

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



National Center For Professional  
Education Quality Assurance  
Foundation

**EXPERT PANEL REPORT  
ON INSTITUTIONAL ACCREDITATION OF  
ARMENIAN NATIONAL AGRARIAN UNIVERSITY**

**YEREVAN - 2013**

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## **BRIEF INFORMATION ON ARMENIAN NATIONAL AGRARIAN UNIVERSITY**

Armenian State Agrarian University is one of the largest universities of the Armenian Republic and the only higher education institution in the agrarian sphere. It was modified in 1994 as Armenian Agricultural Academy as a result of the unification of the Armenian Agricultural and Yerevan Zoo – Veterinarian Institutes which had played an exclusive role in the improvement of the state agrarian sphere as well as in the production of the qualified specialists for the different countries of the former Soviet Union and in the implementation of the various scientific researches since their foundation (1930).

Being the only state higher education institution in the agricultural sphere in the republic the Agrarian University prepares personnel with three-level higher education in 37 specialities which enable the integration with the international education system.

Considering the characteristic traits of the agrarian education system and the importance of the achievements of the practical knowledge and skills of the future specialists the government of RA has stated learning duration of the bachelor system up to 4 year and 8 months for all professions of the agrarian university. The approach is somehow different concerning the internship, externship and pre-graduation practice: As compared with other higher education institutions they are more long-lasting and saturated.

The number of the full-time learning students is nearly 4400, in the part-time learning system there are 5800 students and 157 students are in the collage. There are 450 students in all professions of the university studying in the first and second year of the graduate school. The number of the post graduate students of the full-time and part-time learning system makes 240 out of which 200 students are from the Islamic Republic of Iran and the 40 students are from Syria.

The structural subdivisions of the university include the academic sector with 7 faculties (faculty of Agronomy, Foodstuff Technologies, Veterinary Medicine and Sanitary Expertize, Agriculture Mechanization and Automobile Transportation, Hydro Melioration, Land Tenure and Land Cadastre, Economics and Agribusiness and Marketing), with distance and agribusiness teaching departments, agricultural collage and Lyceum and with Vanadzor, Stepanakert and Sisian branches.

The structural subdivisions of the scientific centre include the departments of Agriculture Mechanization, Electrification and Automobile Transportation, Foodstuff Technologies, research institutes of Food safety and Biotechnology, the problem laboratories of Pesticides, Plants Genofond and selection, Ecology and Organic Agriculture, Melioration, Water Resources Management, Land Management and Agriculture, Veterinary and Sanitary Expertize, Feeding of Agricultural animals, Genetics, departments of post-graduate and master's program department, Publishing-editorial department and the licensing and standardization centre.

The Information Technology centre is currently a separate and completely operating department in the ASAU, the subdivisions of which are the Library, the department of the Information Systems' Management, department of IT Systems' service, department of IT knowledge, department of Information and Research Projects, E-learning computer Cabinet and Internet Cabinet.

The economic structural subdivisions include accountancy, HR and special department, Military Registration, Media and Public Relations' department, Chancellery, Economic Administration, ASAU history museum, 'Zartonk' Rest Home, Training-Experimental Farm Union of 'Balahovit' and 'Voskehat'.

ASAU ensures its reputation among the national and international academic systems thanks to the highly qualified faculty and staff (637 professors, 60 have doctor's degree, 310 have PH.D.).

There are 5 vocational councils awarding doctor's degree: Mechanization of agricultural production and Machinery, Agronomy, Veterinary Medicine and Animal Husbandry, Foodstuff Technology and Economics. In the mentioned councils doctor's degree and PH.D. are awarded in 17 agrarian professions.

The scientists of ASAU accomplish various research projects among the scopes of valuable plant varieties and agricultural animals, genofond preservation and its improvement, the projecting of the new machinery and equipment of agriculture and veterinary medicine, the new technologies for the elaboration of the stuff of animal and plant origin and foodstuff, among ecology, water and land management issues, the analyses and development of the effective means of struggling against the plant diseases, pesticides and weeds, as well as among the scopes of other agrarian economic issues. The scientists of ASAU closely collaborate with the international academic structures in the last years; they also organize international scientific conferences.

The library of Agrarian University is one of the ancient libraries in the RA. It has nearly 550 samples of rich book fund of academic, teaching and informational literature published in different countries. An E-library has been operating in the library since 2004 under the support of UN agricultural organization. In some reading-halls which have sufficient technical equipment the necessary facilities are set up for academic and creative works.

The university is also famous for its Zoology museum which is one of the best in Europe. The exhibited archetypes are interesting not only for the students and scientists but also for the visitors. The history museum of ASAU is also abundant in multiform specimen.

Entering into the 9<sup>th</sup> decade of its history the staff of State Agrarian University confidently builds its future in order to accomplish the university mission with honour in concord with public and government.

## COMPOSITION OF EXPERT PANEL<sup>1</sup>

The external evaluation of the ANAU self-evaluation, the implementation of the educational and quality assurance processes was conducted by the following expert panel:

- Professor Marinka Baghdasaryan, the panel chair;
- Professor Maria-Jose Lemaitre, Chili;
- Professor Samvel Pipoyan, RA;
- Associate Professor Meri Badalyan, RA;
- Syuzanna, Azizyan, student representative, RA.

The panel activities were coordinated by Associate Professor Anushavan Makaryan, the head of the institutional and program Accreditation Unit, the National Centre for professional Education Quality Assurance, Foundation (hereinafter ANQA).

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<sup>1</sup> APPENDIX 1. CVs of expert panel members

## **PROCESS OF THE EXTERNAL REVIEW**

### **Preparatory phase**

ANAU has applied for Pilot Institutional Accreditation by submitting to ANQA the respective application form, the copies of the license and its appendices.

The ANQA Secretariat has analysed the data presented in the application form, the appendices and the electronic questionnaire completed by the university.

Following the decision on accepting the application form, a tripartite agreement was signed between ANQA, the Centre for Education Projects and the university. The timetable of activities was prepared and approved respectively.

Within the timeframes stipulated by the timeline, the university has presented the self-evaluation report (SER henceforth) of its institutional capacities in Armenian and English based on the ANQA format, as well as the relevant document package.

The group, formed by the Rector's order for that particular reason, conducted the self-evaluation.

In the receipt of positive reflection from the coordinator appointed by the ANQA Director, the secretariat has handed the SER to the expert panel for analysis: the composition of the panel was agreed with the university in advance and appointed by the order of ANQA Director.

The expert panel, analysing the university SER and relevant documentation package, conducted a preliminary assessment based on the relevant format, made up a list of documents, issues and questions that require further investigation, as well as specified the target subdivisions and groups.

### **Preparatory visit**

The coordinator, based on the revealed questions and issues to be clarified, has made up the site visit agenda<sup>2</sup> together with the expert panel: the agenda was agreed with the university during the preliminary visit by the coordinator and panel chair. Guided by the ANQA Accreditation Manual, the meetings of the panel with all target groups, the open and closed meetings, the desk review, the visits to the subdivisions etc. were included in the agenda. The list of documents requiring additional investigation was also presented to the university.

The university representatives noted, that the expert panel would be provided with a relevant working room equipped with the necessary facilities, as well as an auditorium for implementing the meetings.

### **Site-visit**

The site visit activities have launched according to the timetable with a meeting held at ANQA, which aimed at discussing and agreeing with the international expert Maria-Jose Lemaitre on the evaluation framework, as well as the issues to be clarified during the site visit.

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<sup>2</sup>APPENDIX 2. agenda of the site-visit of the expert panel for pilot institutional accreditation

The expert panel has conducted the site visit on December 3-7<sup>3</sup>. The group as a whole participated in the site visit, including the coordinator, the translator, and the secretary, the observers Sandra Tacina and James Ayers from Peace Corp.

The site visit was launched and closed with meetings, held with the temporary acting Rector. The faculty, chair holders and students were selected randomly from the presented lists by the panel for the clarification of the questions highlighted. The staff of the QA department, the staff of scientific department and the staff of the Interns Institute participated to the meetings fully. An open meeting was planned according to the agenda, though nobody came to meet with the experts' panel.

All the meetings envisaged by the agenda were respectively held. During the site visit the panel has conducted desk review, observation of resource<sup>4</sup> in a number of university subdivisions.

The major findings were summarized during the closed meeting at the end of the site visit.

The external evaluation by the experts was conducted according to the State Criteria and Standards for Accreditation in the Republic of Armenia, as well as within the frames of ANQA procedures, that stipulates three-level evaluation scale: **does not meet the criterion, partially meets the criterion and meets the criterion**. The expert panel has evaluated the university performance in accordance with separate criteria, also with separate standards.

### **Expert panel report**

After the site visit the experts presented their individual reports in two week's time. Based on these individual reports the panel chair and the coordinator prepared the initial accreditation report which was agreed with the experts. The findings of the report were sent to the university for comments and suggestions. Taking into consideration the considerations made by the university the 2<sup>nd</sup> and 7<sup>th</sup> standards of the 7<sup>th</sup> Criteria were changes and the final accreditation report was prepared, including the considerations, evaluation and recommendation. The final report was approved by the signatures of the panel chair and the coordinator.

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<sup>4</sup> APPENDIX 3. reviewed documents

APPENDIX 4. resource observations and visits to units

## SUMMARY OF EVALUATION

**Mission and Purpose.** The mission statement and mission based strategic goal of the university are clearly formulated in the ANAU further strategic development concept. The University implements academic programs, and the qualifications given to alumni are accordance with the Armenian National Qualification Frameworks and their descriptors.

The ANAU tries to reveal, discuss and analyze different stakeholders' needs through different surveys, though the lack of regular and embedded clear mechanisms doesn't allow to realize it effectively

**Governance and Administration.** The university implemented structural changes in order to improve the quality assurance processes and to develop mechanisms to control the QA process. With the establishment of the new structural units, the decision making process was reviewed and the issues regarding the human, material and financial resources were.

About the effectiveness of the new management system will be noticeable after the results of the analysis of the first cycle.

**ACADEMIC PROGRAMS.** The academic programs of the University are in line with the national qualifications framework, though the syllabi are partially designed according to the learning outcome approach (Knowledge, skill, ability). The review of the content of the curricula and amendments in the syllabi, implemented in the recent years were aimed to establish and assure 2 level education. It somehow contributes to the staff and student mobility. However, some of the academic programs were reviewed without stakeholders' need assessment, without considering the professional and technological progress. It could be said, that such review is not intended to establish such an academic environment, which will contribute to meet the labour market requirements and to the improvement of the education effectiveness.

**Students.** There is no clear policy of students' educational needs assessment, and the current activities and procedures do not fully assure the students educational needs assessment and their solution. The lack of the information regarding the students' satisfaction from the academic programs does not allow us to improve the quality of providing educational activities. However, the surveys conducted by the QA department of the university, showed that participants are satisfied with provided service.

The "Career development and counseling" department carries out its activities mainly for Agro business department students, and doesn't disseminate its good practice to other faculties of the university. As a result, the effectiveness of provided services of this department is low.

**Faculty and Staff.** The university has qualified but old teaching staff. There is no clear planning process for the qualified teaching and administrative staff recruitment to implement the academic programs. The university recruits and improve the academic staff through involving the PHD students, through periodic trainings and establishment of Interns' Institute.

Though the university plans to make sustain the appropriate teaching staff involvement process, however, there are serious problems concerning the young teacher involvement.

**Research and Development.** University carried out the research, there is a clear research plan, certain processes are carried out, but there are no clear policies and procedures. Some processes are operated in the University, which are aimed at connecting research and educational activities, but they have no regulated approach.

Applying the results of research at teaching process and involving graduate and postgraduate students in the research process proved the existence of parallel between teaching and research, but comparing



with the increasing number of co-authors published works, the number of students, who defended these posts, have decreased. ASAU have no assessment, and there are not enough analyzes to evaluate communication efficiency of research-study process.

**Infrastructure and Resources.** To implement the academic programs the university ensures the necessary educational environment through the experimental economies, laboratories, library and reading halls, IT centers, web-site, anatomic museum, 2 veterinarian clinics, veterinarian pharmacy, x-ray cabinet and surgery.

The building of the university (surfaces of classrooms and, laboratories) and above mentioned resources are sufficient to implement the academic program, though the facilities are yet enough.

To implement its mission and goals the university allocate as financial resources as university's financial capacities allow.

On the one hand, the financial resources are not sufficient to ensure appropriate facilities and equipment to the units, on the other hand it is not possible to reveal the priorities and implement planning based on the priorities, without clear policy of financial management.

**Social Responsibility.** The University has a process of preparing annual reports, the inner ways of reporting are clearly regulated, but the external ways of reporting still need to be regulated and made targeted. The transparency of provided accountability and availability to a broad range of stakeholders, still needs to be improved.

The University doesn't have a policy and procedures of the formulation of feedback mechanisms with the society, though they have an experience of stakeholders' need assessment in the Agro business department. There are no feedback mechanisms promoting the establishment of relation to society, that will give an opportunity with the society developed to improve the quality of professional education and decision making concerning the enhancement of the effectiveness of the organization of educational process.

Though the university thinks, that they have clear mechanisms of knowledge transfer to society, the effectiveness of these mechanisms is low.

**External Relations And Internationalization.** The university consider the external relations and internationalization very important, at the same time realizing the existing problems of the field.

However, the university does not provide any financial resources to implement the activities related to the cooperation with international organizations. The external organizations or participants themselves cover the necessary expenses. Thus, the external relations are actively encouraged; these activities should be more sustainable, otherwise what will happen, if the international funding is over.

**Internal Quality Assurance.** The University has IQA policy, though the evidences ensuring the operation of the policy are few. Currently, the external requirements are the main driving force behind the quality assurance, though this approach can contribute to the development of self-regulating capacities as well.

Though the university presents, that it provides sufficient human, material and financial resources to manage the internal quality assurance processes effectively, it is not clear to what extent these resources are sufficient to manage the internal quality assurance processes effectively

The internal quality assurance system is in the stage of development, that is the mechanisms are to be still developed. These mechanisms will ensure a necessary basis to improve the processes of quality assurance external evaluation. However, activities, aimed to the establishment of necessary basis for internal quality assurance system, are carried out. This establishment of this basis is aimed to the preparation of external evaluation.

CRITERIA I. Mission and purpose.	<i>Partially meets the requirements</i>
CRITERIA II. Governance and administration	<i>Partially meets the requirements</i>
CRITERIA III. Academic programs.	<i>Partially meets the requirements</i>
CRITERIA IV. Students.	<i>Partially meets the requirements</i>
CRITERIA V. Faculty and staff.	<i>Partially meets the requirements</i>
CRITERIA VI. Research and development.	<i>Partially meets the requirements</i>
CRITERIA VII. Infrastructure and resources.	<i>Partially meets the requirements</i>
CRITERIA VIII. Social responsibility.	<i>Partially meets the requirements</i>
CRITERIA IX. External relations and internationalization.	<i>Partially meets the requirements</i>
CRITERIA X. Internal quality assurance.	<i>Partially meets the requirements</i>

**THE FINAL CONCLUSION:** *Partially meets the requirements*

The chair of the expert panel and the coordinator declare that this report is made up based on the panel members' reports. The panel has analysed the report and agrees with the judgments included in the report. The panel members confirm that the evaluation was conducted in accordance with the requirements of the principle of independence.

15.04.2013թ.

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Prof. Marinka Maghdasaryan

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Ass. Prof. Anushavan Makaryan

## CRITERION I. MISSION AND PURPOSE

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

### FINDINGS

**1.1.** The Armenian National Agrarian University (hereinafter: ANAU) started the strategic planning of its activities with the development of the "Strategic concept of 2007-2011", which includes institution's mission, directions of strategic development with their goals and objectives. In 2011 the scientific council of ANAU approved the new "Strategic concept of further development for 2010-2015 and till 2025", which includes the university's 3 main areas of activities: education, science and consultancy. The meetings with the heads of the different units showed, that the responsible for each area are aware of the goals and objectives of their main mission based areas of activities.

The University implements VET, bachelor and master degree programmes, and the qualifications given to alumni are accordance with the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, levels of Armenian National Qualification Frameworks and their descriptors. During the site-visit the education managers mentioned, that the University highlights the improvement of the effectiveness and quality of teaching, implementation of the academic programs that meet the international standards.

In 2012 the University developed a new 5 year strategic development plan. The management explains it with the establishment of Bologna process, application of the international practice results and needs of providing learner-centred education. The University's mission statement was made more concrete and clear. The University will continue striving to become a leading educational, scientific and advisory centre, which meets the agrarian labour market demands and considers dynamic changes, through assuring quality education in RA and in the region.

To implement the newly developed mission statement and strategic plan, the University has developed appropriate action plan and timeline with certain deadlines and responsible people. These 2 documents were presented to expert's panel during the site-visit.

**1.2.** While formulating his mission statement, goals and objectives, the University will take into account the internal (students, teachers) and external (employers, international organizations) stakeholders' needs, but the supporting facts of their reflections are scarce, especially the ones for external stakeholders. The undertaken actions only indirectly reveal the stakeholders' needs. Moreover, the surveys are not conducted periodically, and are initiated and carried out by external factors.

The ANAU has planned to develop an evaluation questionnaire for the academic programmes, which will be aimed at alumni, employers and ex-employees of the university. Through this questionnaire, the University will try to get feedback on the quality of the academic programmes and establish a feedback mechanism to improve the educational goals and objectives.

**1.3.** Each unit of university is responsible for some activities of the strategic concept's goals and objectives, including it in its yearly plan, and the results of implementation are reflected on the annual

reports. The accountability system has bottom-up approach, from the chairs to faculties or from units to departments and then to appropriate vice-rectors.

According to 2007-2011 strategic development concept, it is planned to implement the strategic goals and objectives and evaluate them through the KPIs, but data collection, evaluation and analysis were not carried, therefore the university could not change its strategic plan based on the them.

According to new strategic development concept, the university has planned to apply new indicators to evaluate the University's strategic development plan, development plan of educational area, academic programs and other activities.

**CONSIDERATIONS:** The future strategic development concept of ANAU is the improved version of a similar document, that outlines all the activities of the University. The mission statement, and mission based strategic goal of the university is more clearly formulated in this document. The university's important directions of activities remained the same in this new concept, though new strategic plans of development have already been developed and new objectives have been defined. Following the strategic plan, keeping the clear schedule, provision of necessary resources and proper control will allow the University to overcome the problems.

The ANAU tries to reveal, discuss and analyze different stakeholders' needs through different surveys, though the lack of regular and embedded clear mechanisms doesn't allow to realize it effectively.

The management of the University consider it important, that the strategic plan is appropriate to internal and external situation, labour market demand, however, the frequent changes may be caused by the rush and contain risks in terms of insufficiently justified decision making. The rector's annual reports shouldn't be the only evaluation results of the strategic plan's implementation. The lack of materials concerning the old program's evaluation and analysis, the absence of data collection procedures of performance indicators allow to suppose that decisions concerning the previous strategic concept and changes in program were made with not sufficient justification and need assessment.

The University is aware, that evaluation mechanisms of achievements of mission statement and goals are needed to be developed and accept it. The mechanisms and procedures of the University current mission and goals' evaluation and improvement are mostly developed. At this moment the evaluation process is not mainly implemented with the defined tools and in a periodical manner, though it is regulated by different boards.

Some data from different units (results of need assessment and researches, particularly concerning the self-assessment) is collected about different areas of activities. However, the analysis of these data are not implemented in a systematic way, and are not regularly used in the decision making process.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 1 partially meet the requirements.

**RECOMMENDATIONS:** It is necessary:

- to develop mechanisms, that will ensure the reflection of internal and external stakeholders' needs in University mission statement, goals and objectives;

- to develop performance indicators, according to the evaluation and improvement procedures of University's mission and goals;
- to develop monitoring indicators for the individual strategic plans defined by the strategic concept;
  - ✓ indicators of process implementation (quantitative indicators), according to objectives,
  - ✓ indicators of the process quality (according to separate processes)
- to develop data collection procedure about the monitoring and performance indicators;
- to regulate the data resources related to monitoring and performance indicators, data collection, analysis and application mechanisms of results;
- to develop mechanisms that will assure the involvement of internal and external stakeholders in evaluation and improvement processes of University mission and goals implementation results.

## CRITERION II. GOVERNANCE AND ADMINISTRATION

**CRITERIA: The institution's system of governance ensures ethical decision-making and efficient provision of human, material and financial resources to effectively accomplish its mission, educational and other purposes.**

### FINDINGS

**2.1.** In 2011, the University did structural changes, considering important the future enhancement of the management system. It has approved a new structure, established new units and implemented redistribution of vice-rectors' responsibilities.

According to the self-assessment report, the structural changes are aimed to the improvement of quality assurance processes and to the establishment of control mechanisms. However, it is yet early to speak about the positive effects of these changes.

There is no policy and procedures of financial management in the University (as separate documents), as well as no financial audit and its analysis have been implemented.

In 2012, the University have reviewed its decision-making process concerning university management system and studied the provision of necessary human, financial and material resources for implementation of educational and other goals. In this regard, the University has developed new procedures for "Internal audit" and "management of inconsistencies", that are aimed to improve the educational environment.

**2.2.** Through the application of existing statues and regulations, the university tries to involve internal stakeholders in different management level units and make the ongoing activities transparent. Particularly, the teachers and students are involved in different management boards of the university, scientific council, faculty scientific councils.

During the site-visit meetings it became obvious that teachers and students are involved in all levels of management system, which gives the an opportunity to participate in university management activities. In the other hand, they could not bring certain evidences or examples of teachers' and students' involvement in the decision making processes.

**2.3.** Through 2012-2017 strategic development plan, the university tries to implement its mission based goals, and through its midterm and short time plans, to solve concrete problems. Particularly, the university plans the annual activities of Rectorate, scientific council, educational centre and other units and develops their action plans based on the university strategic plans' objectives.

The ANAU's till 2025 future development strategic concept have been reviewed and edited, and based on it anew 2012-2017 strategic plan has been developed. The 2012-2017 strategic plan includes timeline of the activities, responsible people. However, the planning in the university isn't carried out in a systematic way. Especially, bottom-up and top-down planning approaches are not regularly combined, and monitoring and evaluation mechanisms of short time, midterm and long-term planning are not yet developed.

During the site-visit observation, it turned out, that deans' action plans exist only in a few faculties. There were no procedures of the deans' offices' activities planning, though by the initiative of the deans in few deans' offices had annual planning of activities.

**2.4.** The university tried to explore the factors influencing it and made decisions from this point of view, because process of educational reforms should be in line with the Bologna declaration and integration to European Higher Education Area. The second direction, that is a unique phenomenon, was the human resources planning and implementation, concerning with the lack of school graduates in 2011. The University carried out the analysis of external factors influence based on the interviews and data received from the reviews of documents and literature.

**2.5.** It should be noted, that policies, procedures and mechanisms for implementing the administration, as separate normative documents, does not exist in Armenia. However, the majority of them is included in different regulations, and the appropriate unit or department carries out planning. The responsible people, activities and deadlines are defined during the planning. According to the timeline, the responsible people report about the results of implemented activities, after which they are approved by the unit or department.

There are no developed principals, tools for evaluating the effectiveness of administration implementation policy and procedures. The quality assurance mechanisms and principals, described in the self-assessment report, are exceptions. (These QA mechanisms are based on the Deming PDCA cycle).

**2.6.** ANAU considers quality assurance processes important and tries to develop and implement mechanisms for evaluating the effectiveness of data collection, analysis and results' application processes. The main activities in the university are evaluated through reporting, and the necessary data is collected through bottom-up approach. Then, based on the previously existing data or expected learning outcomes, the responsible people do comparative analysis, trying to evaluate the effectiveness of the process. However, till now, in some cases there are no regularly mechanisms for the evaluation of academic programs' and other activities effectiveness.

**2.7.** ANAU tries to disseminate the Agro business department's good experience in publishing qualitative and quantitative data on the quality of academic programs and qualifications among other units, that

doesn't have similar accountability mechanisms. There is no policy and procedures for public information dissemination and mechanisms for evaluating the availability and impartiality of publications. However, the University management, educational and research activities and service to society is gradually being improved and are aimed to assure accountability to the society.

### **CONSIDERATIONS:**

The management system of the University has served to its goal before. However, now it faces new internal and external challenges, that require a clear and accountable decision-making processes, a lot of resources and good information system. As long as the university is in the process of implementing these changes, it is necessary to provide adequate time and effort in order to improve its management system and increasing its managers' capacity. The university can judge about the effectiveness of its new management system after the analyses results of the implemented activities' first cycle.

The availability of policy and procedures of financial management will demonstrate to the stakeholders the priorities of the university and main areas of improvement. They will promote the clear planning and transparency. Implemented independent financial audit and the analyses of its results will allow to make judgements on the effectiveness of investments, as well as will be considered as a separate mechanism of accountability.

The teachers' and students' involvements in different university management units gives them an opportunity to participate in the decision-making process, but their actual passive involvement doesn't contribute to the development of quality culture and learner-centred teaching in the university.

Meantime, it should be noted, that reports, as mechanisms for evaluating the effectiveness of data collection, analysis and results' application processes, can't fully contribute to the targeted use of that information.

Non comprehensive study of factors influencing its activities, lack of mechanisms and tools for studying these factors, as well as decision making process based on non-complex and reliable data, may put the university's strategic goals implementation and establishment of labour market requirements based learning environment at risk.

The partially application of quality management principals in administration policy and procedures implementation, shows, that quality culture of the university needs to be improved.

The lack of policy and procedures for public information dissemination and mechanisms for evaluating the availability and impartiality of publications, does not allow to assure appropriate accountability to society, and transparency for its activities.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 2 partially meet the requirements

**RECOMMENDATIONS:** It is necessary:

- to define code of ethics for the university;
- to develop regulations, mechanisms and tools for implementation and evaluation of the administration policy and procedures;
- to develop separate policy and procedures for the university financial management;

- to develop mechanisms for evaluating the academic programs and effectiveness of data collection, analysis and results' application processes;
- to regulate the process of studying the factors influencing the activities of the university, to develop proper mechanisms and tools for studying these factors;
- to develop policy and procedures for disseminating the public information
- To regulate the process of providing information, esp. for publications and for inner use (confidential) information

## CRITERION III. ACCADEMIC PROGRAMMES

**CRITERIA:** The programmes are in concord with the institution's mission, form part of institutional planning and resource allocation, are intellectually credible and promote mobility and internationalization.

### FINDINGS

**3.1.** The components of academic programs (curriculum, syllabus) are developed based on the higher education state standards and are in line with the academic program's standards of agrarian field.

The university academic programs are in line with the National Qualifications Framework of RA, though the syllabi are partially described according to the requirements of the National Qualifications Framework (knowledge, skill, ability). The review of curriculums in the university is mandatory, which was particularly conditioned by the transition from diploma specialist's academic program to bachelor's academic program and then by the transition from 4 to 4.8 years study program. The courses were reviewed according to the need.

In ANAU the goals, objectives and learning outcomes of the academic programs are not yet clearly defined, though the University planned to develop policy and procedures for monitoring, approval and review processes of the academic programs.

**3.2.** In ANAU there is no policy for choosing the learning outcome based teaching and learning methods.

**3.3.** The students assessment in the university is carried out based on the appropriate regulation. They have a certain student assessment methodology, which is based on the multifactor knowledge assessment system.

At the same time, there is an appeal process in the university, but the process is not regulated, and the appeal procedure is not fixed in the student assessment regulation. The students are satisfied, that can change the old mark or get new one, as a results of discussions with the teachers. They were not informed about the existence of appeal regulation.

The university organizes the examinations with committees to assure the academic honesty under the control of heads of structural units.



**3.4.** According to the requirements of the Bologna declaration and decisions of RA concerning to the Higher education reforms, The university has changed the content of the curriculums and made amendments in syllabi. The main changes were aimed to assure the development of academic programs promoting the establishment of 2 level educational system. It partially contributed to the students' and teachers' mobility.

Some activities promoting the students' and teachers' mobility are carried out, but it is organized only within the frameworks of international programs. There is no regular process of student and teacher exchanges, provided by the university.

They have observed the academic programs' content compliance with the representatives of other universities and compared it with the other famous universities' academic programs.

**3.5.** In the lack of policy of academic programs' monitoring, effective evaluation, with the help of other mechanisms and tools the University tries implement academic programs monitoring, planning to evaluate the effectiveness of the educational process and to improve it.

There are the following mechanisms of monitoring and improvement of academic programs: reports of the state graduation examinations committee presidents and reports of presidents of thesis defences committees, feedback from graduates enrolment places and advisory centre, feedback from the unit of practices and internships of students, analysis of students report on their practices.

## **CONSIDERATIONS:**

The majority of the academic programs of the university were not reviewed from learning outcome point of view. This does n't give an opportunity to evaluate, to what extent the learning and teaching methods contribute to learner-centred teaching and development of knowledge, skills and abilities of students based on the labour market demands.

In the conditions of absence of learning outcomes , the assessment policy, methods and standards are not intended to those outcomes, that's why, they can not assure an objective assessment and academic honesty.

The organization of the examination by the committee could be considered a component of an academic honesty mechanism, but not a system. The existing practice of changing the marks or getting new marks as a result of oral discussions with teachers could not contribute to the academic honesty, and is not a good way of appealing.

The reviews of curriculum and amendments in syllabi, conditioned by the external factors, somehow can promote teachers' and students' mobility and to the internationalization of the university.

Because of the absence of academic programs' regular monitoring, assessment and improvement policies, these processes are carried out according to the university methodological council regulation, faculty and educational council action plans.

The students', alumni's and employers' involvement in these processes is yet poor. Recently, the majority of the academic programs have been reviewed, but without the stakeholders' need assessment, without considering the professional and technological developments. This is not aimed to develop such an

educational environment that will contribute to meeting the labor market requirements, and to the enhancement of professional education effectiveness.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 3 partially meet the requirements

**RECOMMENDATIONS:** It is necessary:

- to enlarge the academic programs and periodically review them,
- for each academic program to develop policy for choosing the learning outcome based teaching and learning methods and mechanisms for implementing them;
- according to the learning outcomes to develop student assessment policy and mechanisms assuring the academic honesty, as well as to regulate the appeal process;
- to take steps for curriculum and academic programs' benchmarking with other similar specialties' academic programs, and for assuring the content consistency;
- to develop academic programs' monitoring, evaluation and improvement policy and mechanisms for implementation.

## CRITERION IV. STUDENTS

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

**FINDINGS:**

**4.1.** One of the strategic priorities of the university is to enhance the admission system, to ensure applicants sustain stream to university directed to expansion of the learning contingent.

On this purpose, the university concentrate all its efforts and potential to expand the activities concerning the high school graduates advisory towards their professional orientation. The activities implemented with the high school graduates and VET system learners, concerning their professional orientation are carried out by the "Lifelong learning" unit. These activities are organized through the teachers' visits to different regions of the country, advertisement, publications in university "Hask" journal.

The university organizes independent admission and selection for bachelor's degree part-time mode students and master's degree students according to the normative documents approved by the MoES of RA.

**4.2.** There is no students' need assessment policy in the university, though some activities are carried out. To fill this gap, the university plans to reveal the students' educational needs and improve them through enhancing the institute of mentors.

To reveal the students' educational needs, regular meetings with deans and rector are held. Sociological surveys and different complex activities are also carried out to improve the students' learning activities.

**4.3.** The university considers the student-teacher cooperation within and beyond the educational process, improvement of means and methods of assuring availability of consultancy and transparency, the increasing of students' motivation and satisfaction its strategic objectives.

There is a certain regulation on excused absences, according to which the chair organizes additional classes. Students are provided with consultations in all subject areas, especially in the period of midterm, final and state examinations. And this process is regulated by the regulation on students' attendances calculation and their individual activities organization.

There are timelines of additional classes, timeline of consultations in the chairs, which are approved by the head of the chair and is posted in the adjacent hallway.

The university didn't studied the students' level of awareness, involvement and satisfaction from the consultancy services, but the majority of students, participating in the meetings with the experts' panel were informed and satisfied with these services.

**4.4.** The process of applying to the administration staff of the university is not regulated. However, the students and staff insist, that they can apply to the vice-rector, dean or heads of separate units any time. Besides, certain days and schedule for students' admission by rector are defined. The administrative staff can be applied through the feedback section in university web-site.

Based on the results of the surveys («Quality assessment of the resources and services») and meetings held within the framework of site-visit, it could be noted that the participants are satisfied with the availability of the administrative staff and effectiveness of provided services.

**4.5.** ANAU tries to assure feedback on students' and alumni's mobility, internationalization, lifelong learning and professional development, alumni's enrolment through «Employment and consultancy» department.

Guided by its charter, the department currently cooperates with 52 employer organizations, as well as realizes consultations for students and informs them about the situation in labor market, employers' requirements, vacancies, prepares them on writing CV and motivation letters and passing interviews. Since 2004, the department has been organizing annual career fairs, cooperating with national and international different organizations. The department prepares brochures with information about the vacancies and chances to continue the education, and it is sent to all the stakeholders via e-mails 3 to 4 times in a month. The electronic version of the brochure is also published on the «Job» section of the university web-site

The department cooperates with the faculties as well, and updates the students' database to be in touch with them and send some information. The main mean of communication with the department is the «career center» link on the web-site, through which the student could be informed about the departments' structure, provided services and get necessary information through feedback.

As a mechanism for analysing results of provided services, the university considers the surveys, conducted on the alumni's enrolment and career centre. However, the results of these surveys don't allow to find out what percent of the alumni found job through this department, in case, that the majority of asked students were not informed about the existence of these department.

**4.6.** One of the strategic directions of the university is students' broad involvement in such scientific researches that will lead to the development of agrarian field. There is a Students' scientific organization (hereinafter: SSO) the university, which is a self-governing body for students, masters and postgraduate students. One of the activities of SSO is annual organization of scientific conferences, which is passing in several stages: one within the chair, then within the faculty and university level. The University gives certain money to the SSO for the publications of the conference material (articles, thesis, etc.) According to the statute of the SSO, under each chair there are academic research groups.

The students' involvement in scientific researches is not carried out systematically in the university.

The majority of the bachelor's student either is not aware; either is not involved in the scientific researches. Only the master's students, whose graduation thesis corresponds to the scientific direction of the chair, are involved in the scientific researches. A few student are involved in those international scientific researches that their teacher implement.

In the self-assessment report, as students' involvement assessment measure, the university mentioned, the student, who participates in the scientific conferences and got some awards. The results of the survey are more important («Involvement in scientific researches and its effectiveness»), conducted by the Quality Assurance unit, and it shows the importance of students' involvement in scientific researches important and actual problems of the field.

**4.7.** There is no separate unit in the university, that will deal with the protection of students rights, their appeals, complains. The university tries to carry out the protection of students' rights through Student Council (hereinafter: SC), as well as through student handbooks, that includes the main rights and responsibilities of the students, students' assessment procedure and regulation of organizing examinations, principles for organizing individual courses and regulation of students' allowances provision.

The students can complain to their faculty representative in the Student Council and present the problem, who will discuss the problem in the Faculty Student Council meeting. If the faculty student council cannot solve the problem, the issue will be discussed in the university SC meeting, after which the president of SC will present the issue in the Rectorate meeting or in the Scientific Council.

The vast majority of the participants in the survey («Quality assessment of ANAU resources and services») were aware of the SC's activities, and the 23% of students, who applied them, evaluated the effectiveness of the council negative.

The students periodically meet with the rector and the president of Student council during the semester. During the meeting students raise issues that bother them, present their complains. After this the presented issues are recorded and are under the rector's control until solution.

**4.8.** In the university, for many years, the students educational, consultancy and other services have been assessed through inner audit and student evaluation surveys. The audits with the aim of quality control and assurance were implemented and regulated by the permanent statute of ANAU quality control and assurance committee and their action plans.

During the audits by the committee in different target groups of teacher observation cards were filled (evaluating the teaching materials, methods and other issues), and in the different units special questionnaires were completed to evaluate the correspondence to normative documents.

The quality assurance and self-assessment implementation unit started to conduct surveys to find out the students satisfaction from the educational services, courses, provided resources and involvement in scientific researches.

The results of the audit and surveys are presented to ANAU Scientific council to discuss, and decision to solve the existing problems are made. Students are also involved in the organization of the surveys completion.

## **CONSIDERATIONS**

The existing recruitment, selection and admission mechanisms ensure applicants' sustain stream, but with the growth of the number of entered students the number of recessive students also grow. There is no clear policy of students' educational needs assessment, and the current activities and procedures don't fully assure the students educational needs assessment and their solution. The data, that the university collect, doesn't yet allow to evaluate the effectiveness of students' needs assessment mechanisms. From the other hand, the lack of information, concerning the students' ' satisfaction from the academic programs, doesn't allow to improve the quality of provided services.

The university doesn't implement planned activities for student support and guidance, even, doesn't plan to implement and the circumstance, whom from the staff more often they apply and get support, should be regulated. The regulation should be realized addressed to each unit and staff member: chairs, deans' offices, vice-rectors, rectors.

There are no mechanisms to evaluate the consultancy aimed to improve the quality of educational services and effectiveness of additional courses.

The "Career development and counseling" department carries out its activities mainly for Agro business department students, and doesn't disseminate its good practice to other faculties of the university. As a result, the effectiveness of provided services of this department is low.

The process of involving students in scientific researches is not systematic. The relative number of students participating SSO's activities is low, which can influence the quality of master students' research skills development.

There are some mechanisms for evaluation and quality assurance of students' educational, consultancy and other services, and these mechanisms need further clarification and improvement. There are no indicators for provided services and the quality assurance mechanisms' effectiveness. Evaluation.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 4 meet the requirements

## **RECOMMENDATIONS:**

- to make the students recruitment process addressed, taking into account the existing demand of appropriate field specialists;
- to develop students' need assessment policy and its implementation mechanisms, that will be intended to the quality improvement of provided educational services;

- to develop mechanisms to evaluate the consultancy with the aim of improving the quality of educational services and effectiveness of additional courses;
- to enlarge the framework of activities of career center, to aim it to the alumni enrolment and ensure sustain feedback from them;
- to make the students' involvement in scientific researches more systematic and regulated, and aim it to the development of students' knowledge, skills and abilities.
- to take steps to improve the activities of the responsible body aimed to protect the students' rights.
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## CRITERION V. FACULTY AND STAFF

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

### FINDINGS

5.1. Academic staff election is made on competitive basis in ASAU; taking into account previously published criteria for different curriculums and specific features of chairs. In some cases, qualified and experienced foreign specialists are invited to work. The election of staff is carried out by the chair holder, usually among the best graduates (bachelor or master) from the University, taking into account the features of implemented academic programs in that chair.

In order to provide qualified academic staff for implementation of appropriate academic program, University has also Interns' Institute, which operational capability and efficiency of procedures need clarification. The effectiveness of the academic and teaching staff selection is checked by educational personnel certification, attestation of graduate and student outcomes through anonymous surveys.

The effectiveness of recruitment and removal policies and procedures of active academic and teaching staff is not possible to fully assess, as some mechanisms are highly subjective in nature and need further improvement.

5.2. The University doesn't set own academic programs for academic staff professional qualities as individual requirements, but links to other professions of state educational standards. Basic requirements for workers are education and qualification, employment, work experience, training or production (by industry) experience and the results of competition. Interviewed teachers were satisfied with the selection process, students, in general, are more satisfied with the quality of the teaching staff.

University's rules and procedures have not been able to provide feedback and evaluate how professional quality mechanisms of the teaching staff acts and is it effective.

5.3. For the evaluation of teaching staff are used class hearing method, and questionnaire among students in the University, which needs further improvement. The results are discussed in the various levels of government. University's evaluation forms are individual processes, but they have not been coordinated and do not develop the policy. Effective evaluation mechanisms of the teaching staff are not yet regulated, and current mechanisms are not always used in full consistency.

It is important to assess each other's teaching practice of lecturers, but, however, the University does not operate a formal mechanism to ensure the effectiveness of the process. Mutual assessment is rarely carried out. Surveys also rarely conducted among students in the analysis and decision-making based on these examples.

**5.4.** ASAU is attempting to evaluate faculty performance through internal and external reporting needs, but their needful and clearly developed mechanisms are not available. However, the University plans to implement training, qualification and re-qualification courses through the Department of Qualification Enhancement and re-qualification, for which participation is mandatory.

Department of Qualification Enhancement organizes qualification enhancement process mainly in University's probation economies, research centers and experimental stations of advanced farming, as well as in design, industrial companies and university according to a clear timetable, 3 times a year. In order to train young teachers and to exchange the experience of old lecturers, mutual class hearing method is hold.

In the University are defined the following test methods to improve the results: final work and report.

**5.5.** The University seeks to coordinate scientific personnel for maintenance and gradual change of generation through special policies to prevent the "aging" of teaching staff and to promote young personnel. The university has a professional, but senior teaching staff and hardly find appropriate young and qualified professionals for several reasons (low wages, few graduate students, a lack of motivation). This factor in the near future may be a risk to University. Education managers are aware of this problem.

University personnel involves a young post-graduate training, regular staff training and re-qualification for improving the recruitment process, creating the staff institution, creation of working environment and conditions on the ground.

University implements the main work of the faculty and pluralistically stability policy, based on a variety of approaches, including the introduction of financial incentive mechanisms.

University take actions in accordance with the University's faculty professions academic programs providing stability. For stability evaluation for the scientific and academic potential quantitative data are analyzed and their conclusions are based on the effectiveness of the mechanism.

**5.6.** The University is trying to provide the progress of the academic staff in professional development through policies and procedures to ensure adequate progress, but the internal and external faculty evaluation process is not yet regulated, and their mechanisms are not clearly effective.

**5.7.** The effectiveness evaluation of specific categories of administrative and educational staff are not yet available in the University. ASAU's administrative, technical, industrial, educational, and other workers' rights and duties are determined by the labor legislation of RA, ASAU's compendium and internal disciplinary rules. University's staff control cannot be considered fully effective because, sometimes, administrative staff rely only on the laboratory for basic education documents, without taking into account the overall development, practical skills and hands-on contact abilities with the students. At the same time, it does not appear that there are strategic objectives implementation aimed at administrative and educational effective evaluation mechanisms of staff work.

## **CONSIDERATIONS**

It should be noted, that there is no clear planning for implementation of academic programs of the University that requires the selection of qualified academic and teaching staff, it isn't possible to fully assess the effectiveness of policies and procedures of the recruitment and removal of academic and teaching staff, because some mechanisms are highly subjective in nature and need further development.

The lack of own academic programs for faculty professional qualities and reference to the requirements of state educational standards, impugn the recruitment ambitions of the University of having highly qualified professional teaching staff.

Clear assessment mechanisms of the effectiveness of teaching staff are dismissed in the ASAU. The evaluation forms used in University are class hearing methods and surveys conducted among students, which can be considered as procedures, but not clear policies to solve the problem. In addition, existing mechanisms are not always fully apply to the consistency and do not lead to desired results.

Although the University has implemented measures to improve the teaching staff, but they are not carried out in accordance with the needs of internal and external assessments. That is why it is difficult to assess the effectiveness of improvement measures and it is not clear how the processes are planned, including what information is collected and what kind of analysis are held to make decisions about improvement.

Although some steps have been taken to make academic programs appropriate with the aim of having sustain academic staff, but there are serious problems with the rejuvenation process.

**CONCLUSION:** ASAU's Institutional capacity to meet the Standard 5 requirements is partly satisfied.

## **RECOMMENDATIONS:**

- to develop faculty recruitment policy for young personnel, improve academic and teaching staff performance appraisal tools,
- to develop for each academic program increasing effectiveness of vocational education aimed at clear requirements for faculty professional qualities,
- to develop a periodic evaluation policies and procedures of the teaching staff that are aimed at increasing the effectiveness of vocational education,
- to develop internal and external evaluation system for highlighting staff needs, and the mechanisms of its implementation and on its basis to conduct periodic evaluations and be more focused on improving staff work,
- to develop policies and procedures for faculty professional progress,
- to develop the formation of quality culture, which will aim at evaluating the effectiveness of regulations and mechanisms of administrative and educational activities.

## **CRITERION VI. RESEARCH AND DEVELOPMENT**



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

**FINDINGS:**

**6.1.** Since 2007, ASAU intended to carry out research in the area of its issues and functions in all strategic planning documents, which reflected the interests and claims of the University.

In particular, ASAU's Strategic Development Plan in 2012-2017 is intended to enhance research, innovation efficiency, internationalize research activities, make the research results more tangible and strengthen relations between science, education and industry.

There is a research center of planning activities at the University, as well as evaluation indexes of research in the field of strategic interests and ambitions modernity and effectiveness.

University approved priorities program for the implementation of initial planning process and schedule formation in the research area. While choosing research fields (basic and applied) University basically is led by the list of priorities established by the Government of RA, the Ministry of Agriculture research priorities, as well as taking into account self-interests of scientists.

**6.2.** The University has its own interests and ambitions, reflecting the long-term strategic concepts in the research area (2007-2011 and 2010-2015 and 2025 and in 2012-2017 Strategic Development Plan and project).

Each department of the University (Faculty, Chair, Problem Laboratory), in the direction of specialization and research, develops own research projects on specific issues, establishing the terms of implementation and forming research groups. Depending on the terms of the planned research, University formulated the short-term (up to one year) and medium term (not more than three years duration) projects. There are also long-term projects in the University (lasting four or more years).

For the assessment of effectiveness and modernity of University's medium-term and short-term research, as assessment indicators are taken the ongoing state budget funding for research, scientists defended theses on basis of completed surveys, published articles and investment of their results in the production.

**6.3.** ASAU is trying to purchase new equipment, cooperation with research organizations, exchange of experience and personnel, discussion of the annual international conferences devoted to the agrarian sector organization research, participation in various international conferences, through seminars and discussions providing research implementation and development.

For the implementation of qualified research, taking into account efficient and modern assessment of current processes, as an indicator have been taken the performance of each size (complementation with scientific equipment of research base, cooperation with national and foreign countries, which main purpose is to increase the number of contracts, increasing the number of trips and places, and funding rates). As improvement it can be noted the encouragement of University's policy of supporting young staff research activities. In this regard, the University has always supported the participation of young researchers to participate in international conferences, covering some of the costs.

**6.4.** ASAU tries to widen the scope of cooperation with scientific centers, international partners, take part in international conferences, scientific publications in international peer-reviewed professional journals and publishing articles, to establish joint programs promoting PhD researcher and Masters' mobility, through the organization of meetings and seminars on the internationalization of research activities with foreign experts.

The university, as a mechanism for evaluating the internationalization of its research activities, takes into account local and foreign employees of the University proportion of articles published in journals. It should be noted that according to this comparison the number of articles published in peer-reviewed journals in RA exceeded the number of foreign publications, which does not contribute to the strategic directions of the University and the internationalization of scientific research, the increase of their competitiveness in the international research area of integration problems.

**6.5.** The linkage of research to learning process is considered one of the directions of teaching improvement. For linking the process of research and educational activities, the university planned to implement it through the inclusion in the research themes the results of the researches, results of laboratory and practical works, using the designed measures and developed methods during the research, organization of new courses.

Practically all the problematic part of the university laboratories, research institutes and research centers are the base course material for the training of students. The latter not only contributes to the improvement of teaching, but also to other academic units and academic researchers in direct contact with students, which is a main factor in promoting involvement of students in research.

The satisfaction of research activities and educational process interconnection mechanisms work is estimated by the number of students involved in the dynamics of the program, students authored or co-authored published articles, thesis, obtained licenses. However, it should be noted that there are not enough analyzes for evaluating communication efficiency of research-study process.

## **CONSIDERATIONS**

University carried out the research, there is a clear research plan, certain processes are carried out, but there are no clear policies and procedures. Although short-term and mid-term research effectiveness of the university is evaluated satisfactory, but the survey of the program dynamics shows that their number has decreased.

Financial contributions in the area of University's research depend exclusively on foreign sources, which causes difficulties in the implementation of research in the field of University interests and ambitions. It decreases the rate of research base technical equipment, makes inaccessible purchasing expensive scientific equipment and modern foreign language literature.

There is a definite plan of internationalization of research by the University. As a internationalization evaluation mechanism of research activities is considered by the proportion of articles published in international and local journals by University staff, which in our opinion cannot give complete information for the evaluation. Achievements in this area, compared to the declared intentions, are more than a little. Thus, University has much work towards internationalization of research activities.

Some processes are operated in the University, which are aimed at connecting research and educational activities, but they have no regulated approach. Applying the results of research at teaching process and involving graduate and postgraduate students in the research process proved the existence of parallel between teaching and research, but comparing with the increasing number of co-authors published works, the number of students, who defended theses posts, have decreased. ASAU have no assessment, and there are not enough analyzes to evaluate communication efficiency of research-study process.

**CONCLUSION:** ASAU's Institutional capacity concerning criterion 6 partially meet to meets the requirements.

**RECOMMENDATIONS:**

- to create mechanisms for identifying interests and ambitions of the University in the field of research,
- to develop certain policies and procedures for implementation and development of research,
- to regulate the expansion of research activities that will contribute to the internationalization process,
- to develop policies, procedures and mechanisms for interconnecting research activities with educational process.

## CRITERION VII. INFRASTRUCTURE AND RESOURCES

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

**FINDINGS:**

7.1. To implement the academic programs the university ensures the necessary educational environment through the experimental economies, laboratories, library and reading halls, IT centers, web-site, anatomic museum, 2 veterinarian clinics, veterinarian pharmacy, x-ray cabinet and surgery.

The building of the university (surfaces of classrooms and, laboratories) are sufficient to implement the academic program, though the facilities are yet enough. The education managers accept that not all the applied technical, laboratory and electronic equipment used in laboratories, are actual and new, and mentioned, that the educational and scientific laboratories and professional chairs as well need to be improved and reequipped.

The educational experimental economies do not also have new agricultural machines and equipment.

The results of the conducted surveys and the unsatisfactory evaluation of resources availability can stand as an evidence for above-mentioned point.

The teachers and students are satisfied with the laboratory resources, with the existing professional and modern scientific literature and newly established electronic library.

7.2. To reach its mission and goals, the university tries to establish necessary material and technical database and plans to develop proper financial policy for creating educational environment,

The financial resources of the university are limited: the government provides one part of the budget, the great part of it comes from the students tuition fees (the outsources are 3.6-4.3 times more than money from government). At present the vast majority (71%-76.39%) of its budget, the university gets from the student's tuition fees.

The university did not provide any financial resources from the governmental budget to ensure necessary resources and equipment (for 2007-2011 period), besides the economic expenses of 2010, which was the 0.52% of the money provided by governmental. The maximum money provided for each year is not more than 6% of the outsource budget.

The financial resources of the international and national grant projects mainly carry out necessary resources and few modern equipment for implementation of researches.

The financial planning, process of provision and need assessment mechanisms to assure the availability of necessary resources and equipment are not yet clear, and there are no mechanisms of planning the process of recommendations and improvement.

7.3. In the financial-economic activities, there are no policy of financial allocation. In practice, the proposals of chairs, faculties stand as a basis of financial planning, which later are discussed in the Rectorate, and according to the financial abilities of the university they are either satisfied, or refused.

The university considers the diversification of the financial resources of higher education as an important principle for financial reforms of higher education. Moreover, this is a necessary condition for the assurance of university financial condition. Sustainability.

7.4. The university has an ambition to establish a database of technical and material resources, that will meet the national and international standards, as well as to prepare development plans of the facilities and resources of the university and its branches. This will contribute to the continuous improvement and sustainability of the education quality. The university gets new classroom equipment every year and gives much importance to the enhancement of the laboratories, experimental laboratories, and library resources. The university set up a new electronic library, as well as improved the web site of the university.

In the experimental, there is an opportunity to develop practical skill and contribute to continuous improvement based on the theoretical knowledge, but it is noticeable, that there are not sufficient conditions to carry out experimental activities. It could be noticed, that investment of new technologies in that economies is slow. In some chairs, the laboratory equipment are not sufficient for fully implementing the academic program.

7.5. Based on the rector's order a new procedure of inner documentation was developed and implemented, and it is coordinated by the office. One of the main functions of the documentation is the

coordination of mandatory documents' activities. The educational office have developed the list of the saved and acting document of the chairs and deans offices.

The activities of the documentation are evaluated through the IT centres' reports, as well as through the control of the university documentation process.

The review of the resources showed, that university collects data in all its departments, but, the clear process of analysis and decision making are not available.

There is no clearly defined and approved policy of information management, but in the result of self-assessment a few regulating documents were developed.

7.6. The university tries to assure secure and safe environment for its students and staff through its aid office, "Zartonq" resort, labour and fire security and patrol officers. The student and staff are in general satisfied with the aid office, resort and security services.

The university doesn't plan to provide financial resources to create appropriate environment for the students with special needs. This indicates that there are problems in terms of reforms, which need to be solved.

7.7. In 2012 within the framework of self-assessment, the university conducted a survey to evaluate the application and availability of resources (experimental labs, transportation, library and IT resources) provided to students and teacher. However, mechanisms to evaluate the effectiveness of provided resources have not been developed yet.

## **CONSIDERATIONS:**

The University tries to ensure appropriate educational and working environment with limited resources. The current facilities of the university are old, with the exception on Agrobusiness department. The university makes effort to organise teaching and research in such conditions. However, the university will require significant investments to improve the resources and innovate the equipment in the conditions of challenges existing in higher education.

To implement its mission and goals the university allocate as financial resources as university's financial capacities allow. On the one hand, the financial resources are not sufficient to ensure appropriate facilities and equipment to the units, on the other hand it is not possible to reveal the priorities and implement planning based on the priorities, without clear policy of financial management.

There is no clearly defined and approved information management policy in the university. However, the procedures and activities, carried out in the field of information management and documentation, allow us to conclude, that the existing units, supporting the normal functioning of these fields have necessary documents.

The university carries out some activities to expand and develop its educational resource base with the aim of assuring continuous quality improvement and sustainability. However, because of the limited financial resources, the university was not able to reach all objectives planned in the strategic plan. This mainly refers to the application of students' theoretical knowledge and enhancement of practical skills

in spite of the existing resources. The existing resources in the experimental resources are not used in a proper manner as well.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 7 meet the requirements

**RECOMMENDATIONS:**

- to improve the facilities, laboratory equipment of the university continuously to improve the necessary learning environment for the academic program implementation and to meet the international standards,
- to develop such a financial policy, that will be focused on the creation of investment environment, which will contribute to assure the university with necessary resources and equipment,
- to develop a policy of distributing financial resources, that will ensure and guarantee the implementation and continuity of the academic program's goals,
- To develop need assessment mechanisms that will contribute to the implementation of academic program's goals,
- To develop mechanisms to evaluate the opportunities of necessary resource base for the implementation of academic programs and strategic plan, and to increase the efficiency of the use of these opportunities,
- To develop a clear policy and procedure for information management and documentation,
- To develop mechanisms to evaluate the effectiveness, availability and application of resources, provided to the students and teachers.

## CRITERION VIII. SOCIAL RESPONSIBILITY

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

**FINDINGS:**

The University tries to present different ways of internal (rector's, vice-rector's, deans' and chair holders' annual report) and external (Dissemination of the university reports through web site, through the unit of "Journalism and External relations" and through the "Career and advisory center") reports.

8.1. All the structural units of the university are accountable to the superior structures for their field of activities, which is fixed by the appropriate regulations, procedures, instructions, and assure inner accountability. The university has a guide on composition of annual reports of chairs and faculties. The scientific council discusses the report on the activities of the university on each August. The vice-rector of educational affairs prepared and presented the report.

The board of management discusses the rectors' annual report on the activities of the university. The rector's annual report is prepared based on the reports of different structural units. Since 2006, the full

report on University activities has been published and provided to all the structural units, and the summary of the report has been published on the University web site.

8.2. The university tries to assure the transparency and availability of its procedures and activities through different web sites and journals. The history, mission statement of the university, summary of rector's annual reports, information about the University's educational, international and scientific activities, students' life and events, about the university branches, specialties, teaching staff and student population are published on web-site with aim of assuring transparency. The library resources and University newsletters were digitized and made available to students and teachers through web-site.

The Agro business department has its own page on the university web site as well, that includes all the information about the department and its activities.

The university has a journal, where decisions of the rector or scientific council as well as different issues and news are published. The numbers of the journals in the electronic form are published on the University web site as well. For more information, people can apply to each unit of the university and get necessary information.

The University considers the number of visitors to the web site as an indicator of transparency and public availability of its processes and procedures.

8.3. In the conditions of the absence of feedback policy and procedures promoting the formulation of public relations, the following tools and measures to assure the feedback exist in the university:

- letters sent to the heads of the units,
- feedback on the examination process and internships,
- meetings with the rector,
- interviews with the stakeholders,
- evaluation forms of the conferences and seminars, etc..

The date on the need assessment of stakeholders in Agro business department exist, but in the other faculties of the university these mechanisms are newly invested.

There is no analysis of the results of sustain feedback mechanisms, promoting to the formulation of public relations, as well as there is no information on the application. The information is not recorded in a regular manner, and the evidences are available only in the registrar of the letters. Though in the web-site there are all the necessary conditions to assure feedback with the public, the results are not analysed and published.

8.4. The university tries to ensure the transfer of the knowledge to the society, through providing trainings, qualifications improvement and language courses, consultancy, as well as through organising different events. The following mechanisms of transferring the knowledge to the society exist in the university:

- trainings for civil servants,
- advisory courses to farms (through implementing projects in 53 different companies by the resources of Agrogitaspur department and providing consultancy in different regions of the country),

- Language courses.

Based on the results of these activities, it is not possible to substantiate, that the mechanisms of knowledge transfer are in use, and they are not sufficient to reveal the improvement opportunities of above-mentioned mechanisms.

#### **CONSIDERATIONS:**

The University has a process of preparing annual reports, the inner ways of reporting are clearly regulated, but the external ways of reporting still need to be regulated and made targeted. The transparency of provided accountability and availability to a broad range of stakeholders, still needs to be improved. It is not clear what kind of findings the university discovered through the annual reports and what kind of conclusions it did.

The accountability and responsibility of practical decision-making is as well not clearly defined. Many decisions are made in the scientific council, taking into consideration the proposals of deans of chair holders, though the chain of responsibilities and decision-making process at different levels are not certain.

The University doesn't have a policy and procedures of the formulation of feedback mechanisms with the society, though they have an experience of stakeholders' need assessment in the Agro business department. There are no feedback mechanisms promoting the establishment of relation to society, that will give an opportunity with the society developed to improve the quality of professional education and decision making concerning the enhancement of the effectiveness of the organization of educational process.

Though the university thinks, that they have clear mechanisms of knowledge transfer to society, the effectiveness of these mechanisms is low.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 8 partially meet the requirements

#### **RECOMMENDATIONS:**

- to improve the external ways of accountability and interuniversity processes of transparency to external stakeholders,
- to develop a feedback policy and procedures to assure the formulation of relations with the society. To disseminate the best practice and feedback mechanisms of Agro business department among other units,
- to improve the mechanisms of knowledge transformation to the society.

## **CRITERION IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION**



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

## **FINDINGS**

9.1. The university has a clearly defined goal and objectives in the field of international cooperation, which are fixed in the policy that is to integrate into European higher educational area.

According to the strategic and yearly action plans, the university expanded its cooperations with international advanced universities and organizations, and tries to build up new relations to assure students' and staff exchanges, to integrate European higher education area, to realize joint programs with European and American universities and to recognize others' and make its diplomas recognized.

9.2. Through its department of "External relations", the university tries to ensure processes of external relations and internationalization. The "External relations" department support the approval of international relations, the signation of contracts, and the establishment of new cooperations.

While coordinating and implementing the activities, the department cooperates with other structural units of the university, IGOs and NGOs, with national and international organizations, with other accredited departments, other specialists and experts.

All the activities carried out by the department are reviewed in a certain period of time, a final report is prepared, which later on is presented to the Rectorate or Scientific council. Then the report is analyzed to understand to what extent the implemented activities are in line with the mission statement and goals, and how effective they are.

It should be noticed, that the indicators and information based on which the activities of the unit are evaluated are not regulated, and it is not clear which are the mechanisms to evaluate the effectiveness of activities aimed to the internationalization and external relations.

9.3. The university tries build up effective cooperations with the international organizations and promote to the internationalisation of the university through the cooperation agreements with international universityies and companies, through credit transfer , mobility, organisation of English and German language courses.

According to the 36 agreements, the university cooperates with more than 30 universities and companies from 17 countries.

Besides the direct cooperation, the university is a member or partner of different consortiums and networks, and within these cooperates with more than 300 organizations.

As an indicator, evaluating the effectiveness of this cooperation can stand the number of agreements, the mobility of the staff and number of students, arrived from different countries, as well as number of student, left to other countries within the Erasmus Mundus program.

The cooperation with international organizations within the framework of such projects, as DAAD, GTZ, Tempus, and Erasmus Mundus gives the university an opportunity to gain international experience.

However, the university does not provide any financial resources to implement these activities: the necessary expenses are covered either by the international organizations, or by the participants.

9.4. The university tries to ensure the minimum level of language knowledge to its internal stakeholders through language centre, agrobusiness department, involvement of native language speakers in educational processes and foreign literature, at the same time trying to enhance the effectiveness of internationalisation.

The university has languages centre, that coordinates the foreign language teaching activities for staff, PhD students, local and international students.

As an assessment indicator of achieved learning outcomes, the university presents the teachers, who has passed languages courses in English, the available foreign literature, the number of students, who arrived from other countries, the number and present of teachers and administrative staff who knows foreign language for last years (in the case of Agro business department). However, the current impact on the improvement of the effectiveness of the internationalisation was not obvious.

#### **CONSIDERATIONS**

The University has a set up mission statement and goals related to external relations and internationalization, though there is no policy and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalization.

It should be noted that the statute to regulate the activities of external relations unit has not been revised since 2006, and it is not clear to what extent it meets the current requirements of internationalization of the university. However, the university does not provide any financial resources to implement the activities related to the cooperation with international organizations. The external organizations or participants themselves cover the necessary expenses. Thus, the external relations are actively encouraged; these activities should be more sustainable, otherwise what will happen, if the international funding is over.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 9 partially meet the requirements

#### **RECOMMENDATIONS:**

- To develop policy and procedures, that will be aimed at creating an environment conducive to experience exchange and enhancement and internationalization.
- To develop appropriate mechanisms to evaluate the effectiveness of external relations and internationalisation unit's activities with the aim of continuous improvement.

### **CRITERION X. INTERNAL QUALITY ASSURANCE**

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

## **FINDINGS**

10.1. The university has internal quality assurance policy, and the quality control and self-assessment implementation unit was established with the aim of developing the methodological and other documents and for further improvement.

The existing changes in the university are expressed by the fact, that the quality assurance processes replaced certain quality control processes, and the self-assessment report certifies these changes.

The evidences about the operation of the policy are few, the procedures are not yet developed, and there are no certain actions, showing the implemented activities in this field.

10.2. The university tries to implement the management of quality assurance processes, through establishing quality control and self-assessment implementation unit and providing appropriate human, material and financial resources.

The university provided sufficient resources, softs and means of communication to organize the quality assurance processes effectively. The unit has very motivated appropriate staff, working according to their job description. Besides the unit, there are quality commissions under the faculties that can increase the effectiveness of the activities. The unit has the appropriate literature to organize the quality assurance and quality management processes.

The university considers that provided human, material and financial resources are sufficient, though it is not analysed to what extent these resources are sufficient to manage the internal quality assurance processes effectively

10.3. The university tries to involve internal (appropriate structural units, teaching staff, students, and administrative staff) and external stakeholders in quality assurance processes.

The external stakeholders are involved in the state graduation examination committees, management board and scientific council. The presidents of state graduation examination committees are leading specialists in different fields of agro food system. They present their reflections and requirements of the labour market to review and improve the academic programs of the university.

One part of the teachers and students participated in the surveys and self-assessment implementation process conducted by the quality control and self-assessment implementation unit, collecting data related to the activities held in the university, participating in the conferences and seminars organized by the quality control and self-assessment implementation unit.

Internal and external stakeholders are partially involved in the quality assurance processes, though their involvement is not regulated and has episodic character, due to the participation in the self-assessment implementation processes and the control of the educational process.

10.4. The university plans to review the quality assurance mechanisms periodically to increase the effectiveness of educational reforms and to implement self-assessment and external review.

The quality assurance commission was established in 2009 now, and has been acting since now. The quality assurance mechanisms were reviewed in 2011 to create an internal quality assurance system, to increase the effectiveness of educational reforms and to implement self-assessment processes.

At the same time, the university tries to understand the effectiveness of implemented activities through the benchmarking of international universities' best practice in quality assurance and quality management implementation and enhancement.

The internal quality assurance system and quality culture are in the stage of development. The university does not have sufficient information about the effectiveness of its structural changes, but the self-assessment process showed, that the establishment of QA system is a necessity and very important for the university.

10.5. The university plans to organize monitoring and audit of its educational activities, necessary data collection through quality control and self-assessment implementation unit. This will be sufficient basis for participation in the external evaluation processes.

The quality control and self-assessment implementation unit collects data on quality assurance according to its fields of activities, to get ready for the external evaluation. The collected data are summarised and saves in the form of database and was used during the institutional self-assessment implementation process.

The university accepts that the internal quality assurance system is in the stage of development, and new mechanisms, assuring basis for external evaluation process, are still to be developed.

10.6. The university plans to ensure transparency of its activities to its internal and external stakeholders through separate activities, University web site and university journal.

In the "Quality assurance" page of the university web site the University mission statement, QA policy, structure of IQA system are published. The periodic meetings with internal stakeholders can be considered as one of the mechanisms of transparency. These meeting are aimed to involve them in the activities of internal quality assurance system.

The IQA system carries out certain activities to ensure the transparency of the activities of the university, though is should be noted, that they are not clearly planned and the is a lack of assessment mechanisms.

## **CONSIDERATIONS**

The University has IQA policy, though the evidences ensuring the operation of the policy are few. Besides, the university does not show facts, concerning the concrete activities implemented in that field. Accordingly, there are no analysis or improvements based on which it will be possible to evaluate the IQA policy and procedures of the university. Currently, the external requirements are the main driving force behind the quality assurance, though this approach can contribute to the development of self-regulating capacities as well.

Though the university presents, that it provides sufficient human, material and financial resources to manage the internal quality assurance processes effectively, it is not clear to what extent these resources are sufficient to manage the internal quality assurance processes effectively

Internal and external stakeholders are involved in IQA processes, though their involvement is expressed only by the implementation of the educational processes control, which does not contribute to the establishment of quality culture.

The internal quality assurance system is in the stage of development, that is the mechanisms are to be still developed. These mechanisms will ensure a necessary basis to improve the processes of quality assurance external evaluation. However, activities, aimed to the establishment of necessary basis for internal quality assurance system, are carried out. This establishment of this basis is aimed to the preparation of external evaluation.

**CONCLUSION:** The ANAU's institutional capacities concerning criteria 10 partially meets the requirements

**RECOMMENDATIONS:**

- to develop IPA procedures according to the IAQ policy, coordinate them with the package of normative legal acts and develop a QA handbook;
- to develop mechanisms, that will evaluate to what extent human, material and financial resources are sufficient to manage the internal quality assurance processes effectively;
- to review and improve mechanisms of involving internal and external stakeholders in IQA processes;
- to develop mechanisms, that will evaluate the effectiveness of structural and content changes, based on which implement periodic evaluation;
- to coordinate and regulate the mechanisms, that ensures the transparency of the university processes to internal and external stakeholders and provides valid information on the quality of the latter;
- To review the policy and procedures of data collection process, to apply appropriate mechanisms for the establishment of necessary basis for the quality assurance external evaluation.

## APPENDICES

### APPENDIX 1. CVs OF THE PANEL MEMBERS

**Marinka Baghdasaryan:** is a diploma specialist in the field of electrical mechanics. In 1992 got a PHD degree in technical sciences, in 2003 she got her doctor's degree. In 1996 she became an associate professor, and in 2004, professor. Her researches include technical field. She is the head of the chair of "Electrical machines and apparatus" and since 2008 head of the scientific research laboratory of the "Electrical mechanics and electrical radiological materials". She has more than 100 scientific articles, 2 monographs, is considers to be an author of 8 invention patents. Periodically participated in different scientific conferences. Participated in ANQA's trainings and was a chair of pilot institutional accreditation expert panel.

**Maria-Jose Lemaitre.** Has a PhD degree in education. Positions she has held are: Member of the staff of the Science and Technology program in Cinda (1977 – 1983); Coordinator of the Program on Education at Corporación de Promoción Universitaria, CPU (1984 – 1991); Head of the Secondary Education Component in the Program for the Improvement of Quality and Equity of Primary Education (1990 – 1994); National Coordinator of the Program for the Improvement of Quality and Equity of Secondary Education (1994 – 1997); Head of the Quality Assurance Component in the Program for the Improvement of Quality and Equity of Higher Education (1998 -2006); Secretary General of the Consejo Superior de Educación and head of the technical staff at the Consejo (1990- 1998); Secretary General and head of the technical staff at the Comisión Nacional de Acreditación (1998 to 2007); Consultancy work for the Governments and higher education institutions of Argentina, Barbados, Bolivia, Colombia, Costa Rica, Honduras, Nicaragua, Palestine, Paraguay, Trinidad and Tobago, Uruguay, dedicated to policy design, evaluation and the enhancement of secondary and higher education (1998-2008); Evaluator of the effectiveness of the implementation of quality improvement funds for higher education institutions in Bolivia (2006) and Palestine (2008); Consultancy work on quality assurance and higher education policy for the Interamerican Development Bank on Secondary and Higher Education in El Salvador, Honduras, Nicaragua and Ecuador, and for the World Bank in Cambodia, Indonesia, Palestine, Algeria and Colombia (2002–2008); Chair of the international team charged by DAAD (2004); Representative of the Chilean Government in the Working Group of Experts in Accreditation and Assessment (1997 – 2002); Representative of the Chilean Government in the Higher Education Commission of the Educational Sector of MERCOSUR (2001 – 2005); Member of an international group of experts charged with the external assessment of the quality assurance arrangements at the United Arab Emirates (2003-2004); Member of external peer review teams in accreditation visits organized by EQUIS (European Quality Improvement System), of the European Foundation for Management Development (efmd) (2001); by the New Zealand Vice Chancellors Committee (2005); by ENQA (European Association for Quality Assurance) (2007); and chair of the external review team of the HEQC (Higher Education Quality Council) in South Africa (2008); Academic Director of the International Institute for Quality, in charge of consultancy projects, evaluation and accreditation of higher education institutions and programs (2002 to date); Member of an international group of experts charged with the analysis of the Estonian higher education system within the framework of a comparative study carried out by OECD (2006); International speaker on 'Enhancing Quality and Relevance of Higher Education' at the National Forum on Jordan's Competitiveness on Higher Education for Building a Knowledge economy in the MENA Region (2007); Chair of an international team in charge of the development of Guidelines for Self Assessment and Strategic Planning for Tertiary Education in Palestine and of providing training to representatives from TEIs (2007); Chief advisor to the Minister of Education (2008); Member of a team

in charge of the pre-assessment of Universidad Tecnológica de Bolívar, Cartagena, Colombia, in preparation for institutional accreditation (2009); Director of an international ALFA III project (2009 – 2011); Chair of an international team in charge of the external review of a DAAD/IUCEA project dedicated to capacity building and the development of a Quality Assurance Framework for the East African Region (2010-2011); Consultant for the preparation of a quality assurance project for the Republic of Azerbaijan, (2011); Consultant for the implementation of the quality assurance system in the Republic of Georgia (2011); Executive Director of CINDA (2009 to date). Her publications include books, articles and reports on quality assurance, higher education policy, educational reform, secondary education.

**Samvel Pipoyan:** In 1987, became a diploma specialist in biology. In 1993, got PHD degree in biological sciences. In 2010, he got his doctor's degree. His scientific researches include the fields of the zoology, vocational education and trainings. In 1991- 2008 he was the head of the "Vocational education and trainings" department in the MoES. In 2008-2010 he was the founder of the National Centre for Vocational Education and Training development. From 2010 till now he is the head of the staff department in The National Security Council. Since 2012 he is a professor in the biological chair of the Armenian State Pedagogical University. He has more than 85 scientific articles in the field of the biology, 1 monograph, 1 learning manual, in the field of the professional education he has more than 15 articles, one learning manual, 4 scientific researches. He is a cofounder and a board member of the "Reforms in the professional education" NGO, one of the founders and board member of Life-long learning Armenian league, the president of the committee of the agricultural field, board member of CIC adult- learners educational base, cofounder of the "adult-learners and life-long learning" NGO, management board member of the Meghri state college, management board member of the Armenian State Pedagogical university. He participated in more than 20 scientific conferences in the field of professional education.

**Meri Badalyan:** In 1994 she got a degree of a diploma specialist. In 2005 she got PHD degree in economics. In 2006 she became an associate professor. She researches the financial issues, staff promotion and motivation of the higher education. As well as she analysed the higher education reforms in RA. Participated in different conferences regarding the higher educational reforms, Bologna process implementation and integration to European higher education area. She worked as an associate professor in Armenian State University of economics and was the vice dean of the management faculty.

**Syuzanna Azizyan:** 4<sup>th</sup> year student in Yerevan "Gladzor" University, financial faculty. Participates in the activities of the university student scientific organisation and got certificates.

## APPENDIX 2. SCHEDULE OF SITE-VISIT

3.12.2012

		Launch	End	Duration
1	Experts' panel meeting	9:30	9:45	30 minutes
2	Meeting with the temporary acting rector	10:00	10:30	30 minutes
3	Meeting with the self-assessment implementation team	10:30	12:00	90 minutes
4	Meeting with vice rectors	12:10	13:40	90 minutes
5	Lunch (experts' panel discussions)	13:45	14:45	60 minutes
6	Meeting with the deans and heads of the educational office	14:50	16:20	90 minutes
7	Study of the documents	16.30	18:00	90 minutes
8	Experts' panel meeting	18:00	19:00	60 minutes

4.12.2012

		Launch	End	Duration
1	Experts' panel meeting	9:00	9:30	30 minutes
2	Meeting with the Quality Assurance Unit	9:30	11:00	90 minutes
3	Meeting with the heads of the chairs	11:30	13:00	90 minutes
4	Lunch (experts' panel discussions)	13:30	14:30	60 minutes
5	Meeting with the students (local students)	14:45	16:15	90 minutes
6	Observation of the resources/ Study of the documents	16:30	18:00	90 minutes
8	Experts' panel meeting	18:00	19:00	60 minutes

5.12.2012

		Launch	End	Duration
1	Experts' panel meeting	9:00	9:30	30 minutes
2	Meeting with the heads of the units	9:30	11:00	90 minutes
3	Open meeting	11:30	12:00	30 minutes
4	Observation of the resources	12:00	13:30	90 minutes
4	Lunch (experts' panel discussions)	13:30	14:30	60 minutes
5	Meeting with the teaching staff	14:45	16:15	90 minutes
6	Observation of the resources/ Study of the documents	16:30	18:00	90 minutes
7	Experts' panel meeting	18:00	19:00	60 minutes

6.12.2011

		Launch	End	Duration
1	Experts' panel meeting	9:00	9:30	30 minutes
2	Meeting with the people , selected by the experts	9:30	11:00	90 minutes
3	Individual meetings with the teaching staff	11:15	12:45	90 minutes
4	Lunch (experts' panel discussions)	13:00	14:00	60 minutes
5	Meeting with the students (international students)	14:15	15:45	90 minutes
6	Observation of the resources/ Study of the documents	16:00	18:00	120 minutes
7	Experts' panel meeting	18:00	19:00	60 minutes

7.12.2011

		Launch	End	Duration
1	Experts' panel meeting	9:00	9:30	30 minutes
2	Meeting with the people , selected by the experts	9:30	11:00	90 minutes
3	Meeting with the scientific department staff	11:30	13:00	90 minutes
4	Lunch (experts' panel discussions)	13:00	14:00	60 minutes
5	Observation of the resources/ Study of the documents	14:00	15:45	120 minutes
6	Meeting with the temporary acting rector	16:00	16:30	30 minutes
7	Experts' panel meeting	18:00	19:00	60 minutes



### **ANNEX 3. LIST OF DOCUMENTS OBSERVED**

1. Methodological manuals of laboratory activities
2. Curriculum
3. Graphics of educational process
4. Syllabus
5. Course papers
6. Graduate papers
7. Examination tickets
8. The minutes of the chair meetings
9. State graduate examination committee's reflections
10. Registrar of students' attendance
11. Schedules
12. Faculty working plans
13. Reports on the test and examinations
14. Extracts of the scientific council's decisions
15. The staff lists
16. Copybooks of midterm exams
17. Students' applications
18. Different reports

## **APPENDIX 4. RESOURCES OBSERVED**

1. History museum of the ANAU
2. IT centre
3. Library and reading halls
4. The deans office of the faculty of Agronomics
5. Chair of Agroecology
6. Scientific-educational muaeum of the ANAU
7. Chair of hydrotechnical structures and land improvement
8. Laboratory of the pumps
9. Laboratory of hydrotechnical structures
10. Laboratory of hydrovlics
11. Language centre
12. Chair of hydromeloration
13. Dean's office of the faculty of the economics
14. Agrobusiness department
15. Experimental base in Balahovid
16. Chair of the theory of economics
17. Educational affair's office
18. Unit of life-long learning