University are conducted irregularly and cannot be characterized as a long-term scientific research strategy.

According to the SER of the University, the University's scientific research development policy has become more efficient during the last 3 years. However, the University has not analyzed by any mechanisms the efficiency of the strategy of interests and ambitions related to the research area.

6.3. The institution promotes development and innovation through sound policies and strategies.

In the absence of any relevant grounds, the University assures that the research policy of the University is based on the University's Charter and Strategy Plan. As a mechanism of guaranteeing academic integrity and prevention of plagiarism, the University states that materials published in University collections are sent for review to professionals of appropriate fields.

However, such statements do not yet prove that the University ensures its development and conducts research on an appropriate level. Financial resources are not earmarked for research and development; coordinated programs and procedures for funding research projects are missing.

6.4. The institution emphasizes internationalization of its research.

Since its foundation, the University has not conducted any scientific or thematic research project financed by any international grant program or the state.

The University has no developed procedures for organizing or encouraging publications in CIS or foreign reviewed journals.

According to the University, during the last 5 years 26 articles were published in international reviewed professional journals, while 19 articles were included in CIS reviewed professional journals, 137 articles having been reviewed in the RA professional journals. However, the experts' request to present those articles during the site visit was not satisfied.

The University has neither yet developed, nor introduced mechanisms and procedures for promoting student and teacher engagement in international research initiatives, which is partly due to financial resource limitations and wrong planning.

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

At the University the students write course papers and master's theses, which are automatically considered a linking mechanism between research activity and educational process. In reality, the University has no policy, procedures and effective mechanism for ensuring the interconnection between educational and research activities.

The Student Scientific Association (SSA) of the University does not yet function as an important link for engaging students in research activities.

CONSIDERATIONS

The University has not included clearly defined research plans in the strategic plan, limiting itself to mentioning only the directions of "Phytotherapy" and "Armenian herbs", without substantiating the principles according to which those directions were selected, as well as the policy of financial resource allocation and use provided for that purpose.

In fact, the University has no clearly defined planning procedure which would consider the University's interests and ambitions in the area of research. This is also conditioned by the uncertainty of the required resources, provided outcomes and deadlines.

Though the University attaches importance to the international relations and cooperation with European universities in educational and scientific fields, it does not outline the methods which will promote internationalization in the scientific sphere. The total number of published articles cannot yet serve as proof of research activity internationalization.

The prevailing part of the student research projects is limited to papers and master's theses or reports made during SSA seminars, which, however, are not part of integrated scientific themes and do not ensure practical implementation of research results. The mechanism of engaging students in research projects and chairs' scientific research activities is unclear.

SUMMARY: Taking into account the aforementioned, the expert panel finds that YHU does not ensure on the necessary level the implementation of research activities and their link with the learning process.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 6 is ***unsatisfactory.***

RECOMMENDATIONS

It is recommended to

1) Specify in the University's Strategic Plan the policy of fulfilling the University's interests and ambitions in the field of research;
2) Develop clearly defined short- and mid-term research plans;
3) Develop efficient procedures aimed at the development of research and innovation;
4) Develop a policy to internationalize research activities;
5) Develop mechanisms to link research activities with the educational process at the University.

CRITERION VII. INFRASTRUCTURE AND RECOURSES

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

FINDINGS

7.1. The institution takes due care to create a learning environment appropriate to the academic programmes offered.

YHU owns 2 campuses, 54 classrooms, 29 educational rooms, a laboratory, workshop, library, a reading hall and educational bases (medical institutions). The University attaches importance to the fact that the educational process is conducted in its own campuses, which it considers as a primary guarantee of efficient organization and implementation of the educational process.

The total classroom space is actually sufficient for the number of students, however the University is poorly equipped with modern technology necessary for ensuring high quality educational process, as well as with didactic and experimental materials and technical means, specifically designed for organizing practical and laboratory sessions for medical students.

The computer equipment is rather outdated. The library has few resources, specifically certain professional books, which are outdated and not available online for the students.

7.2. The institution endeavors to secure adequate financial resources and distribution of the latter to provide, maintain and operate the facilities and equipment as needed to achieve its mission and objectives.

Financial resources of the University are allocated according to a previously approved budget, the income of which is mainly formed from tuition fees. No other sources of income from the state, grant projects or other sources are in place yet.

According to the University, the financial means are used for the purpose of solving the strategic and current issues of the University, as well as for achieving the University's mission. However, the University has no specified budget allocation according to different types of activities. Thus, it is unclear which part of the budget should be allocated for a) conducting research activities b) professional development of the teachers c) financial promotion of individual employees. .

The documents presented and the statements made during the site visit meetings fail to justify the fact of allocating the amounts of financial resources for achieving the University's mission and goals, taking into account the decline in the number of students and the discount system applied by the University.

7.3. The institution has sound financial policies and capacity to sustain and ensure the integrity and continuity of the programmes offered at the institution.

The financial provision of University's academic programmes almost totally depends on the amount of current financial flows formed from tuition fees. The University has neither developed, nor implemented a more or less long-term policy aimed at planning, providing and allocating financial resources to achieve the goals of academic programmes, as well as to ensure and guarantee their continuity.

7.4. The institution's resource base supports the institution's educational programmes and its strategic plans for sustainability and continuous quality enhancement.

The acquisition of all University resources is implemented for satisfying the current minimal needs rather than for the need of ensuring the quality of individual academic programmes. The University has no sufficiently defined mechanisms, processes and procedures for identifying student and teacher needs and for allocating the financial resources according to the timeframes.

7.5. There is a sound policy and procedure to manage information and documentation.

The University implements documentation processes and possesses a documentation circulation system which involves the employees of relevant subdivisions. Nevertheless, the information management policy is not clear enough and modern regulating procedures are not in place. Electronic document circulation system has not yet been fully introduced.

7.6. The institution ensures the environment is safe and secure through health and safety mechanisms that also consider special needs of students.

The University has a gym and a First Aid Office located at one of the campuses (a second one is planned to be opened at the second campus). Besides, the University possesses a civil protection system, fire alarm control panels and security services. Necessary infrastructures for persons with special needs are not available yet.

7.7. There are special mechanisms in place that ensure quality of the resources, their effectiveness, applicability and availability.

The University takes certain measures to make the existing resources equally accessible to everyone. Surveys are conducted among the teachers, alumni and students to clarify the resources needed and their targeted use. However, the results of the surveys are not used to evaluate the applicability, availability and efficiency of the resources provided.

CONSIDERATIONS

The insufficient educational and technical resources of the University do not allow for teaching and learning through modern technologies, at the same time providing constant quality.

The developed practice of planning and allocating the University's financial resources is not derived from the needs of the study programs and cannot provide the continuity of the latter, being generally weakly targeted at achieving the mission and strategic goals of the University. The efficiency of financial resource planning, allocation and use is not evaluated, which decreases the level of purposeful use of financial resources.

The study rooms at the University and especially in its branch are not sufficiently equipped with appropriate literature, technology and other technical means. The University's computer network utilization description is not clear.

The above-mentioned circumstances can considerably limit the possibilities to continuously improve the quality at the University.

SUMMARY: Taking into account the aforementioned, the expert panel finds that the University has and uses certain resources to effectively achieve the defined mission and goals, as well as create appropriate educational environment, however their presence is far from being satisfactory, taking into account the following:

- The efficiency of the system of raising and managing financial and other resources is not assessed;
- As a result of the absence of the policy of purposeful provision and allocation of financial resources based on the mission and strategic goals of the University, it is impossible to assess their conformity to the requirements of academic programmes;
- The resources present need to be modernized and replenished.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 7 is ***unsatisfactory.***

RECOMMENDATIONS

It is recommended to:
1) Develop a financial resource provision and allocation policy based on the University's mission and strategic goals;
2) Equip the classrooms and laboratories - especially those at the branch - with modern technical, computational and telecommunication means necessary for the educational environment;
3) Create an actually functioning modern digital library;
4) Provide the stakeholders with sufficient guidance information regarding the presence of the functioning subdivisions of the University and their location;
5) Make the University website more modern and dynamic; replenishing it with comprehensive informational materials reflecting the functions of the University life;
6) Develop a clearly defined coordinated documentation procedure; introduce a digital system of documentation in order to increase the efficiency of information management;
7) Raise financial means and dedicate them to creating necessary condition for students and staff with special needs.
8) Increase the educational comfort and the fire safety in the branch.

CRITERION VIII. SOCIAL RESPONSIBILITY

CRITERION: The Institution 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. There is clear policy on institutional accountability.

According to the SER of the University, the public is regularly informed about the operations of the University through separate articles published in "Haybusak" and "Unitime" magazines, which is considered as a satisfactory indicator for presenting the accountability system.

In reality, the provision of information to the external stakeholders is limited, since the University has no distinct accountability procedure. The University does not publish annual reports regarding its activity: accountability mainly overlaps with the provision of information regarding the University in the mass media or the University's website.

The University has presented no grounds reflecting the mechanisms of accountability to the state and the public for the education provided and resources used.

8.2. *The institution ensures transparency of its procedures and processes and makes the results of the latter publicly available.*

Both in the self-evaluation report and during the site-visit, the University has presented the current means of informing the public about its operations, as well as its intentions regarding further improvement. However it has no officially approved procedures and mechanisms for increasing the efficiency of the functions ensuring accountability.

The University has not developed such accountability procedures which would allow to provide necessary information regarding each subdivision of the University, their activities, achievements, as well as current and future plans.

8.3. *There are strong links with the society and it is expressed through firm feedback mechanisms.*

According to the Unversity's SEP, since 2000 the Public Relations and Media Division has been actively working with wide sections of the society by developing and implementing a number of action plans for the last 3 years. The following feedback mechanisms have been applied: meetings, oral and written interviews, open houses for information and consultation, as well as the "Feedback" link on the website. Despite all these, the University has not yet developed operational feedback mechanisms and procedures designed to promote the formation of public relations. Consequently, an inefficient practice of ensuring response and feedback from the external stakeholders has been developed.

8.4. *The institution has mechanisms that takes care of knowledge transfer to the society and contributes to development of citizenship.*

With regard to the functioning mechanisms, the University states that it has adopted a unique policy of transferring knowledge (values) to the public through additional study programs and trainings. During the last 3 years the University has provided more than 100 trainings in the following areas: computer science and computational techniques, psychology, consulting, economics, business management, accounting and audit, tourism, design, law, pedagogy and methodology, healthcare management and healthcare. However, no basis is presented regarding the mentioned policy and current mechanisms.

CONSIDERATIONS

The University has not developed understanding of the necessity of accountability to the state and public. Therefore, for obvious reasons the University has not developed effective policy and procedures for establishing feedback to promote the formation of public relations. The correct mechanisms, specifically those related to the content and performance factors of the academic programmes, need to be significantly improved,

It is unclear how the introduced accountability processes are going to contribute to the improvement of the University's operations, specifically to the development of a quality assurance culture.

SUMMARY: Taking into account the aforementioned, the expert panel finds that in the SER and during the site-visit, the University has failed to present relevant grounds necessary for evaluating the processes of University's accountability to the state and public for the provided education, conducted research and resources used.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 8 is **unsatisfactory.**

RECOMMENDATIONS

It is recommended to:

1) Develop policy, procedures and mechanisms ensuring actual accountability to the state and public,
2) Analyze the efficiency of the information provided to the public during the last 5 years in terms of the quality improvement of scientific and educational activities conducted at the University,

3) Activate and modernize the feedback establishment tools promoting the formation of public relations,
4) Develop a trustworthy system of knowledge (value) trasnsfer with functions peculiar thereto.

CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

FINDINGS

9.1. The institution promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalization.
The University's ambitions regarding external relations and internationalization are reflected in the Strategic Plans for 2007-2009 and 2010-2015, which point to the agreements signed with various organizations, the number of students who left abroad, as well as the number of events organized by the External Relations Department. However, the University still lacks approved and constantly implemented strategy, policy, procedures and mechanisms, annual action plans and reports on external relations development and internationalization.

9.2. The institution's external relations infrastructure ensures smooth flow of the process.
The SER simply lists the number of events organized by the External Relations Department of the University. The processes performed by the latter are not regulated.
The University cannot provide guarantees for ensuring a proper level of student and teacher international mobility. Student mobility is also limited by the insufficient international comparability of academic programmes and by the absence of credit accumulation, transfer and student mobility procedures.

9.3. The institution promotes fruitful and effective collaboration with local and international counterparts.
Within the framework of the current criterion, the increase in the number of foreign students at the University, teaching staff trainings by international programs, foreign guest lecturers' participation in the educational process, as well as the fact that some students later study abroad are considered as achievements by the institution .In fact, this is done without evaluating the efficiency of such activities. The University has not followed any other educational institution in implementing external relations and internationalization policy and procedure benchmarking (comparative analysis of best practices).

9.4. The institution ensures the appropriate level of a foreign language for internationalization purposes
The institution possesses 3-year information regarding the number and percentage of students, teachers and administrative employees having command of foreign languages, as well as the number of students involved in courses/academic programmes taught in foreign languages.
The University creates certain opportunities for ensuring students' proper level of foreign language knowledge. The University also organizes foreign language courses for teachers and administrative staff. However, those courses are irregular in terms of planning and lack fixed schedule. The University library is insufficiently equipped with modern foreign language professional literature.

CONSIDERATIONS
The University stresses the importance of introducing regulated processes for external relations and internationalization, however the steps intended are mainly conceptual in nature, not being fixed in

any specific action plan. In its Strategic Plan, the University has not proposed specific practical issues, which would reflect the ambitions and interests of the University in the sphere of external relations and internationalization.
Currently, the University has an imperative requirement to ensure an environment promoting experience exchange development and internationalization, since such an environment is yet far from being formed.
Very small number of students takes study programs in foreign language. The number of academic programmes taught in foreign language is also small: these include only medical and pharmaceutical programs requiring international benchmarking, which has not been performed yet.
The University does not evaluate the efficiency of the participation of the University lecturers and foreign guest lecturers in international trainings and the educational process respectively.

SUMMARY: Taking into account the aforementioned, the expert panel finds that the University functions contributing to the internationalization of the institution through external relations are underdeveloped.

CONCLUSION: The correspondence of the University's institutional capacities to the requirements of Criterion 9 is ***unsatisfactory.***

RECOMMENDATIONS

It is recommended to:

1) Develop a clear strategy of external relations and internationalization;
2) Perform international benchmarking;
3) Increase the number of teachers and students having command of foreign languages, as well as the number of academic programmes taught in foreign languages;
4) Ensure the awareness of lecturers and students about grant and scholarship (and mobility) programs, encouraging their participation.

CRITERION X. INTERNAL QUALITY ASSURANCE SYSTEM
CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continuous improvement of all the processes of the Institution.

FINDINGS

10.1. The institution has internal quality assurance policies and procedures.
The University has an Internal Quality Assurance Center, which operates according to approved procedures. Certain steps are being taken with regard to quality assurance, specifically the Center guides the operations of developing curricula and syllabi, training the University faculty and identifying the needs of stakeholders.
The University has not yet developed and adopted quality assurance policy, procedures, efficiency evaluation standards and mechanisms, the absence of which does not allow for the creation of a complete and effective internal quality assurance system. The quality assurance processes are not yet coordinated in nature and a guidance manual is not developed.

10.2.The institution allocates sufficient time, material, human and financial resources to manage internal quality assurance processes.
The Quality Assurance Center has an office, as well as a director and one employee, who implement the functions defined by the Quality Assurance Center Order. They also plan to develop educational quality assurance guidelines and a manual by trying to recruit human, material, informational and other

resources. The University has not yet developed documents and planning activities regulating the allocation of resources to the quality assurance system.

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

Since 2010, the University's Quality Assurance Center has conducted surveys among the students, alumni and employers in order to reveal their satisfaction level regarding the services provided to them. Different stakeholders are not fully and proportionally involved in the formation processes of quality assurance internal system (for example, in the process of preparing the SER).

The University does not yet have procedures and a coordinated process for efficient involvement of the internal and external stakeholder in the quality assurance processes.

10.4. The internal quality assurance system is periodically reviewed.

The University's Internal Quality Assurance System is yet at its development stage and is relatively slow in its development.

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

The University's Internal Quality Assurance System cannot yet provide full, structured and complete information for conducting sufficiently reliable external evaluation of education quality.

10.6. The internal quality assurance system provides for the transparency of the processes unfolding in the institution through providing valid and up-to-date information on the quality of the latter.

The University's Quality Assurance Internal System has not yet developed relevant procedures to ensure the transparency of the University operations and provide the internal and external stakeholders with information regarding the quality of ongoing processes of the University.

CONSIDERATIONS

Although the University implements certain processes aimed at the University's internal quality assurance, the institution has no clearly defined quality assurance policy, the procedures being underdeveloped.

The Center operates in a jointly used office without a relevant signboard, while many stakeholders are unaware of its functions

Although with the view of revealing the needs of stakeholders, the Center takes certain spontaneous measures by conducting surveys for quality assurance among the stakeholders, these operations lack methodological bases; the results obtained are neither properly analyzed nor included in the management system according to the quality improvement principle.

The operations of the Quality Assurance Center are limited to a particular area, being insufficiently transparent, while the University has no specific mechanisms for providing stakeholders with information about the ongoing processes of the University. The further activities of the Center should be aimed at the coordination of the above-mentioned processes, creation of relevant regulating documents, as well as the development of a new policy of ensuring the provision of human, material and financial resources.

The staff dealing with internal quality assurance issues has not thoroughly examined all the issues of creating such a system and needs to be more actively involved in activities organized in that direction.

SUMMARY: Taking into account the aforementioned, the expert panel concludes that the University has not developed an Internal Quality Assurance System aimed at promoting the continuous improvement of all the processes of the institution and creating a culture of quality. The activities conducted in the quality assurance context are neither efficient enough, nor comprehensive in nature, and thus do not yet play an essential role in the correct quality management system.

CONCLUSION

The correspondence of the University's institutional capacities to the requirements of Criterion 10 is *unsatisfactory.*

RECOMMENDATIONS

It is recommended to:

1) Develop an internal quality assurance framework on different levels of the University management (strategic and operational goals and issues, action plans, reports, etc.);
2) Introduce performance indicators in the internal quality assurance system;
3) Develop an action plan and timetable in order to coordinate the quality assurance manual preparation;
4) Train the University staff, involving all the subdivisions of the University (including the branch) according to the materials developed and published by the "RA National Center for Professional Education Quality Assurance Center";
5) Develop a methodology of conducting surveys within the quality assurance system, as well as procedures for introducing the results of the analyses;
6) Develop mechanisms to ensure the proportional participation of all the stakeholders in the quality assurance phase.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
1. Mission and Purpose	*satisfactory*
2. Governance and Administration	*satisfactory*
3. Academic Programmes	*unsatisfactory*
4. Students	*satisfactory*
5. Faculty and Support Staff	*satisfactory*
6. Research and Development	*unsatisfactory*
7. Infrastructure and Resources	*unsatisfactory*
8. Social Responsibility	*unsatisfactory*
9. External Relations and Internationalization	*unsatisfactory*
10. System of Internal Quality Assurance	*unsatisfactory*

10 July 2014

Signature of the expert panel leader

APPENDICES
APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Irina Vanyan (1956), a certified specialist, graduated the architecture-construction faculty of the Yerevan Polytechnic Institute named after K. Marks (1978). In 1987, she defended her PhD thesis on "Technical-economical justification of over density low-rise residential housing" and was granted a PhD in Economics. Ms. Vanyan is engaged with urban economics and management issues. In 1994, she was awarded by Associate Professor scientific degree specializing in Economics.

Irina Vanyan has been working for the National University of Architecture and Construction of Armenia (former Yerevan State University of Architecture and Construction) since 1984. She has been an Associate Professor at the Chair of "Economics, Law and Management" since 1994. In 2014, she lectured at the Stockholm (Sweden) Royal Institute of Technology (KTH) within the Linnaeus-Palme project of the subject of Urban Economics.

Ms. Vanyan provided numerous trainings to local government staff in the communities of Shirak and Armavir regions of the Republic of Armenia during 2013-2014. She was a project manager of "Housing Purchase Certificates of RoA Earthquake Recovery Program" funded by USAID (2000-2004), Social component manager of the "Housing Certificates for the Internally Displaced Persons" project in Georgia funded by the US State Department (2005-2007), Executive Director for the Urban Foundation for Sustainable Development (2004-2008) and Executive Director for the "Habitat for Humanity Armenia" Foundation (2008-2010):

Ms. Vanyan has authored 31 scientific, educational and methodological articles and publications in economics, management and urban economics, two of of those articles being monoghraphies.

She participated in international conferences on the issues of urban economics (Habitat-II, Istanbul 1996, "Cities of Russia in the 21st century", Moscow 2005, "Social Housing Stock", Vienna 2005). Ms Vanyan was trained through three phases by ANQA (in April 2013, July 2013 and November 2013) and was engaged in institutional accreditation processes as an expert panel member (November 2012 - July 2014).

Andre Govaert (1949) Prof. Dr André Govaert is visiting professor and academic coordinator of different European projects at the Catholic University of Leuven, Flanders, Belgium. He did fundamental research in the Institute of Nuclear Science and the laboratory of Magnetism of the University of Gent. He was a professor of physics, Quality Coordinator and Head of Curriculum and Course Development Service at KaHo Sint-Lieven. He was working on the innovation of higher education, implementation of Bologna declaration, internal and external quality management, the use of multimedia, open and distance learning, ...

He was also member of the Quality Board of the Council of Flemish Institutions of higher Education and of the K.U.Leuven Association.

Since 1989 André Govaert has been actively involved as a partner and coordinator in numerous European projects. He was an expert of various external audit panels in BIH, Croatia, Belgium. He has authored numerous publications in international journals.

Konstantin Yenkoyan (1982), MD, PhD, Professor. In 2005 was graduated from General Medicine Faculty of Yerevan State Medical University after M. Heratsi and in 2007 – Residency on Clinical biochemistry of the same University. In 2006 was awarded degree of Candidate of Science in Medicine (equal to Ph.D. in countries of former Soviet Union) on topic "Investigation of neuroprotective properties of embryonic proteoglycans". In 2010 – Doctor of Science in Biology on topic "Investigation of neurochemical and morphofunctional mechanisms of neurodegeneration and the ways of neuronal survival".

Research interests are multidisciplinary investigation of nervous system in norm and pathology with the accent on its biochemistry and molecular biology.

From 2002 up to date work in Yerevan State Medical University after M. Heratsi: technician (2002-2005), senior technician (2005), Assistant Professor (2005-2009), Associate Professor (2009-2012), Professor from 2012.

Administrative experience: Vice Dean of Foreign Students Faculty (2005-2007), Vice-dean of Postgraduate Education Department. From 2013 Head of QA Committee of General Medicine Faculty.

Konstantin Yenkoyan is author of about 60 publications, coauthor of 4 methodological handbooks. Participate in more than 50 scientific conferences, trainings, workshops etc mostly out of Armenia. Last three years actively participates in QA activities.

Narine Hekekyan (1958) is a certified specialist who graduated from the Kh. Abovyan Armenian State Pedagogical Institute in 1979 majoring in Armenian Language and Literature, as well as V. Brusov Yerevan State Pedagogical Institute of Russian and Foreign Languages in 1988 majoring in Russian Language and Literature. In 1998, she obtained a PhD degree: her thesis was entitled "Loan Translation (Calque) as a Means of Enrichment of Technical Terminology in Armenian (on the basis of the Armenian and Russian Languages).

Narine Hekekyan is actively engaged in resolving problems related to lexicology, terminology, semantics, lexicography, e-learning, and methodology of teaching Armenian (including teaching Armenian as a foreign language). In 2002, Narine Hekekyan obtained the academic title of an Associate Professor in the field of linguistics.

Ms. Hekekyan has been a member of the teaching staff at the V. Brusov State Linguistic University since 1979. In this capacity, she acted as a Deputy Secretary of the Committee of the Leninist Young Communist League, Laboratory Assistant of the Chair of Armenian Language and Literature, Head of Armenian Language Students Resources Research Room (1979-1986), Lecturer (1986-1991) and Senior Lecturer (1991-2000). Narine Hekekyan has been an Associate Professor of the Chair of Armenian Studies since 2000.

Ms. Hekekyan has authored 20 articles (dedicated to issues in the fields of lexicology, terminology, and methodology of teaching Armenian), 5 training and supplementary manuals, 4 textbooks for elementary, secondary, and high schools, 4 workbooks, 3 guidelines for teachers, 2 dictionaries (English-Armenian Glossary of the Council of Europe Related Terms and Expressions and Dictionary of Acronyms Used in Armenian).

She participated in a number of conferences (Prague 2007, Moscow 2008, and Strasburg 2009) organized by the Language Policy Division of the Steering Committee for Education, Council of Europe, and in education quality assurance trainings. Ms. Hekekyan was awarded with the commendation of the Ministry of Education and Science of the Republic of Armenia in 2010.

Armine Yaralova (1993), master's student, graduated from the Management Faculty of the Armenian State University of Economics (2013), receiving bachelor's degree in Management.

Since 2012, she has been working as the Head of Social Affairs in the Committee of Armenian National Students' Association. Ms. Yaralova has been doing her Master in Business Administration in ASEU Management Department since 2013.

She has authored 3 articles devoted to current financial crisis, monetary policy and primary issues of macroeconomic regulation.

APPENDIX 2. SCHEDULE OF SITE VISIT

"Haybusak" University, 21.04.2014 – 23.04.2014
"Shirakatsi" branch, 25.04.2014 - 26.04.2014

	21.04.2014 թ.	*Start*	*End*	*Duration in minutes*
1	Expert panel meeting, discussions	9:00	11:30	150
2	Meeting with the rector	12:00	12:30	30
3	Meeting with the working group which conducted the self-evaluation	12.30	13:30	60
4	Break, expert panel discussions	13:30	14:30	60
5	Meeting with the vice-rectors and the Head of the Education Affairs Office	14:30	15:30	60
6	Resource observation	15:30	16:30	60
7	Expert panel closed meeting, summary of the working day activities and next day planning	16:30	18:00	90
	22.04.2014	*Start*	*End*	*Duration in minutes*
1	Meeting with the deans	9:00	10:00	60
2	Meeting with the students (12–15 persons)	10:00	11:30	90
3	Meeting with the lecturers (10-12 persons)	11:30	12:30	60
4	Meeting with the alumni (10-12 persons)	12:30	13:30	60
5	Break, expert panel discussions	13:30	14:30	60
6	Expert panel open meeting	14:30	15:30	60
7	Resource observation and document examination	15:30	16:30	60
8	Expert panel closed meeting, summary of the working day activities and next day planning	16:30	18:00	90
	23.04.2014	*Start*	*End*	*Duration in minutes*
1	Document examination	9:00	10:00	60
2	Meeting with the heads of chairs	10:00	11.00	60
3	Meeting with the representatives of the Student Parliament and Student Scientific Association	11.00	12:00	60
4	Expert panel open meeting	12:00	12:30	30
5	Meeting with employers (8-10 persons)	12:30	13:30	60
6	Break, expert panel discussions	13:30	14:30	60
7	Resource observation	14:30	15:30	60
8	Meeting with the working group which conducted the self-evaluation	15:30	16:30	60
9	Expert panel closed meeting, summary of the working day activities and next day planning	16:30	18:00	90
	25.04.2014	*Start*	*End*	*Duration in minutes*
1	Departure to Gyumri and arrival at the branch	9:00	11:00	120
2	Meeting with the branch director and his deputy	11:00	11:30	30
3	Meeting with the working group which conducted the self-evaluation	11:30	12:30	60
4	Meeting with the heads of subdivisions	12:30	13:30	60
5	Break, expert panel discussions	13:30	14:30	60
6	Meeting with the lecturers	14:30	15:30	60
7	Resource observation	15:30	16:30	60
8	Expert panel closed meeting, summary of the working day activities and next day planning	16:30	18:00	90
	26.04.2014	*Start*	*End*	*Duration in minutes*
1	Document examination	9:30	10:30	60
2	Meeting with the students (10-12 persons)	10:30	11:30	60

3	Meeting with the alumni (10-12 persons)	11:30	12:30	60
	Open meeting of the expert panel	12:30	13:00	30
4	Break, expert panel discussions	13:00	14:00	60
6	Return to Yerevan	14:00	15:30	90
7	Meeting with the rector	15:30	16:00	30
8	Expert panel final meeting	16:00	18:00	120

National Center for Professional   Yerevan "Haybusak" University
Education Quality Assurance Foundation
Director   Rector
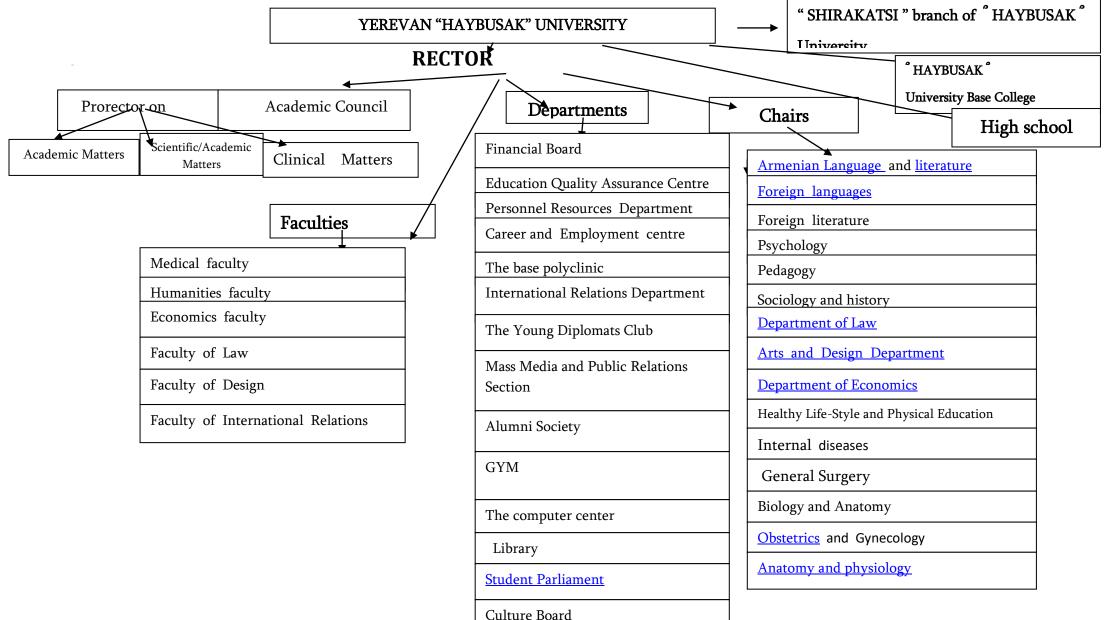R. Topchyan   A. Harutyunyan

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APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	NAME OF THE DOCUMENT	CRITERION
1	Yerevan "Haybusak" University Charter	1
2	Yerevan "Haybusak" University Strategic Plan for 2010-2015	1, 2
3	Yerevan "Haybusak" University Strategic Plan for 2007-2010	1, 2
4	Yerevan "Haybusak" University Academic Council Regulation	2, 3
5	Appendix № 1.b.1 External stakeholders satisfaction surveys	2, 3
6	Appendix № I.b.4 Internal stakeholders satisfaction surveys	2, 4, 5
7	Appendix № I.b.2 Decisions of the Scientific Council on changes in academic programmes	2, 3, 4
8	Appendix № I.c.2 Decisions of the Scientific Council	2, 3, 4, 6, 10
9	Appendix № I.c.3 University annual report for 2012	2, 3, 4, 5, 6, 9, 10
10	Appendix № II.d.1 Opinions of the applicants and parents	4. 7
11	Appendix № II.d.2 Additional study programs	3
12	Appendix № II.d.3 Lectures, master classes, seminars	3, 5
13	Appendix № II.d.4 Conference materials	5
14	Appendix № II.d.5 List of grant application documents	5. 9
15	Appendix № II.f.1 Surveys on external stakeholder satisfaction	3, 8
16	Appendix № I.f.2 Surveys on alumni satisfaction with the education	3, 8
17	Appendix № V.c.1 "The teacher through the eyes of the student" surveys	4, 5
18	Appendix VIII.a.6 Annual plan of the University's Public Relations and Media Division	8
19	Appendix VIII.a.7 "Open House" University questionnaires	4, 8
20	The list of administrative staff according to the structural subdivisions of the institution	5
21	Knowledge testing and assessment order	3, 4
22	Minutes of chair sessions	2, 3, 6
23	Timetable of consulting sessions	3
24	Topics of master's theses	3, 6
25	Selection procedure of the heads of chairs	5
26	Regulation of the International Relations Department	9
27	Academic programmes regarding medical science, design, pedagogy and psychology	3
28	Distance learning education order	3, 4
29	SSA regulation	4, 6
30	Order on Competitive Selection and Appointment of Faculty	5
31	The list of administrative staff according to structural subdivisions	5
32	Regulation on Chair Operations	3
33	Order on Student Dismissal and Restoration	4
34	Internship contracts, programs, diaries and reports	3
35	Department Council Regulation	2
36	Charter of Yerevan Haybusak University's "Alumni Union" NGO	7
37	Charter of Yerevan Haybusak University's Students' Parliament	4
38	Mid-term Strategic Plan for 2010-2013	2, 10
39	Charter of Alumni Career Development Office	8
40	Short-term annual plan for the academic year 2012-2013	2, 10
41	Description of the activities provided by the YHU Quality Assurance Center	10

APPENDIX 4. RESOURCES OBSERVED

1. Diagnostic Center
2. Diagnostic room
3. Dressing station
4. Electrophiliologic laboratory
5. Surgical room
6. Pharmaceutical room
7. First Aid Office
8. Orthopedic stomatology room
9. Therapeutic stomatology room
10. Massage room
11. Dental laboratory
12. Educational bases (Malayan Eye Center, "Armenia" Medical Center)
13. Drawing room
14. Sewing workshop
15. Dean's offices
16. Chairs
17. Classrooms
18. Library and reading hall
19. Canteen
20. Gym

APPENDIX 5. THE ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION

YEREVAN "HAYBUSAK" UNIVERSITY

→ " SHIRAKATSI " branch of ˚ HAYBUSAK˚ University

RECTOR

˚ HAYBUSAK ˚ University Base College

High school

Prorector on

- Academic Matters
- Scientific/Academic Matters
- Clinical Matters

Academic Council

Departments

Chairs

Faculties

Faculties
Medical faculty
Humanities faculty
Economics faculty
Faculty of Law
Faculty of Design
Faculty of International Relations

Departments
Financial Board
Education Quality Assurance Centre
Personnel Resources Department
Career and Employment centre
The base polyclinic
International Relations Department
The Young Diplomats Club
Mass Media and Public Relations Section
Alumni Society
GYM
The computer center
Library
Student Parliament
Culture Board

Chairs
Armenian Language and literature
Foreign languages
Foreign literature
Psychology
Pedagogy
Sociology and history
Department of Law
Arts and Design Department
Department of Economics
Healthy Life-Style and Physical Education
Internal diseases
General Surgery
Biology and Anatomy
Obstetrics and Gynecology
Anatomy and physiology