

SELF-EVALUATION REPORT OF HAYBUSAK UNIVERSITY FOR INSTITUTIONAL ACCREDITATION

1. INTRODUCTION / GENERAL PART

Introduction

YHU (hereinafter YHU) is a regional educational, research and cultural autonomous institution the mission of which is to prepare specialists for the development and reinforcement of the state and its separate communities, taking into consideration the RA regional peculiarities and international relations.

The University strives to prepare nationally and internationally competitive and high quality specialists through continuous improvement of quality of educational services by implementing Bachelor's, Master's, uninterruptable and integrated, Researcher's study programs, as well as to implement education (including preparatory courses) for foreign citizens in foreign languages.

The University fosters the development of mental and creative abilities of students and teachers as well as creates student-centered environment. YHU is led by the main provisions stipulated by the RA NQF, classifications of specializations, state educational standards, and it carries out its activity based on the licenses provided by the RA Ministry of Education and Science by awarding state diploma to its graduates.

History

YHU was founded in 3 December 1990, and it firstly acted as "Haybusak" Cooperative Institute; in 20 March 2003 it was reorganized into "Haybusak University" LTD which operates till now. In different years a number of education institutions joined YHU, in particular, Institute of Oriental Studies after H. Lazarian, Armenian Open University after Loris Kalashyan, Yerevan "Roslin" Arts Institute, "Imastaser Anania Shirakatsi" University of Gyumri, Armenian Institute of Ecology, Economics and Rights of Yerevan. YHU is the legal successor of the mentioned institutes.

Currently YHU is the biggest non-state higher education institution of RA which has a highest number of students (more than 2700 students).

Strategy

The University has developed and implements a strategy according to which the following main directions are prioritized till 2020:

- a/** to prepare high quality specialists in the spheres of Health, Applied Arts, Socio-economy and Humanities by implementing Bachelor's, Master's, uninterruptable and integrated, Researcher's study programs,
- b/** to form a comprehensively developed citizen, to ensure students' patriotic education, to foster appropriation of universal values, moral, cultural and scientific achievements, to implant humanistic and democratic ideas,
- c/** to foster the socio-economic and cultural advancement, establishment of friendship among RA and other countries as well as reinforcement of economic, scientific and cultural relations,
- d/** to promote the development of entrepreneurial education by revealing opportunities for self-realization of each citizen,
- e/** to develop and invest new mechanisms for ensuring education for people with special needs and socially vulnerable groups.

Basic Principles of the University

While fulfilling its mission, the University is led by the following values:

✓ **Student success:**

The University gives importance to students' academic achievements and supports the formation and development of their independent thinking, research and creative skills. For this reason YHU prioritizes the academic and educational-support services, academic and creative thinking.

✓ **Available education:**

The University gives importance to the availability of education for individuals of each social layer by providing diverse financial support.

✓ **Democracy:**

Discussions on different issues relating the University are made by ensuring the participation of students and teachers, taking into consideration their remarks and suggestions.

✓ **Highly proficient teaching staff:**

High quality teaching staff is among key guarantees of the University's success.

✓ **Academic honesty.**

Spheres of Activity

Currently the University has the Faculties of Medicine, Law and International Relations, Economics, Humanities, Design and Fashion Modeling which implement study programs in the following specializations:

- Environment Protection and Ecology,
- General Medicine,
- Pharmacology,
- Stomatology,
- International Relations,
- Law,
- Enterprise Economics and Management,
- Management,
- Finances,
- Informatics and Computer Engineering,
- Armenian Language and Literature,
- Foreign Language and Literature,
- Pedagogy and Methodology,
- Pedagogy and Psychology,
- Journalism,
- Design,
- Fashion Modeling,
- Painting.

The study programs are implemented in buildings/campuses belonging to the University where the necessary number of renovated and furnished classrooms, educational labs and cabinets, workshops and studios with modern technical equipment is ensured. The students of the Faculty of Medicine have some of their academic courses in respective high-quality educational enterprises.

Structure

The chart of structural units of the University (i.e. YHU organigram) is presented in the **Appendix**

1.20.

By the YHU Rector's order (N 110, 10/22/2018) the composition of the working group implementing self-evaluation for institutional accreditation of the University was approved. The working group held sessions every Friday and upon necessity, other days as well. The Education Quality Assurance (hereinafter EQA) Center made accounting of participants involved in discussions based on data provided in sign-up sheets. Upon necessity, the Rector was invited to participate in discussions. The work format was developed in the very first meeting of the working group. It was decided to make self-evaluation according to accreditation criteria and upon completion of preparation of results to send the results to the working group members in electronic version for them to get familiar with the results, to make suggestions and remarks and to get prepared for discussions. The activities of the working group were coordinated by Anna Sukiasyan, Head of the EQA Center,. The composition of the working group involved heads of educational and administrative units, teachers, all staff members of the EQA Center as well as students and graduates. The Rector was regularly reported about problems emerged in the self-evaluation process as well as the whole working process of the group. The translation was ensured upon completion of the results of analysis on each self-evaluation criterion. The composition of the working group and work distribution among working group members are presented below:

Table 1 - Quality Assurance working group

N	First and Second Names	Functions
1.	Anna Sukiasyan (Head of EQA Center, Candidate of Biological Sciences, Associate Professor)	<ol style="list-style-type: none"> 1. Coordination of self-evaluation process, 2. management of working group discussions, 3. regular reporting on self-evaluation to the Rector, 4. participation in discussions on self-evaluation carried out based on criteria, making changes, 5. preparation of new regulations and other documents, 6. checking of self-evaluation translation, making changes, 7. preparation and accumulation of grounds/appendices, 8. assurance of link with the accreditation agency.
2.	Gaspar Avagyan (Deputy Head of EQA Center, Candidate of Philosophical Sciences, Associate Professor)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. preparation and checking/making changes of/in new regulations and other documents, 3. calculation and conclusion of all surveys.
3.	Narine Hovsepyan (Deputy Head of EQA Center on Study Program Issues, Head of Alumni Employment and Career Center)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. preparation of information on "Management" study program.
4.	Mariam Hovhannisyan (Specialist of EQA Center)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. coordination of working group sessions, 3. accumulation of grounds/appendices, 4. technical assistance.
5.	Arshaluys Harutyunyan (EQA Center Staff Member Responsible for Surveys)	<ol style="list-style-type: none"> 1. Accumulation of grounds/appendices, 2. conduction of surveys, data calculation, 3. technical assistance.
6.	Narine Hayrapetyan (HR Head)	<ol style="list-style-type: none"> 1. Provision of necessary grounds/appendices, 2. participation in discussions on self-evaluation carried out based on criteria.
7.	Sone Hovhannisyan (Vice-Rector)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. provision of necessary grounds/appendices.
8.	Yanina Marinosyan (Dean of Faculty of Medicine)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. provision of necessary grounds/appendices, 3. Revision of "General Medicine" study program.
9.	Narine Martirosyan (Deputy Dean of Faculty of Medicine)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. revision of "General Medicine" study program, 1. preparation and provision of necessary grounds/appendices.

10.	Astghik Harutyunyan (Assistant to Dean of Faculty of Medicine)	Technical coordinator or "General Medicine" study program
11.	Anna Harutyunyan (Dean of Faculty of Economics)	<ol style="list-style-type: none"> 1. Revision of "General Medicine" study program, 2. participation in discussions on self-evaluation carried out based on criteria, 3. provision of necessary grounds/appendices, 4. preparation of information on "Management" study program.
12.	Geghetsik Grigoryan (Dean of Law and International Relations, Professor, Candidate of Legal Sciences)	<ol style="list-style-type: none"> 1. Revision of "Law" study program, 2. participation in discussions on self-evaluation carried out based on criteria, 3. checking of new regulations, 4. accumulation of information on "Law" study program.
13.	Eduard Poghosyan (Dean of Faculty of Humanities, Doctor of Historical Sciences)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. provision of necessary grounds/appendices.
14.	Stepan Voskanyan (Dean of Faculty of "Roslin" Art and Design)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria, 2. provision of necessary grounds/appendices.
15.	Maria Mkrtchyan (Head of Postgraduate Education, Candidate of Chemical Sciences)	<ol style="list-style-type: none"> 1. Participation in discussions on self-evaluation carried out based on criteria.
16.	Yeva Torosyan (Head of Chair of Pediatric Gynecology and Pediatrics, Candidate of Medical Sciences)	<ol style="list-style-type: none"> 1. Revision of "General Medicine" study program, 2. participation in discussions on self-evaluation carried out based on criteria, 3. checking of self-evaluation translation, making changes.
17.	Diana Galoyan (Head of Chair of Economics, Professor, Doctor of Economic Sciences)	<ol style="list-style-type: none"> 1. Revision of "Management" study program, 2. preparation of information on "Management" study program.
18.	Hayk Petrosyan (Head of Chair of Pedagogy and Psychology, Professor, Doctor of Pedagogical Sciences)	<ol style="list-style-type: none"> 1. Preparation of new regulations and other documents, 2. participation in discussions on self-evaluation carried out based on criteria, 3. analysis of organization and implementation of educational process.
19.	Gayane Gevorgyan (teacher, Candidate of Economic Sciences, Associate Professor)	<ol style="list-style-type: none"> 1. Revision of "Management" study program, 2. participation in discussions on self-evaluation carried out based on criteria, 3. preparation of information on "Management" study program.
20.	Shoghik Galstyan (Accountant)	<ol style="list-style-type: none"> 1. Provision of necessary grounds/appendices, 2. participation in discussions on self-evaluation carried out based on criteria.

YHU Vice-Rector Martin Abrahamyan, Professor, Doctor of Physical and Mathematical Sciences, and Levon Tumanyan, Head of Financial-Economic Division, have participated in self-evaluation activities of the working group since February 2019.

In 2013-2017 the tendency of decrease of considerable number of applicants who applied for the University's specialties was observed which is conditioned by the decrease of number of graduates of the RA secondary schools and by the organization of unified admission examinations in full-time education. With the aim to ensure the sustainability of financial inflows, the University took steps to involve more applicants from abroad, especially from India. The taken steps met the expected results and currently YHU is among pioneers in the RA which has a big number of foreign students.

Table 2 - Students flow in YHU in the last 5 years

Name of Study Program Level /BA, MA, PhD/	Number of Students/Graduates										Admitted Students					Early leave rs/ dropo uts
	13/14		14/15		15/16		16/17		17/18		13/1 4	14/ 15	15/ 16	16/1 7	17/18	
	Gra dua te	Stu dent	Grad uate	Stu den t	Gra duat e	Stu dent	Grad uate	Stu dent	Gra duat e	Stu dent						
General Medicine*	114	682	123	476	101	668	129	608	126	620	245	226	222	286	380	29
Dentistry*	290	767	262	752	130	750	269	729	182	750	320	283	251	380	482	25
Pharmacy BA	45	121	32	110	21	112	37	103	33	120	20	13	17	25	27	15
Pharmacy MA	15	20	11	12	10	10	6	10	13	20	15	8	6	11	6	8
Economy and Administrati on of Industries/E conomics BA	86	110	38	99	33	98	55	120	30	125	58	54	46	61	94	15
Managemen t BA	22	83	13	84	20	85	27	98	13	100	20	19	13	21	35	7
Managemen t MA	15	22	11	22	7	18	6	22	5	25	11	9	5	11	23	9
Jurispruden ce BA	32	51	21	49	21	50	30	60	29	63	36	33	27	34	44	13
Jurispruden ce MA	15	25	5	22	14	20	9	27	8	27	9	6	5	5	27	6
Internationa l Relations BA	26	32	13	27	8	27	12	40	-	40	15	11	8	6	21	6
Pedagogics and Methodolog ics BA	23	31	7	31	6	30	28	38	1	38	25	19	15	16	22	11
Pedagogics and Methodolog ics MA	2	7	6	8	2	6	4	8	5	10	12	8	7	13	9	1

Pedagogy and Psychology BA	20	28	11	26	10	25	26	28	10	30	19	14	15	11	20	6
Pedagogy and Psychology MA	4	20	4	17	3	15	5	18	6	20	5	4	4	9	8	2
Foreign Language and Literature BA	26	20	5	18	6	20	9	25	8	27	12	6	10	8	19	8
Foreign Language and Literature MA	1	11	1	10	-	8	2	8	3	10	6	3	4	7	10	7
Art Design BA	30	31	8	28	5	25	7	31	11	35	8	7	6	6	18	8
Dress Modeling BA	19	19	-	18	5	20	5	27	7	30	8	6	6	5	14	9
Art Design MA	-	10	-	11	1	10	-	10	1	10	5	3	3	6	5	4

* The mentioned study programs include the Bachelor's, Master's, continuous and integrated study programs.

Table 3 - Number of teaching and educational-support staff in the last 5 years and their distribution according to gender, age, scientific degrees and scientific titles

	13/14	14/15	15/16	16/17	17/18
Faculty of Medicine	41	35	29	29	47
Female	33	19	27	27	24
Male					
Faculty of Economics	10	8	10	9	8
Female	7	4	5	5	5
Male					
Faculty of Law and International Relations	7	4	3	7	6
Female	9	7	8	8	5
Male					
Faculty of Humanities	22	25	17	20	21
Female	3	8	3	7	9
Male					
Faculty of Roslin Art and Design	8	4	3	4	2
Female	4	3	3	4	2
Male					
Total number of academic staff	89	76	67	68	86
Female	57	41	41	52	43
Male					

Number of academic staff with PhD (female/male)	37 / 27	31 / 21	27 / 22	25 / 24	30/23
Candidate	2 / 6	2 / 4	2 / 5	2 / 8	3/8
Doctor	10 / 16	7 / 14	9 / 14	7 / 19	6/15
Associate Professor	1 / 3	1 / 4	2 / 5	2 / 6	2/5
Professor	0 / 1	0 / 2	0 / 2	1 / 2	1/1
Senior Scientific Staff Member/Researcher					
Average age or distribution in age group	58	51	48	51	48
Number of international teaching staff					
Female	4	3	2	6	5
Male	2	5	5	9	7
Number of support staff					
Female	14	16	10	16	14
Male	1	0	1	1	0

The data relating teaching staff, i.e. 129 teachers, are valid for December 2018, and in the website of the University (haybusak.ru) more updated data are available which states about the fact that during the academic year their number fluctuates by reaching up to 200.

2. MAIN CHANGES ARISING FROM THE RECOMMENDATIONS OF THE PREVIOUS INSTITUTIONAL ACCREDITATION

After the recommendations provided as a result of the previous institutional accreditation (2014), YHU has carried out significant amount of activities directed to the elimination of shortcomings and weak points which were pointed out by the experts carrying out accreditation. Of course, some of the provisions of the recommendations pointed out by the experts were not accepted by the University because of their uncertain, non-objective and unsubstantiated character, and the rest of them were accepted and accordingly some changes were made towards their solution.

For example, the following points are mentioned as weaknesses of the University:

- ✓ *the learning outcomes of the Study Program are completed by the acquisition of only some knowledge by students, without formulation of respective skills and competences or their checking.*
- ✓ *or the steps of the University's steps taken towards investment of internal QA system are not coordinated, and the University hasn't established unified internal QA system either.*

At that time the assessment system of the YHU was multi-component and involved those components by which both knowledge and competences and skills were assessed, respectively the University couldn't agree with that statement. And the University has launched the investment of internal QA system since 2008 by establishing Quality Assurance Center by recruiting it with trained staff, appointing faculty responsible staff members and making planning activities. It is another issue that the internal QA system needs to be developed, improved and enhanced.

In particular, the mission, strategic goals and objectives of the University have been clarified, action plans (short-term, mid-term, long-term) have been developed and responsible staff members/units have been specified, performance indicators have been defined by taking into consideration stakeholders' needs. The goals of short-term, mid-term and long-term plans as well as mechanisms of their implementation have been specified.

In the organigram of the University some changes have been made which are conditioned by the mission and goals defined by the Charter of the University, as well as by the imperative to fulfill the provisions of the Strategic Plan (hereinafter SP).

The University has developed ethical rules, has established Ethics Committee and has compiled a regulation on conduction of activities of the mentioned Committee. The decision-making procedures and activities of structural units are complied with ethical rules.

The factors influencing the development of the University have been studied, and they served as a basis for further improvements.

The activities of different management levels of the University are carried out based on the principle of quality management (PDCA).

The study programs have been revised and amended; benchmarking has been carried out, the learning outcomes at levels of Bachelor's and Master's degrees and uninterrupted and integrated study programs have been differentiated, and the procedures on assessment of outcomes have been clarified. By their investment the opportunities fostering international mobility of teachers and students have been created.

For example, the hours allocated to the subject of "Foreign Language" in the "Management" Study Program have been added, besides, there is an analysis presented in the self-analysis of the "Management" Study Program.

The University has also developed student guidance and support documents, in particular, Student Guide which reflects students' rights and obligations.

The University has developed and carries out processes for students' involvement in research activities, all faculties have organized conferences, and the report materials have been published as collections. For example, 5 students and 6 teachers from the Faculty of Law and International Relations, and four teachers and four students – from the Faculty of Economics participated in the mentioned conference (see the collection of materials of conference for teachers and students, Yerevan 2019, pp. 128-178, 261-299). The students have obtained the outcomes of their research presented in the conferences as a result of activities jointly with teachers. 31 students (jointly with teachers) presented their research outcomes in the conference.

A rating system has been developed for evaluation of teachers' activity, and it is planned to be invested since 2019-2020 academic year (see more details in **Standard 3.2**).

In order to enhance teachers' foreign language proficiency, free courses have been organized. The respective information is presented in the Appendix 2.4. As a result, English language proficiency and communication skills have been improved.

In the SP the University's ambitions and priorities in the field of research have been clearly formulated, and respective plans have been developed **/Appendix 1.7/**.

The research outcomes are interlinked with the educational process. For example, Professor M. Abrahamyan has published the educational manual on "Physics and Applications in Medicine" (Yerevan 2015) which serves as a guide for students to carry out their individual activities, and Professor G. Grigoryan and Associate Professor S. Grigoryan have published the textbooks entitled "Law" (Yerevan 2014) and "Theory of the State and Right" (Yerevan 2019) the outcomes of which are applied in the teaching process. There are several similar examples.

The members of YHU teaching staff continue to publish their research outcomes in international peer-reviewed scientific magazines. For example, Anna Sukiasyan, Associate Professor and Candidate of Biological Sciences, has published a scientific article in the Cambridge University Press (2019). The rating system of teachers will serve as a control tool in the field of research.

YHU policy on distribution of financial resources reflects the strategic goals and derives from its mission. The amount of financial allocations directed to salaries, discount of tuition fees for students from socially vulnerable groups, maintenance and expansion of YHU's material-technical resources, enhancement of technical equipment, funding of teaching staff's research and creative activities, etc. have been increased **/Appendix 2.12/**.

The infrastructures and resources of the University are continuously equipped with means and facilities necessary for educational environment. So far the cabinets, labs, workshops and studios have been equipped with new technical means and facilities. A new lab building for the Faculty of Medicine at the address of Abelyan 6 has been built and it will be exploited/put into operation in the new academic year, i.e. in September 2019. The University has obtained a new building with the total area of more than 4000 sq. m. which is renovated to be served as a dormitory for students from the regions and abroad.

The activities directed to the establishment of YHU electronic library are in process, and it is planned to operate it at the beginning of the new academic year, i.e. since September 2019.

The activity of the University's website has become more dynamic which reflects operative information about the YHU's activity.

The University regularly provides proper information about its activity to the society and has taken the social responsibility. There is a respective structural unit at the University which deals with maintenance and reinforcement of public relations by using modern means (the University's webpages, Facebook pages and groups).

The University has developed policy on internationalization and carries out targeted activity towards its fulfillment **/Appendix 5.8/**.

The teaching with study programs of YHU is ensured in Armenian, Russian and English languages, and there are respective teaching staff members, including foreign teachers, who are proficient in the mentioned languages. The level of language proficiency of the teaching staff is checked in the recruitment process as well as by respective certificates and diplomas.

The University organizes the information on grant and scholarship programs by promoting teachers and students to participate in them. For example, in 2014-2016 A. Sukiasyan, teacher of the University, and L. Atshemyan, a student of the Faculty of Medicine participated in the project on "Molecular Epidemiology and Diagnostics of Leishmaniasis in Central Asia and in the South Caucasus for the Development of Local Monitoring and Control Systems" (BMBF Germany, project no. FKZ01DK14021).

YHU has developed and published **EQA** Manual which has been translated into English and upon launch of the new academic year it will be publicized [/http://haybusak.ru/documents/?lang=en/](http://haybusak.ru/documents/?lang=en/)

Diverse training courses on quality assurance (hereinafter **QA**) **/Appendix N 2.4/**. A are organized for teaching, administrative and support staff members of the University.

In all the faculties there are appointed staff members responsible for QA, and in all structural units the planning and implementation of activities are ensured based on the principle of quality management. The EQA Center is recruited with staff members with respective qualifications, and sufficient conditions for their activities have been created. The EQA Center has 5 staff members 4 of which are Supporters of education quality (awarded by ANQA).

The University's stakeholders are involved in QA processes, and their opinions are studied and taken into consideration. They participate in revision of Study Programs, internal evaluation and organization of internships by ensuring their participation in surveys, focus groups and by making proposals and remarks.

3. SELF-EVALUATION OF THE HEI ACROSS STANDARDS

3.1 STRATEGIC MANAGEMENT

Standard:

Development planning at the higher education institution is purposeful and systematic, involving various stakeholders. The higher education institution regularly evaluates the achievement of its stated objectives and the impact of its activities.

Grounds:

Appendix № 1.1 2010-2015 Strategic Program for the Development of the Yerevan "Haybusak" University,

Appendix № 1.2 2016 Short-term Plan for the Development of the Yerevan "Haybusak" University,

Appendix № 1.3 2017 Short-term Plan for the Development of the Yerevan "Haybusak" University,

Appendix № 1.4 2018 Short-term Plan for the Development of the Yerevan "Haybusak" University,

Appendix № 1.5 2017-2018 Mid-term Program for the Yerevan "Haybusak" University,

Appendix № 1.6 2017-2018 Mid-term Plan for the Yerevan "Haybusak" University,

Appendix № 1.7 2016-2020 Strategic Program for the Development of the Yerevan "Haybusak" University,

Appendix № 1.8 Report of the Rector of the Yerevan "Haybusak" University for the 2013-2014 academic year

Appendix № 1.9 Report of the Rector of the Yerevan "Haybusak" University for the 2014-2015 academic year,

Appendix № 1.10 Report of the Rector of the Yerevan "Haybusak" University for the 2015-2016 academic year,

Appendix № 1.11 Report of the Rector of the Yerevan "Haybusak" University for the 2016-2017 academic year,

Appendix № 1.12 Report of the Rector of the Yerevan "Haybusak" University for the 2017-2018 academic year

Appendix № 1.13 Planning, Monitoring, Evaluation and Improvement Procedure of the Departments of the Yerevan "Haybusak" University

Appendix № 1.14 Procedure for conducting the surveys of the Yerevan "Haybusak" University

Appendix № 1.15 Surveys of the Yerevan "Haybusak" University /2014-2018/

1. "Teacher as seen by the student",
2. "Students' satisfaction with the performance of the Rector, Dean and Academic Staff"
3. "Research of students' satisfaction regarding the building conditions"
4. "Education quality and effectiveness satisfaction regarding survey"
5. "Research of the academic staff satisfaction with the educational environment at the Yerevan "Haybusak" University"
6. "Results of practice activity "
7. "Internal beneficiaries satisfaction"
8. " Education Quality Assurance Center activity assesment"
9. " Employers satisfaction with Program final results and graduates professional competence"
10. "Employers' satisfaction with labor market in the area"
11. "Alumni satisfaction with the received education"
12. "Students' attitude towards education"
13. "Alumni work activity (Professional/Non-professional) Research"

Appendix № 1.16 Rules of Functioning of the Yerevan "Haybusak" University Academic Council ,

Appendix № 1.17 Student Guide of the Yerevan "Haybusak" University,

Appendix № 1.18 Education Quality Assurance Guidelines of the Yerevan "Haybusak" University.

Appendix № 1.19 Self-Assesment for 2013, 2015 years

Appendix № 1.20 Structure of "Haybusak" University

Yerevan "Haybusak" University carries out its activities through the development and implementation of short-term, mid-term and long-term programs and projects, in accordance with its mission and goals, and has clear mechanisms for their implementation and monitoring. The University has started the planning of its activity since 2007, when the SP for the 2007-2009 has been developed, thereafter the strategic development programs for 2010–2015 and for 2016-2020. The SP for the University Development for 2016-2020 **/Appendix N 1.7/** includes an action plan for the same period, with responsible persons and deadlines. The planning of the subdivisions' activities is carried out according to the regulation of planning, monitoring, evaluation and improvement of the Haybusak University subdivisions, establishing that planning, monitoring, evaluation and improvement of activities are the most important mechanisms for the regulation of the University's activities and the efficiency of management and administration **/Appendix N 1.13/**. All the development programs of the University are coordinated with the SP of the University. The SP formulates the annual mid-term plans, each of which has its importance in the implementation of the mission. SPs are compiled according to the main objectives and key areas of activity including the improvement of the Study Program, development of the internal quality assurance system, strengthening of the student-centered learning, updating of the material-technical base of the University, increasing the efficiency of the financial stability and management, reconsideration and implementation of the policy of effective use of existing resources, reinforcement with the skilled professorial staff, progression of their qualification and development of research activities for further improvement of the healthy moral and psychological atmosphere of the University, strengthening of Public Relations, raising the social responsibility of the University, strengthening the international collaboration. Each of the above mentioned points has its certain steps and performance indicators. The SP includes mission, goals, basic values /student success, affordable education, democracy, high-quality academic staff, academic honesty, competitiveness, social responsibility/ as well as the vision of the University. The University is unique in its kind in Armenia: it is a

multi-purpose educational institution, carrying out the high school education, secondary vocational education as well as Bachelor, Master, Specialty and PhD Programs. The selection of specialties studied at the University is based on the needs of the society and in this sense derives from the national priorities. Based on its diversified structure, the University has started to coordinate its professional fields with the formation of the several institutes such as the Medical, Humanitarian, Design, and other institutes. Thus, the University tries to strengthen the management model and to increase the rate of the University in the concrete field.

The effectiveness of the implementation of the development programs can be verified by the facts proving the achievement of the intended goals and the problems solving. Thus, in 2010-2015, in order to develop a SP, it was envisaged research of the external and internal factors influencing the University development. Likewise, the external and internal factors affecting the development of the University have been analyzed and evaluated in the process of the 2016-2020 SP composition, and thereafter the strengths and weaknesses, the dangers and the ways of improvement of the University have been highlighted **/Appendix N 1.19/**. At the end of each academic year the Academic Council is represented the Rector's report, analyzing the impact of the implementation of the objectives (set out by the SP, highlighting the results and its implementation outcomes, outlining the ways to achieve them) on the University.

The University is guided by the mission, vision, fundamental values set out in SPs, consistently implementing the set goals. Thus, according to the 2010-2015 SP, in order to increase the efficiency of the management, the Faculty Councils have been set up, the electoral process of the deans and the heads of departments has been improved, corresponding rules of the credit education system have been remodelled, the circulation of documents at the subdivisions of the University has been upgraded.

The 2016-2020 SP of the University Development has set target priorities, goals and problems, the performance indicators have been developed. Thus, focusing the importance of the of the internal QA system's development, the task is to set a system of accountability of the University's educational and administrative units regarding the role of each of them in QA, to increase the responsibility of the University departments, to verify the continuously increasing QA and effectiveness, reviewing and defining the scope of the University departments' functions and considering all the mentioned above via perspective of planning, implementation, verification and improvement (Plan - Do - Check - Act (**PDCA**)).

Internal and external stakeholders' surveys and improved results, the practice of working with the **PDCA** cycle are mentioned as performance indicators.

The University always emphasizes the democratic nature of the governance system, according to which the external and internal stakeholders /employers, applicants, parents, lecturers, administrative staff, students, alumni/ have an opportunity to participate in the development of the University Development Plan, equally sharing the values adopted by the University and derived from their own interests are intended to provide a high – quality education for future generation. The documents of the strategic development of the University are adopted by the Scientific Council which involves different stakeholders. For example, students make up ¼ of the members of the Academic Council. The decisions of the Governing Bodies of the University are based on the results taken of the regular surveys concerning the satisfaction of the students and lecturers from the activity of the Rector, Deans and administrative staff and the whole educational atmosphere **/Appendix N1.15/**. Stakeholders can get an exhaustive answer on any issue they are interested in from the Departments, Deans' offices, Rector, and staff of all subdivisions. They also have the opportunity to raise their questions both at private meetings and at the university's website, in the section "Questions to the Rector" and receive the answer personally from the Rector.

External stakeholders, namely employers, partners of educational enterprises and organizations in which internships are held, are motivated in preparing high quality specialists. Some of them are members of the Scientific Council of the University. Besides, the results of surveys conducted among them are used in processes of making plans and action plans.

The most active and effective working and feedback providing instruments of the University are its websites: <http://www.academedu.org>, <http://www.haybusak.ru>, Facebook page and Facebook groups where the academic staff, students, alumni and all other beneficiaries have an access and active participation. All the departments of the University are implementing the daily reception of the visitors. There are Complaint and Suggestion Boxes in the University, as well as on the website and official

Facebook page of the University. In addition to this, the University has formed the Ethics Committee that examines and resolves cases of violation of ethics in the University.

Among the priority tasks of the University according to the 2016-2020 University Development SP is the increase of the management efficiency. To solve the problems it is necessary to verify the activities of management and administrative departments, increase their responsibility towards the implementation of the University mission, taking into account the imperative of the PDCA cycle effective implementation. The management and administration regulation, monitoring, accountability and University Governance democratization are considered as the indicators of the progress. The regular surveys of the stakeholders and subdivisions serve as monitoring tools.

Strong Points

1. The main achievement in the sphere of strategic management of the University is the implementation of short-term, mid-term and long-term plans which serve as a guidance to the University.
2. The formulated management system, distribution of authorities among structural units as well as their regularity are among strong points of the University.
3. The structural units of the University carry out their activities based on the PDCA principle, thus fostering the enhancement of education quality.

The University gives importance to the increase of efficiency of management which is a prioritized strategic priority.

The University sets the following **ways of improvement**:

1. clarification of activities of managerial and administrative units of the University,
2. increase of their responsibility in fulfilling the mission of the University, taking consideration the imperative to efficiently implement all the components of the PDCA cycle.
3. The University plans to clarify the regularity, monitoring, accountability and democratization of management and administration by ensuring wide-scale application of surveys conducted among stakeholders as well as expanding the scope of their participation in management processes.

3.2 RESOURCES

Standard:

The higher education institution develops its staff and manages its physical and financial resources in a purposeful, systematic and sustainable manner. Internal and external communications of the higher education institution (including marketing and image-building) are targeted and managed.

Grounds

Appendix № 2.1 Regulation on Competitive Selection and Positioning of Teaching Staff

Appendix № 2.2 List of permanent and non-permanent teaching staff according to chairs and qualifications by mentioning their scientific degrees, titles, main courses taught by them

Appendix № 2.3 Regulation on Rating Evaluation of Professional Activities of Yerevan Haybusak University's Teaching Staff

Appendix № 2.4 Time-schedule of trainings and attestation of teaching, support and administrative staff

Appendix № 2.5 Surveys on evaluation of efficiency of trainings

Appendix № 2.6 Functions of support staff

Appendix № 2.7 Ethical rules

Appendix № 2.8 Contracts signed between the University and educational enterprises, local and international education institutions, state and non-state/private structures

Appendix № 2.9 Regulation on Discounts of Students' Tuition Fees

Appendix № 2.10 Charter of Yerevan Haybusak University

Appendix № 2.11 Civil Defence Plan of Yerevan Haybusak University

Appendix № 2.12 Yerevan Haybusak University" LTD Financial Division's References (Sheets/tables N 2.12.1, 2.12.2, 2.12.3, 2.12.4)

Appendix № 2.13 Training course on "Electronic Functions of Library"

The provision of the SP 2016-2020 of YHU which states that YHU strives to become an institution equipped with modern technologies, technical means and high quality teaching staff, is directed to the fulfillment of objectives relating assurance of resources and formation of educational environment of the University. The modernization of material-technical base is declared as a prioritized strategic objective. In this regard the educational buildings/campuses, technically reequipped classrooms and cabinets, research and educational laboratories, sports hall furnished with modern facilities, newly established clinic and competent teaching staff are considered to be indicators for evaluation of progress.

The University continuously recruits high quality specialists. The University makes multidimensional evaluation (in competition of main/permanent staff and in signing agreements with hourly-based staff members) of teaching staff, according to their professional preparedness, pedagogical skillfulness and personal qualities.

The main requirements set for professional qualities of the University's teaching and support staff are formulated by the volume of knowledge, skills and competences characterizing graduates of 6th and 7th levels of National Qualifications Framework (NQF) in line with BA and MA study programs, as well as based on responsibilities of teaching and support staff. The University carries out targeted activities both in recruitment process and taking into consideration the compliance of the given specialist's research direction with the goals of the study program.

The selection of teaching staff is carried out based on Regulation on Competitive Selection and Positioning of Teaching Staff **/Appendix № 2.1/**. The staff member must get familiar with working conditions, internal disciplinary and ethical rules of the University.

The University controls and monitors the activities of teaching and support staff members, organizes trainings, conducts attestation based on which the policy of teachers' promotion is implemented. The results of academic year are summed in Faculty Councils, and the Deans introduce best teachers to the Rector for material and moral promotion. There are set certificates of honor which are festively rewarded to the best specialists. In order to increase salaries of teaching and support staff members, Deans submit references to the Rector which are based on results of student surveys and class observations as well as indicators of professional progress. The differentiated salaries/remuneration of teachers is also provided as a result of their rating. The University has invested regulations on differentiated salaries for teachers and their rating. The mentioned regulations define mechanisms and procedures of teachers' promotion. As far as the regulation on rating has been invested since February 2019, teachers' salaries will depend on the rating.

There are clearly set policy and procedures on evaluation of teachers' professional qualities and their activities. The policy and respective procedures are directed to the assurance of compliance of teachers' professional qualities with the mission and goals of study programs, as well as their professional and pedagogical qualification enhancement.

The evaluation of YHU teaching staff is also organized each semester by the EQA Center by means of conduction of "Teacher in the Eyes of Students" surveys **/Appendix № 1.15.1/**. The results of surveys are analyzed, concluded and reported to the Rector. The other procedure of evaluation of teachers' professional qualities and activities is set by the Regulation on Conduction of Class Observation. The class observations are carried out by chairs and EQA Center and they are conducted on a regular basis. In the system of teachers' regular evaluation their participation in study programs for researcher, conduction of scientific-research activities, publication of scientific articles, educational-methodical manuals and monographs, defence of scientific theses as well as scientific titles and degrees are given importance.

The efficiency of evaluation of teachers' professional qualities and activities is manifested in reinforcement of student-centered learning, improvement of teaching quality, termination of cooperation with teachers who received negative results of evaluation.

Great importance is given to self-education and enhancement of professional qualification of teachers. EQA Center annually organizes trainings directed to the development of teachers' professional qualities and pedagogical skills as well as improvement of education quality. For evaluation of efficiency of trainings, a questionnaire has been elaborated by means of which participants' opinions are summed **/Appendix № 2.5/**.

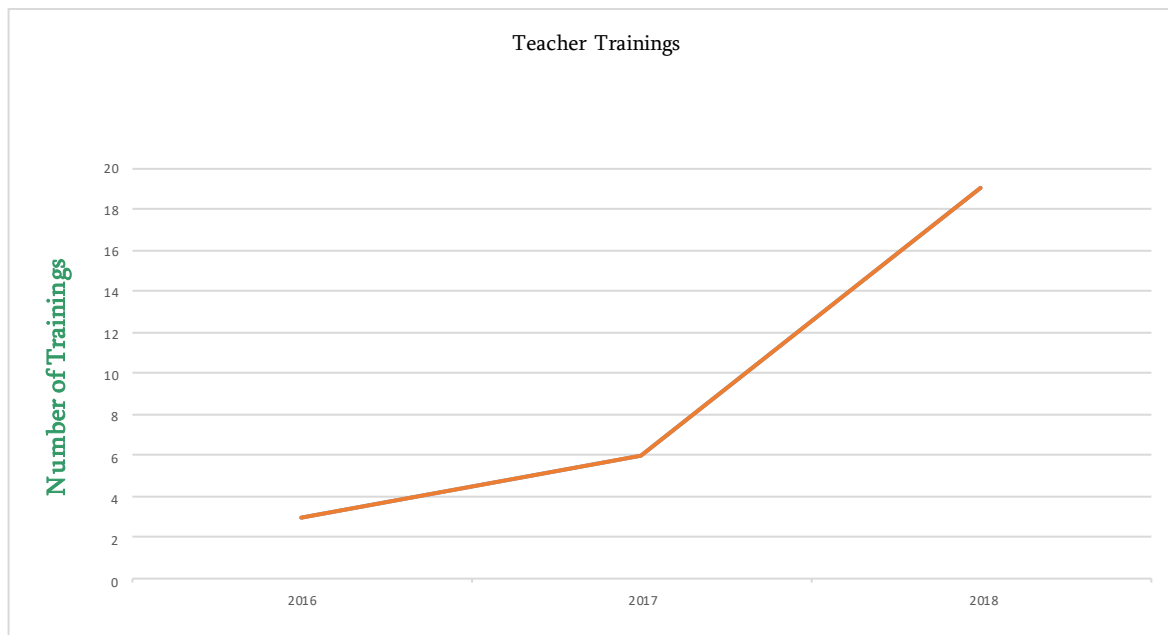
The qualification enhancement of teachers is implemented in the following five directions:

1. modernization of professional knowledge,
2. improvement of pedagogical skillfulness,

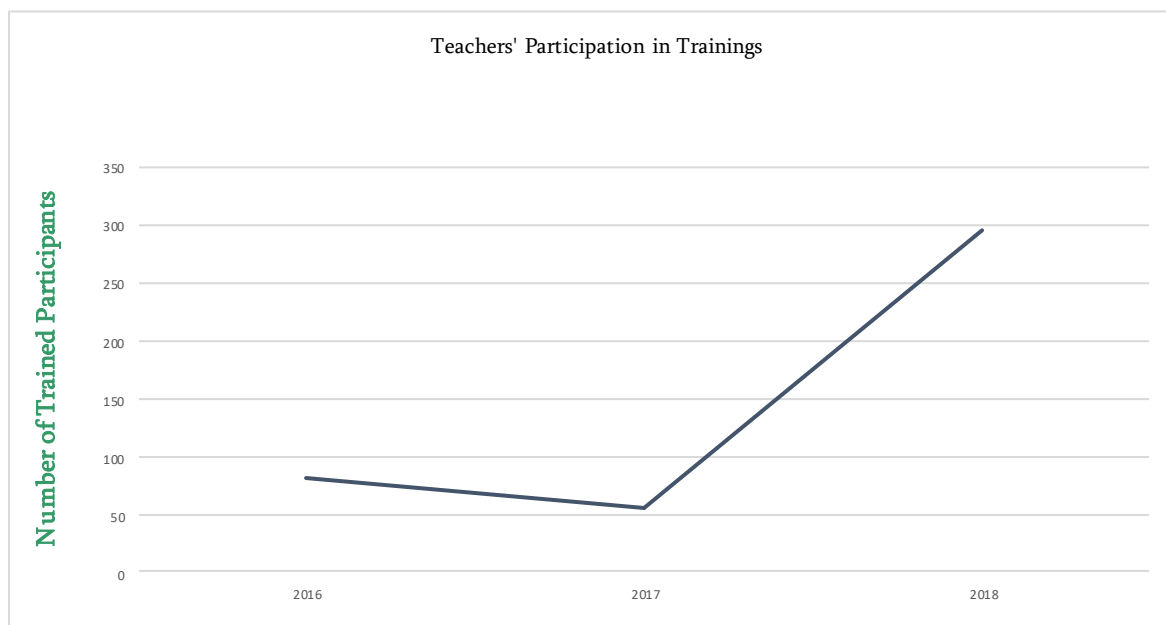
3. formation of skills of IT application in educational process,
4. assurance of education quality,
5. upgrade of proficiency in foreign languages.

The processes directed to the enhancement of teaching staff are based on results of evaluation of their professional qualities and activities, and the results are stipulated in long-term, mid-term and short-term development plans of the University. Their modernization is conditioned by the imperative to solve problems reflected in the SP. The assurance of education quality and reinforcement of quality culture in compliance with international criteria greatly depend on teachers' professional and pedagogical-methodical qualities, hence, the University studies their activities and selects priorities for improvement.

In the last three years the number of participants in courses on qualification enhancement of YHU



teaching staff has been increased based on their (teachers') apprehension of usefulness of training



courses. The picture is presented in the following Charts:

The trainings are carried out at internal (inside the University), local (in RA) and international levels. The topics of trainings are expanded, and the number of participants is increased. The quantitative

increase of trainings is conditioned by the expansion of scope of their topics which derive from teachers' needs and the necessity to ensure education quality.

The policy and procedures ensuring the sustainability of YHU main/permanent teaching staff are based on conditions of licenses of the University. According to the Regulation on Licensing of Educational Activity in the Republic of Armenia, more than half of teaching staff of higher professional education institutions must be permanent, more than half must hold scientific degree or scientific title recognized by the state licensing body, including 3 - from professional courses for each specialty. The University meets this requirement **/Appendix № 2.2/**. YHU implements policy on recruitment of young teaching staff. There are many cases of recruiting graduates of the University.

According to the internal disciplinary rules of the University, based on the Rector's order, the teachers are encouraged for the exemplary fulfillment of job responsibilities, increase of efficiency of his/her activity and continuous excellent performance. The forms of encouragement are as follows: declaration of gratitude, rewarding of certificate of honor, one-time monetary award, souvenirs, increase of salary.

The activities of faculties, chairs and other YHU structural units are organized based on PDCA cycle. Their activities are controlled and monitored, problems are identified, and one of the solutions is considered to be the recruitment with support staff. Deans, heads of chairs and administrative units regularly give reports in the Scientific Council and Rectorate sessions, raise urgent issues, including those relating YHU staff. Such a working style allows to make the management of the University flexible. In the last 3 years the EQA Center, Department of International Relations as well as Educational-Methodical Divisions and staff have been recruited with high quality staff, new heads of chairs have been selected, and a Postgraduate Division has been established.

There are about 2700 students studying at the University, and over 1000 of them are foreign students.

The Faculties of Medicine, Economics, Law and International Relations, administration, major part of the chairs, sports hall, library and clinic are settled in the University campus at the address of Abelyan 6 (5100 m²). And the Faculties of Humanities, Design and Clothes Modeling and another part of chairs are situated in the University campus at the address of Griboyedov 15 (1914 m²).

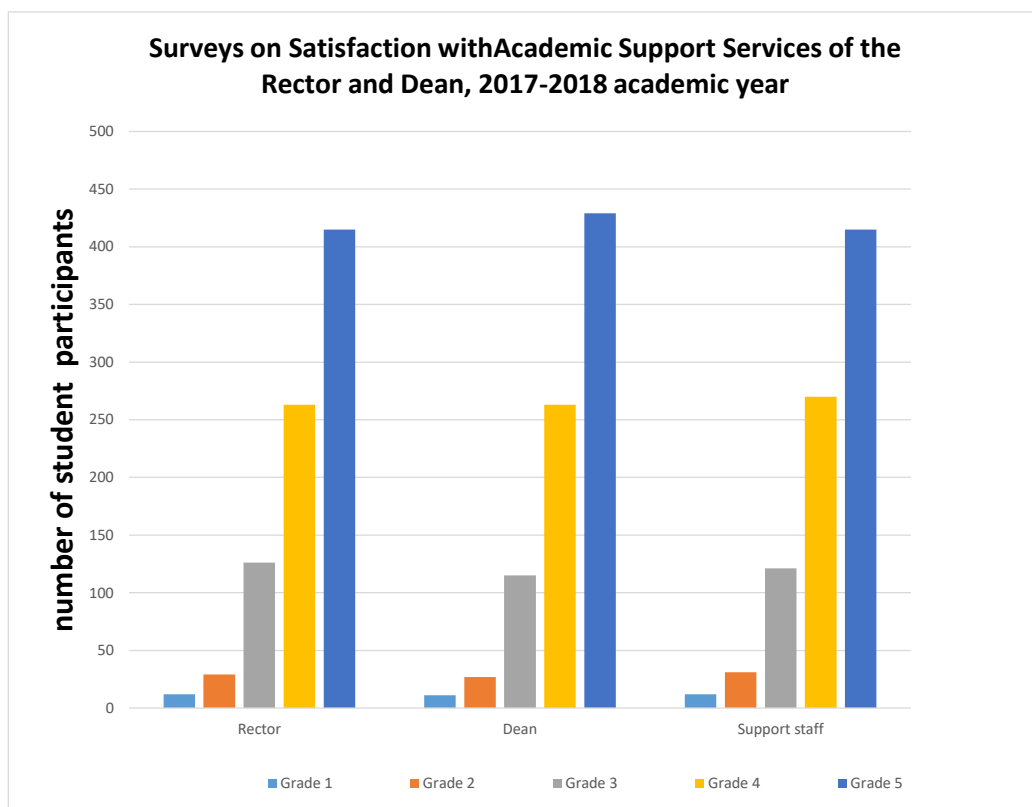
The practical courses, educational-industrial and pedagogical internships for YHU students are also organized in other educational enterprises of the Republic of Armenia. Particularly, the students of Faculty of Medicine can use the laboratories of more than 14 clinics, medical centers, hospitals and scientific-research institutions as well as operating rooms and cabinets in Armenia which are ensured with modern medical equipment **/Appendix №2.8/**.

The YHU library has two repositories and a reading hall where there is 27000 unit literature in Armenian, English, Farsi and other languages and the literature is regularly updated. There are 12 computers with free Internet access, scanner, printer, electronic board and projector in the reading hall. The activities directed to the investment of electronic library have been initiated **/Appendix №3.9/**. E-library link is: <http://87.241.136.14:8080/Elgrad/>.

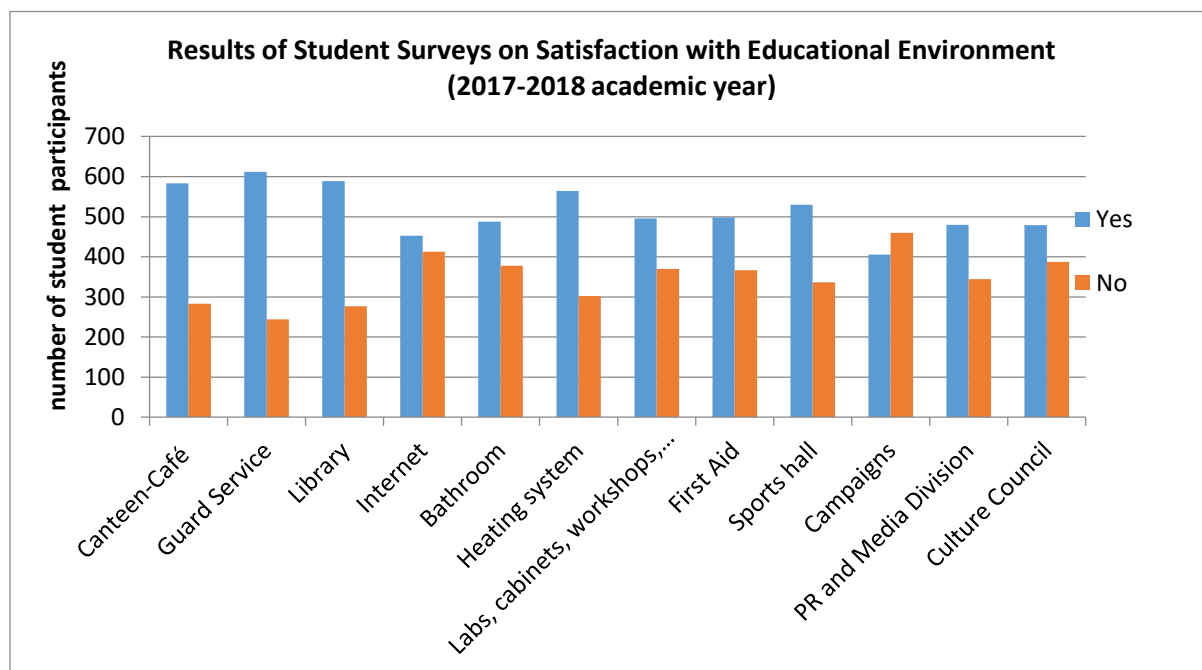
The librarians regularly participate in trainings, have business trips in leading libraries of Armenia, have experience exchange **/Appendix №2.13/**. It should be mentioned that both students and teachers actively use the library services of the University.

During conduction of student surveys the educational environment, in particular, educational campuses, educational resources and support services are evaluated. The results of students' (2017-2018 academic year) surveys on satisfaction with educational resources and activities of the Rector, Dean and support staff are presented as an example in the **Appendices № 1.15.2 and 1.15.3**. The results show that students are mainly satisfied with the educational environment of the University.

The results of surveys on satisfaction with the activities of the Rector, Dean and support staff in 2017-2018 academic year are presented in the Chart presented below. The Deans provide student support on educational and social issues, and the Rector - also on financial issues.



The students evaluated the activities of the Rector, Dean and support staff in a 5-grading scale in which 1 is the minimum level and 5 - maximum. As the Chart shows, the results are satisfying.



The results of the mentioned surveys help to identify more vulnerable spheres of the University and to make improvement in this direction. The University organized meetings on questions which were negatively evaluated and reasons of respondents' discontent were clarified.

For example, the main reason of the discontent with the organization of campaigns is the fact that the organizers suggest limited number of routes and for a very short-term period. The discontent with the Internet is big not only in YHU but across the RA. This is conditioned by the activity of internet supplying organizations and the capacity of the optimal cable available in RA. The discontent with the conditions of

Water Closets is conditioned by the fact that their number was limited in the building, while the number of students is big, hence a large Water Closet was built and other in-use points were also renovated.

The IT sphere is in the center of attention of the University. In the last years great amount of material and financial resources has been allocated due to which the Internet network of the University, in terms of its volume and technical equipment, meets the requirements of internal stakeholders and is conditioned by scientific-pedagogical research directions, volume and formation of professional competences of YHU graduates in educational process. In this direction the University has made significant investment for establishment of informational environment /Internet/. In the last five years the volume of financial means allocated to the acquisition of technical means and equipment has been increased.

The evaluation of educational environment is also made in the sessions of YHU Scientific Council, Faculty Councils and Student Parliament which allows to identify current needs and to carry out processes of improvement.

The University carries out processes of efficient use of infrastructures and resources, technical means and identification of needs. Taking into consideration the number of students, the number of furnished classrooms and cabinets is regularly increased. It should be noted that the surveys on teachers' satisfaction with educational environment have been conducted since 2015 every 2-3 year. The results of surveys conducted this year are presented in the **Appendix №1.15.5**. Most of the teachers who participated in surveys are satisfied with existing infrastructures and resources.

With the aim to carry out management and control of financial flows of the University, at the end of each year the budget of the following year /estimate of financial inflows and outflows/, and upon completion of the year – budget performance are compiled which are discussed and approved by the Board of Founders. The current financial management is carried out by direct supervision of the Rector by means of respective structural units (the factual income and expenses for the period of 2014-2018 are attached in the **Appendix №2.12 (N2.12.1)**).

The draft budget is compiled as a result of discussions among YHU structural units, on the basis of foreseen income, number of students and further expenses, taking into consideration the requirement for resources necessary for the assurance of educational environment and implementation of study programs, as well as development perspectives (the Financial Development plan for the period of 2016-2020 is attached in the **Appendix №2.12 (N2.12.4)**).

The current control of budget is carried out by submission of quarterly (three-month) reports which are discussed in the Rectorate sessions and, upon necessity, external audit can be invited in annual budget performance.

The University implements flexible discount policy which relates to students with excellent academic performance and those having different social statuses. Only in the last 3 years the University has allocated 142,0 million AMD for discounts.

Table N 4 - Discounts in academic years

15-16 academic year	16-17 academic year	17-18 academic year
37660.0 AMD	54550.0 AMD	49900.0 AMD

The University carries out policy on resource saving which is stipulated in the YHU SP 2016-2020. In particular, it is planned to improve financial management system by applying marketing toolset, and in acquisition of items and provision of services – to also use tender offers.

Due to the gradual improvement of education quality, the University has become an attractive scientific-education institution to young people. This has particularly led to the increase of number foreign students which sets grounds for financial sustainability and further development of the University. The sustainable and dynamically increasing financial inflows give an opportunity to fulfill current responsibilities in due time as well as to allocate significant amount of means for improvement of infrastructure, development of material-technical base and implementation of scientific-research activity.

In the last years the expenses allocated to the acquisition of equipment and facilities, research, education, renovation, etc. have been significantly increased. In the last 5 years more than 400 million AMD have been spent only on the implementation of scientific-educational and scientific-research activities. The expenses per students have also been increased **/Appendix №2.12 (2.12.3)/**.

In 2018 the University has obtained 2 new buildings at Adonts 18/1 address (4103.7 m²) by credit resources and subscribers' means, and after renovation of the buildings the educational processes will be improved and a clinic attached to the Faculty of Medicine will operate. In the near future it is planned to construct a dormitory which will be affordable for students from RA regions and abroad.

There are Scientific, Student Councils and Councils adjacent to faculties. There are also 18 specialized chairs which are established and dissolved by the submission of Faculty Council or Vice-Rector on Academic Affairs, based on the Scientific Council's decree. The chairs are managed by heads of chairs who are selected on a competitive basis by the Scientific Council in a closed /confidential/ voting up to five-year term and are decreed by the Rector. In separate cases the vacancies of positions for heads of chairs can be temporarily recruited/positioned based on the Rector's order, till the conduction of competition.

In order to identify the level of satisfaction with the health and security services, surveys are conducted **/Appendix №1.15/**, according to which security services, Center of Healthy Lifestyle and Physical Training have been positively graded by students and teachers.

The University has planned to set health control of teaching and support staff by means of mandatory medical checkup and compilation of medical cards.

There is a Healthy Lifestyle and Physical Training Center the main objective of which is to carry out activities and massive sports events directed to students' education and health reinforcement in compliance with the requirements set by the study program on Physical Training. The subject course on physical training is integrated in all YHU study programs as a mandatory component (at RA level), and its main function is to strengthen students' health. The Center organizes general and sectional courses in different kinds of sport. Separate physical training events are held in gyms and sports halls, and upon necessity, agreements are signed.

The Civil Defence coordinator tightly collaborates with the Rescue Service of the RA Ministry of Emergency Situations. The procedures of the mentioned services are presented in the Civil Defence Plan **/Appendix №2.11/**. In the University regular training exercises are held jointly with the RA Emergency Situations Service.

The following health and security services are provided in YHU:

- Polilinic,
- First Aid cabinets,
- Healthy Lifestyle and Physical Training Center,
- Civil Defence system,
- Guard Service.

The protection and security of the University is ensured by the "ARMA" specialized company.

The surveys conducted among alumni, students, teachers and employers are mechanisms of evaluation of usability, availability and efficiency of resources and services provided to YHU students. In the survey there is a group of questions (11 questions) relating the evaluation of usability, availability and efficiency of resources and services as well as separate section for suggestions and remarks. As it is shown in the **Appendices № 1.15.4 and 1.15.11**, the majority of respondents are content with the availability of existing resources. The shortcomings which are revealed by means of surveys are studied in details and respective activities directed to their elimination are developed and implemented. Besides surveys, there are other mechanisms of collecting stakeholders' opinions and suggestions, in particular, there is a section on "Question to the Rector" on the website of the University, and the Rector personally answers the questions mentioned in the section. There is also a box of suggestions in the University which is opened every week and all suggestions are studied. All governing bodies/officials of the University organize everyday receptions, and suggestions and remarks relating many questions on students' concerns are given by the Student Parliament which fosters the formation of favorable educational environment.

Strong Points

1. Regular expansion of educational campuses and territories.
2. Competent teaching staff, and 1/3 of them know foreign languages.
3. There are policy and procedures of YHU teachers' qualification enhancement.
4. Stakeholders' needs are studied on a regular basis.
5. There are invited specialists from abroad who teach at YHU.
6. The significant specific weight of foreign students – 1000 foreign students among 2700.

7. The University is a multicultural environment in which students from 32 countries study.
8. In support of local authorities, an open stadium has been allocated to the University in which events are organized.

Ways of Improvement

With the aim to increase the efficiency of teaching, administrative and support staff of the University, the following activities are planned:

1. to study the problems hindering the efficiency of activities of teaching, administrative and support staff, and develop respective solutions,
2. to improve the process of reciprocal class observations of teachers,
3. to organize courses, seminars, trainings by EQA Center and respective specialized chairs),
4. to consistently carry out activities directed to the elimination of shortcomings identified as a result of surveys conducted among students,
5. to expand the scope of collaboration with other universities (including international ones),
6. to improve the mechanisms of evaluation and attestation of teaching, administrative and support staff.

With the aim to increase the efficiency of activities of the University's infrastructures, the following activities are planned:

1. to increase financial inflows by means of additional services,
2. to re-equip educational laboratories and cabinets, workshops and studios,
3. to create of "Simulation Center" which will give an opportunity to ensure pre-clinical education for students of Faculty of Medicine, with the aim to prepare students for practical activities organized in the clinic,
4. to finish reconstruction of the own clinic, to ensure its technical equipment,
5. to reconstruct and furnish the dormitory of the University,
6. to establish a Problem Research Laboratory of Biochemistry,
7. to update the library with professional literature,
8. to sign contracts with resort and rehabilitation tourism organizations to ensure teaching and support staffs' health and rest,
9. to establish a rest area and stadium,
10. To construct a new building with the total area of 5000 sq.m in the land of about 3000 sq.m located at the address 6 Abelyan str. The design estimate activities of the new building are already launched.

3.3 QUALITY CULTURE

Standard:

The higher education institution has defined the quality of its core and support processes, and the principles of quality assurance. At the higher education institution, internal evaluation supports strategic management and is conducted regularly at different levels (institution, unit, study programme), the findings of internal and external evaluations are analysed and quality improvement activities implemented.

Grounds

Appendix № 3.1 National Qualifications Framework (NQF)

Appendix № 3.2 Regulation of Education Quality Assurance Center (EQA Center)

Appendix № 3.3 Description of Activities of Haybusak University EQA Center

Appendix № 3.4 Reports and minutes of Haybusak University EQA Center's sessions

Appendix № 3.5 Materials of benchmarking carried out among QA centers of Yerevan State University, I. M. Sechenov First Moscow State Medical University, Lobachevsky State University of Nizhni Novgorod

Appendix № 3.6 Results, analyses and conclusions made by Survey Conduction Department

Appendix № 3.7 Rector's order on "Formation of Working Group for Self- E valuation of Institutional Capacities"

Appendix №3.8 List of responsible members of Student Parliament and Student Scientific Association (all faculties).

Appendix №3.9/. E-library

Appendix № 3.10 Regulation on Conduction of Surveys

According to the YHU SP 2016-2020 **/Appendix № 1.1/**, the University implements QA policy based on the following principles:

- clarity,
- feasibility,
- concreteness,
- integration of all structural units,
- development,
- measurability.

As highlighted in the introduction of the SP, the improvement of scientific-research activity and development of external relations by fully integrated activity of internal QA system through human resources and financial potency based on study programs are among important goals of YHU. Taking into consideration the ongoing changes in the field of education, the University aims to review the content and format of its study programs which will also improve more the quality of education.

The improvement and development of internal QA system of education is one of the main directions of the SP. According to the mentioned direction, the University envisages to revise its internal QA policy and procedures, regulations and guides by ensuring their compliance with the given EKKA Guide and ANQA (National Center for Professional Education Quality Assurance Foundation) criteria, to set self-evaluation standards for main activities of the University, based on criteria and standards set by European accreditation agencies and ANQA, etc. Respectively, it is necessary to ensure regular checking and evaluation of processes directed to education QA based on comparative analyses /benchmarking/ of leading practices (experience) of other higher education institutions (HEIs), and accordingly, provision of guarantees to HU structural units, involvement of students and alumni in QA processes, improvement of QA processes relating teaching staff as well as assurance of their transparency and publicity.

With the aim to enhance quality of the University's activity and being led by NQF provisions **/Appendix № 3.1/**, YHU established EQA Center in 2008. The EQA Center carries out and controls activities relating the educational process and its quality improvement. Since its establishment, the EQA Center has organized a number of trainings due to which the administrative, teaching and support staff members of the University have been kept informed about the main provisions of the Bologna process, requirements of credit system, principles of student-centered education, content of education QA concept, QA policy and principles, European and NQF. In addition, the credit system has been established, current regulations and procedures have been revised, mechanisms and toolset of feedback with stakeholders have been developed and invested, leading practices of Armenian and foreign HEIs have been studied as well as Manual of EQA and Student Manual have been compiled and published.

Surveys are regularly conducted among internal and external stakeholders by the EQA Center and Career Center. Based on the results of surveys, the following improvement activities have been carried out:

- the material-technical conditions and building facilities have been improved,
- the curricula, course descriptions and study programs have been revised,
- some financial resources have been allocated to teacher training and scientific-research activities of teachers,
- the rent for territories has been extended.

Financial resources have been allocated for improvement **/Appendix № 2.12/**.

The goals, objectives, fields of activity, structure and management of the EQA Center are clearly formulated in the Regulation of the HU EQA Center **/Appendix № 3.2/** and in the Appendix on "Description of Activities of EQA Center of Haybusak University" **/Appendix № 3.3/**. During its activity EQA Center has worked on the organization of monitoring of study programs, revision of study programs, curricula and syllabi by involving and gathering teaching and support staff members and other stakeholders of the University, as well as formation and reinforcement of quality culture **/Appendix № 3.3/**. As a result of teachers' trainings, the quality of teaching quality and teachers' professional competences have been enhanced. The managerial staff of the University has involved EQA Center's

responsible staff members in different levels of management, especially at levels of faculties, Student Scientific Association and Student Parliament **/Appendix № 3.8/**.

The main goal of the University's QA system is the continuous improvement of education quality and development of quality culture, and the self-evaluation and assurance of expanded participation of internal and external stakeholders in progress assurance processes are among main QA principles of the University. In compliance with the requirements set by the European standards (i.e. needs assessment of the University's stakeholders, assurance of their feedback and public awareness), some QA mechanisms and procedures such as student surveys, programs of teachers' qualification enhancement, public information system, surveys evaluating alumni's satisfaction, etc., were already in use before that. There were a number of important QA mechanisms and procedures which, however, were not integrated into general QA system and were subject to revision. For this purpose HU carries out targeted activity to establish QA system in compliance with requirements set by the European standards which are as follows:

1. establishment of student-centered education system,
2. balanced operation of credit system,
3. students' satisfaction surveys on quality and efficiency of teaching,
4. programs directed to enhancement of teaching competences of teaching staff,
5. student and academic staff surveys on evaluation of educational environment,
6. alumni surveys on evaluation of education provided by the University,
7. surveys on employers' satisfaction with alumni's professional competences,
8. development, implementation, monitoring and regular revision of study programs.

It should be mentioned that some teachers, including the Head and staff members of the EQA Center, participated in trainings organized by ANQA many times and were respectively awarded certificates. The EQA Center organized trainings in the University **/Appendix № 2.4/**.

The University has provided necessary conditions for the EQA Center, in particular, a furnished room with necessary technical equipment. The EQA Center is recruited with trained specialists **/Appendix № 3.3/**. Besides full-time employees, a working group has been formed for carrying out self-evaluation of institutional capacities, based on the rector's order **/Appendix № 3.7/**. HU employees of different structural units and students are involved in the working group. The University provides human, material and financial resources for carrying out activities of preparation and conduction of student surveys, development and summary of survey results. The EQA Center is a self-governing structural unit; its activities and decrees are not guided and managed by administrative and governing bodies **/Appendix № 3.2/**. The authorities of the EQA Center are stipulated in the Regulation of the mentioned Center.

QA representatives have been involved in faculties of the University, and they carry out activities and collaborate with the EQA Center, faculties, chairs and students. The activities are as follows:

- presentation of guarantees on QA issues to faculty councils,
- assurance of compliance of syllabi and courses with the requirements of educational standards set by the University,
- discussion of students survey results and proposal of improvement activities, etc.

In 2014 the University established Survey Conduction Department to carry out the activities of preparation and conduction of surveys among HU's internal and external stakeholders as well as development and summary of survey results.

The Regulation on Survey Conduction has been developed and invested **/Appendix № 1.14/** which sets the time-schedule (October-November, March-April) for the conduction of surveys, as well as summary of results, analysis and presentation of improvement ways.

Up to now 13 surveys have been developed by the EQA Center. The survey results are submitted to the rector, and in case of necessity - to the Scientific Council as well. As a result:

- trainings for teaching and administrative staff members have been implemented,
- teaching methods have been improved,
- financial means have been invested in the direction of publication activities,
- the electronic library has been invested,
- new internship contracts have been signed,
- new laboratories and cabinets have been established and re-equipped,
- the toilet and the canteen have been renovated,
- a new building has been purchased.

Students and external stakeholders are also given certain role in QA processes. In particular, in processes of monitoring of study programs surveys have been conducted among students (since 2010) and alumni (since 2016), and in regular revision processes the results of alumni surveys and those conducted among employers to evaluate their satisfaction with professional competences of HU's alumni have been used **/Appendix № 1.15 (10,11,12,13)/**. Nevertheless, the scope of involvement of external stakeholders in QA processes, particularly in revision activities of study programs, is subject to expand.

The student representatives of the University are involved in the Scientific Council (25%) and in faculty councils. Students actively participate in conduction of surveys and in processes of questionnaire elaboration. External stakeholders are involved in the composition of the University's Scientific Council (SC). External stakeholders are involved in QA processes of the University as chairs and members of committees of final attestation exams and MA theses defense. It is worth to be mentioned that the QA manual has been published **/Appendix № 1.18/**. All the rules, regulations, QA mechanisms of the University directed to the enhancement of education quality are presented in the manual.

The internal QA system of the University is regularly reviewed and improved. In particular, at the initial stage of its activity the EQA Center developed necessary documents based on studies and research results which were integrated into educational process. As the experience showed, the level of efficiency of such practice was not high. The efficiency was upgraded due to meetings with responsible staff members of given structural units (Scientific Council, Dean's office, chairs, Career Center, etc.) which were organized by the EQA Center **/Appendix № 3.4/** as well as due to a number of trainings and active undertaking of the EQA Center directed to the formation and enhancement of quality culture **/Appendix № 2.4/**. The activity of the EQA Center is regularly reviewed and improved in accordance with the provisions of the SP and new challenges as well as based on results of surveys conducted among stakeholders. Since 2014 the structure and composition of the EQA Center have undergone changes, the newcomer staff members have been trained, and their functions have been redistributed and clarified.

In internal evaluation of education quality the comparative analysis of results and achievements of other HEIs and best experience exchange are carried out. HU has used and studied documents of a number of HEIs (Yerevan State University, Yerevan State Medical University, Yerevan Brusov State University of Languages and Social Sciences, Armenian State Pedagogical University) which served as a basis for the University, but the benchmarking was carried out with the following 3 HEIs - Yerevan State University, I. M. Sechenov First Moscow State Medical University, Lobachevsky State University of Nizhni Novgorod. As a result, it turned out that the EQA Center has defined its goals, objectives and functions in compliance with adopted current requirements **/Appendix № 3.5/**. The staff members of the EQA Center particularly responsible for study programs get information about practices of Armenian and foreign HEIs from available resources as well as from events organized by ANQA and Estonian Quality Agency for Higher and Vocational Education (EKKA), and respectively use them in the University.

For the implementation of institutional self-evaluation, HU used documentation packages approved by the Scientific Council and respective structural units, as well as analysis of results relating the use of the internal QA system evaluating mechanisms.

Methodology of conduction of surveys and analyses were elaborated by the Survey Conduction Department which functions adjacent to the EQA Center **/Appendix № 3.6/**. There is YHU Regulation on Conduction of Surveys which has been reviewed in terms of expansion of its scope and setting of deadlines **/Appendix № 3.10/**.

The transparency of the University's activity is ensured through reports of the rector, vice-rectors, Scientific Council, Deans of faculties, heads of Student Scientific Association and Student Parliament. The transparency is also reflected in the information on HU's activities carried out in different national and international conferences and in different organizations. The information about the University's activity available in periodical press, TV and radio broadcasts, HU websites, different social networks, mass media is also directed to the assurance of transparency.

The existence of information systems is important for assuring transparency of the University's activity to internal and external stakeholders. For this purpose the University operates a number of internal information mechanisms such as:

1. rector's annual report presented to the Scientific Council,
2. annual reports of faculties, chairs and other structural units,

3. conclusions of results of surveys on satisfaction of students with teaching efficiency and quality and of alumni with provided education,
4. information posted on HU websites and social networks (www.academedu.org; www.haybusak.org),
5. regular collection of students' qualitative and quantitative data and indicators of their progress. Students' academic progress is analyzed according to faculties, subjects and teachers' methodology by means of surveys and class observations. Based on the mentioned, the given teacher is either promoted or the employment relationship is terminated, or he/she is sent for trainings and/or new teachers are invited.

The University has registered significant achievements (**strong points**) in the field of QA and quality culture, in particular:

1. existence of education QA policy,
2. existence of Survey Conduction Department of EQA Center,
3. existence of working group for conduction of analysis of institutional capacities,
4. involvement of internal and external stakeholders in QA process,
5. transparency of the University's activity and QA processes, which is ensured by the calculation of number of website views, conduction of surveys on students' satisfaction with activities of administrative and support staff /**Appendix № 1.15.2/** as well as surveys on teachers' satisfaction with educational environment /**Appendix № 1.15.5/**,
6. external stakeholders' opinions and suggestions are given importance to while making changes in educational and teaching processes,
7. external stakeholders are always and regularly kept informed about the University and are provided additional information by broadcast, video advertising, information booklets and meetings organized in schools and colleges.
8. availability of QA Manual and Student Guide,
9. memoranda signed within the framework of "Erasmus+" project in cooperation with Tallinn Health Care College of Estonia, two Polish HEIs, I. M. Sechenov First Moscow State Medical University, Open University of Switzerland, European Management School, American International Business school.

The vocational education quality assurance is paid special attention to by the Ministry of Education and Science and the society. Respectively, the University puts the QA in the center of attention, and in order to enhance quality, **YHU plans the following improvements:**

1. improve QA mechanisms and procedures by involving more students and teachers in QA processes,
2. revise and change surveys by means of revealing existing problems,
3. expand the qualitative components of feedback and change analysis mechanisms,
4. make annual and intermediate planning by making respective comparison and analysis,
5. enlarge the involvement of external stakeholders in QA processes by means of surveys (employers, people responsible for internships, "Question to the Rector" webpage of the HU website) through which external stakeholders present their remarks and suggestions,
6. to expand employers' involvement in the Scientific Council and teaching staff as well as their participation in activities directed to the improvement and changes of study programs,
7. revise internal and external QA processes based on self-evaluation,
8. carry out benchmarking on regular basis.

3.4 ACADEMIC ETHICS

Standard:

The higher education institution has defined its principles for academic ethics, has a system for disseminating them among its members, and has a code of conduct including guidelines for any cases of non-compliance with these principles. The higher education institution has a functioning system for handling complaints.

Grounds

Appendix № 4.1 Results of class observations

Appendix № 4.2 Regulation on Checking and Assessment of Yerevan Haybusak University Students' Learning Outcomes

Appendix № 4.3 Regulation on Final Attestation of YHU Students

Appendix № 4.4 Rector's order on formation of Ethics Committee

Appendix № 4.5 Minutes of chairs'/Faculty Councils' sessions on cases of academic dishonesty

YHU has defined its rules and principles of academic ethics which it steadily follows while fulfilling its mission. YHU rules of ethics are reflected in the following documents:

- YHU Code of Ethics **/Appendix № 2.7/**,
- SP 2016-2020 **/Appendix № 1.7/**,
- Regulation on Assessment of YHU Students' Learning Outcomes **/Appendix № 4.2/**,
- Regulation on Final Attestation of YHU Students **/Appendix № 4.3/**.

The mentioned rules are also applied to the publication of scientific-research works and preparation of course papers and papers (essays).

The rules of ethics, approved by the Scientific Council of the University, aim to define the rules of behavior and norms of academic ethics for YHU staff (including teaching staff) and students. With the help of the rules of ethics, certain behavior models and common standards of relations are set in joint activities.

The objectives set by the rules of ethics are as follows:

- ✓ define and approve ethical rules and norms of behavior inside the University,
- ✓ increase the level of personal responsibility among staff and students while carrying out their duties,
- ✓ increase the role of staff and students in the fulfilment of the University's mission,
- ✓ establish norms of ethics in relations with external stakeholders (employers, competitors, mass media and others),
- ✓ differentiate the rights among staff members of the University.

The relations among staff members of the University are regulated according to the Regulation on Ethics, and with the aim to ensure distinction of rights, the process of developing job descriptions has been initiated **/Appendix № 2.7/**.

The rules of ethics foster the establishment of sound psychological atmosphere, increase of efficiency of staff members' and students' activities as well as growth of the University's reputation among academic community **/Appendix № 2.7/**.

Academic honesty is one of the fundamental values of YHU SP 2016-2020, according to which the University gives importance to the complete elimination/absence of plagiarism, collusion/secret agreement (i.e. cases in which students intentionally hide plagiarism cases, transfer examination tickets and correct answers of tests in advance, based on secret agreement between students and teaching/support staff members), duplication/copying of works, abuse of confidence and other suchlike manifestations of academic fraud **/Appendix №1.7/**.

As in any other university, in YHU as well there were some cases of academic dishonesty which have been registered since 2016 **/Appendix № 4.5/**.

As the study results show, in the last three years there have been 10 cases which were revealed and prevented. The mentioned problems were discussed in the sessions of the University's Faculty Council and some chairs, and it has been decided to regularly reflect upon the issues on academic dishonesty in chairs and Faculties' Councils and to decrease the number of suchlike cases.

YHU rules of ethics are also involved in EQA Manual and are available on the website of the University. The ethical rules are available to all the stakeholders of the University. The internal stakeholders are kept informed about rules of ethics in different ways. Internal stakeholders are kept aware of YHU norms of ethics from the website of the University, by means of the Ethics Committee's discussion on received applications as well as by ensuring the awareness on discussion results among internal stakeholders. Apart from the mentioned, the rules are applied at all levels of the University. In particular, Ethics Committee **/Appendix №4.4/** has been established by the approval of the Scientific Council which, being led by its charter, pursues the maintenance of ethical rules, examines cases of violation of the rules and contributes to their solution.

The members of the Ethics Committee are selected by structural units. Administrative and teaching staff members as well as students are involved in the Ethics Committee and are approved by the Scientific Council.

Likewise, the issue on maintenance of ethical rules is constantly in the center of attention of the University's top management, Rectorate, Deans' offices, chairs, Student Parliament, and Student Scientific Association. The checking and assessment of students' learning outcomes and preparation of individual works, papers, course and final papers, Master and PhD theses as well as scientific articles are carried taking into consideration the above mentioned rules. The University provides equal conditions for teachers, students and researchers for their working or learning activities. For example, as far as representatives of different nations and cultures from about 30 countries work and study at the University, the 4.2 provision of the Code of Ethics specifically defines that the national, racial, religious, social, sex and group membership discrimination is strictly prohibited at the University **/Appendix № 2.7/**. At all the listed levels there are control and monitoring mechanisms. For instance, the preparation of papers and course papers is controlled by the given teacher, and the final papers, MA and PhD theses are subject to the peer-review not only by the supervisor/advisor but also by the external peer-reviewer, and the scientific and educational-methodical works of students and teachers are also peer-reviewed and edited.

The University conducts surveys which are one of the mechanisms of controlling the maintenance of ethical rules. In particular, surveys which are regularly conducted among YHU alumni include questions on violation of ethical rules and corruption cases. The questionnaire designed for class observation by the QA Center also includes a question on whether the given teacher respects and treats well to students, and whether students disturb classes or make themselves busy with things not related to the class. The staff members and students of the University can file their complaints to the top management, Deans, Ethics Committee, Student Parliament.

However, it is impossible to exclude the possibility of violation of the aforementioned rules. For example, in some cases students can use different available sources for their individual works and can make attempts to plagiarize in case the teacher cannot control it or doesn't pay attention to it. Likewise, students can buy different course and final papers, papers and theses which are sold everywhere. This practice is existent across Armenia, thus teachers' responsibility in supervising research works is getting increased. In order to attain the desirable level of maintenance of ethical rules, there is still much to do, and in this regard it is necessary to be strictly consistent.

The **strong points** relating to the maintenance of ethical rules of the University are as follows: the University implements a policy of valuing its internal stakeholders and gives importance to the assurance of equal rights for all staff members and students. YHU has developed and invested rules and principles of ethics about which all internal stakeholders are kept informed and who strive to carry out their activities in compliance with those rules and principles. The University also gives importance to the fundamental values of research, struggles against academic dishonesty, corruption, plagiarism, and operates control and monitoring mechanisms for maintaining principles of ethics on a regularly basis. Students with different religious and cultural backgrounds from over 30 countries study at the University, and their interpersonal communication in the academic environment and outside the University meets the norms of ethics (conflicts, discontents, appeals, suggestions concerning the violation of ethical norms haven't been registered). The University keeps the tolerance inside their environment and assurance of respective level of intercultural communication in the center of attention.

In order to reach steady and wide-scale application of ethical principles, the University observes a number of improvement ways such as formation of an atmosphere which doesn't support tolerance to any case of violation of ethical rules among internal stakeholders, and which keeps heads of respective structural units informed about such cases; decrease of number of cases of academic dishonesty, as well as proper fulfillment of control functions by the chairs of the University.

Improvement ways and planned actions

1. to improve the toolset of surveys which are conducted among internal stakeholders by the QA Center, pay more attention to the issues relating ethical rules,
2. to control activities directed to the assurance of YHU applicants/students' awareness on ethical rules, student rights and obligations, to monitor the mentioned activities by conducting surveys,
3. to improve the activity of the Ethics Committee, in particular, the composition of the Ethics Committee has been expanded and enrolled with representatives of students. At the same time it is planned to inform teaching staff and students about the Ethics Committee's activity and its results.

4. to examine every case of violation of ethical rules, ensuring impartiality, fairness and transparency as much as possible.

3.5 INTERNATIONALISATION

Standard:

The higher education institution has set objectives for internationalisation and assesses the attainment of these objectives regularly. The higher education institution has created an environment that encourages international mobility of students and teaching staff, supporting the development of learning, teaching and RDC activities, as well as the cultural openness of its members and the society in general.

Grounds

Appendix № 5.1 Regulation of Department of International Relations of Yerevan Haybusak University (YHU)

Appendix № 5.2 1) International conference organized in YHU in 2018, 2) Seminar organized by DAAD agency, 3) Erasmus+ seminars, trainings (by students' participation)

Appendix № 5.3 List of YHU teachers' articles published in international peer-reviewed scientific periodicals

Appendix № 5.4 List of lecturers invited from abroad

Appendix № 5.5 Contracts signed between YHU and international universities and education institutions

Appendix № 5.6 List of teachers' participation in international grant projects (2014-2018)

Appendix № 5.7 Grants won by YHU (2014-2018)

Appendix № 5.8 Policy and strategy on internationalization of YHU

Appendix № 5.9 Action Plan of YHU policy on internationalization (2016-2020)

Appendix № 5.10 Short-term Plan of YHU Department of International Relations

Appendix № 5.11 YHU student mobility

Appendix № 5.12 YHU teacher mobility

Appendix № 5.13 Contract with "Factum" Law firm and "Campus" Center of India

According to the SP 2016-2020, the University strives to become a leading scientific-educational institution which has international recognition and ensures high quality education in compliance with international standards, thus fostering educational, scientific and cultural collaboration with foreign universities, scientific and cultural organizations, expanding the scope of international mobility of students and teachers as well as enlarging foreign students' involvement in the University.

The learning outcomes of qualifications and prior education are taken into account in admission in BA study program by admission of students (in case their grades are good and excellent) having vocational (middle-level) education to the second year. In the centralized admission system of the Republic of Armenia the work experience is not taken into consideration.

The University has policy on internationalization and respective Action Plan **/Appendices № 5.8, № 5.9/**. It derives from the Charter of the University and is reflected in the SP 2016-2020 and in the Mid-term Plan 2017-2018 **/Appendices №1.7, №1.6/**. The goals of the policy and strategy on internationalization are as follows:

1. assurance of international direction of study programs,
2. continuous improvement of quality of educational services,
3. preparation of competitive specialists in accordance with international labor market requirements,
4. internationalization of research activity and fundamental improvement of research quality,
5. establishment of scientific collaboration with international leading higher education institutions (HEIs) and scientific centers, exchange of best practice,
6. expansion and development of collaboration with leading foreign HEIs,
7. reinforcement of educational and cultural collaboration with Diaspora,
8. establishment of favorable environment for intercultural communication and enrooting of Armenian cultural and historical values among foreign students and those from Diaspora,

9. establishment of mutual understanding, friendship and partnership among RA and other countries, reinforcement of educational, scientific and cultural relations,
10. expansion of international mobility of students, including PhD students, teachers and administrative staff,
11. assurance of quality and efficiency of management of the University's strategy on internationalization.

In order to fulfill the policy promoting expansion of international relations and fostering internationalization, the University has developed respective procedures and mechanisms. In particular, the Department of International Relations which was founded in 2005 has its regulation **/Appendix №5.1/** which defines the functions of the Department. The latter carries out its activities in the direction of establishment and expansion of international relations and fulfillment of policy on internationalization, in accordance with its regulation.

The compilation and validation of partnership agreements and memoranda signed with foreign organizations, reciprocal site-visits **/Appendix №5.5/**, provision of information by social networks and on the YHU website, existence of feedback mechanisms, assurance of link with previous graduates, organized international conferences **/Appendix №5.2/**, publications of teachers' articles in international peer-reviewed periodicals **/Appendix №5.3/**, regularly carried out trainings **/Appendix №2.7/**, increase of number of lecturers invited from abroad, participation in international grant projects **/Appendix №5.6/**, trainings directed to the gradual increase of proficiency of English language, etc. serve as mechanisms of internationalization.

The fulfillment of the YHU policy on internationalization is planned activity. The University makes long- term and short-term, i.e. annual action plans of internationalization **/Appendices №5.8, №5.9, №5.10/**.

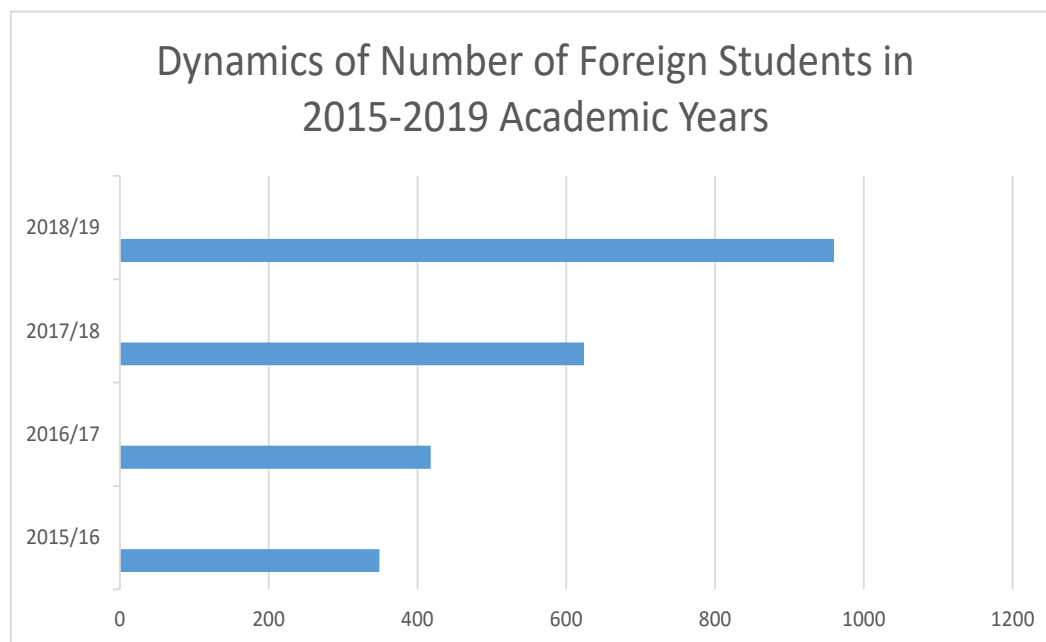
International educational expos greatly contribute to the development of international relations and internationalization, and YHU participates in them every year since 2001.

The University has established tight relations with the US Embassy, Embassies of India and Iran in Armenia.

As a result, the number of foreign students studying at YHU has gradually increased. The Department of International Relations, in cooperation with the Chair of Foreign Languages, regularly organizes training courses of foreign languages for teachers and students. The Department has established tight relations with scientists from abroad. By developing this tendency, YHU has invited respective specialists from abroad who provide lectures in English to students of Faculty of Medicine. Currently the number of foreign teachers is 14 but the number tends to be increased **/Appendix №5.4/**.

The grants which YHU had in different years have also fostered the internationalization of the University **/ Appendix №5.7/**.

While implementing the policy on internationalization, the University displays high level of activeness due to which in the last four years the tendency of number increase of foreign students has been observed which is presented in the **Picture:**



Today the University is among leading HEIs of Armenia in terms of the number of foreign students.

The University fosters teachers' international mobility (organization and financing of foreign language and other trainings, funding for participation in conferences as well as increase of salaries) and their collaboration with foreign universities and scientific centers. The indicators of teachers' international mobility have shown the tendency of grow within the last 5 years. On annual average, about three dozens of teachers participate in diverse conferences, carry out research and creative activities in different foreign universities and scientific centers **/Appendix №5.12/**.

The inflow of mobility can be judged by the indicators of guest teachers. The number of guest teachers is currently 14, 7 among them are from India, one per following countries – the USA, Iraq, Lebanon, Australia, as well as 3 specialists from Iran, and they all teach in the Faculty of Medicine.

The indicators on student mobility at YHU in 2014-2018 are presented in **Appendix №5.11**. As the Appendix shows, student mobility is accounted according to indicators of admission, graduation, withdrawal/dismissal, deferment and readmission. The calculation of student internal (inter-university) and international mobility indicators is still in the formation process at the University. It is planned to implement since 2019-2020 academic year. The students of our University from different countries have summer clerkship (or one of the Study Program courses) abroad (on the basis of agreement between the university and foreign clinics. According to the RA Government Decree N 1240 as of 25.08.2011, students' academic mobility can be limited within specific term and can be main, i.e. transfer, which is made based on education institutions' or the given learner's personal initiative. With the aim to continue education abroad, 19 students were transferred in 2015-2016, 24 - in 2016-2017 and 23 - in 2017-2018.

The curricula of the University ensure students' international mobility.

The collaboration with international structures of mutual recognition of diplomas, such as ministries of education, health, is an important indicator of internationalization for the University. For example, with the aim to solve the issue on mutual recognition of graduation documents of the University, the delegations which visited India and Iran on business trips, had meetings with respective structures and since 2016 Haybusak University, among others, has been added on the official website of the Medical Council of India (MCI), and diplomas granted by YHU are recognized in India. In addition, in 2016-2017 the Ministers of Education of India, Iran and Israel as well as the delegation of Ministry of Health of Iran had visits to YHU. There are no any specific factual data on other countries.

The management of the University's processes of internationalization is carried out by PDCA cycle; the efficiency of the mentioned processes are evaluated, existing shortcomings and weak points are put forward and respective ways of solution are searched. In particular, not all the contracts and memoranda signed by the University have been fully fulfilled and converted into sustainable and long-term collaboration, and not all the chairs are actively involved in processes directed to the establishment of

international relations. The staff of the chairs participate in internationalization processes in the format of international projects and conferences.

Nevertheless, the University's potential allows to significantly expand the geographical area of international relations, and current policy and procedures which are regularly amended require more flexible, targeted and efficient activities of staff.

The activity of the Department of International Relations is directly linked with the QA processes of the University. According to the policy of internationalization and strategy of the University, a number of goals on QA are planned, namely:

- ✓ preparation of competitive specialists in accordance with the needs of international labor market, based on research outcomes on benchmarkings of study programs, requirements set for specialists' qualitative indicators by foreign organizations, meetings with YHU international representatives, foreign partners and YHU alumni employed abroad,
- ✓ internationalization of research activities and radical improvement of quality of research,
- ✓ establishment of scientific collaboration with foreign leading HEIs and scientific centers, exchange of practice,
- ✓ expansion of international mobility of students, including PhD students, teachers and administrative staff,
- ✓ assurance of quality and efficiency of management of YHU strategy on internationalization.

The YHU Action Plan 2016-2020 of the policy on internationalization envisages the implementation of benchmarking of current study programs with those of RA and foreign leading HEIs, development and investment of QA mechanisms of educational services suggested to foreign students, establishment and investment of mechanisms monitoring the fulfillment of the policy on internationalization, etc.

In 2015 the YHU representatives were established in the Russian Federation (Moscow), Spain (Tenerife) and later on – in India. The selection is not accidental as far as there is a biggest Armenian community in the Federation of Russia from which the University expects the flow of applicants. YHU has partnership with India as well due to which Indian students are admitted to the University on a regular basis. The Specialist of the YHU Division of International Relations carries out activities in Spain and at the same time works in the “European School-Tenerife” University which is a partner of YHU. The activities of the representatives allowed to some extent increase the efficiency of the policy on internationalization of YHU and to enforce the activities of the Department of International Relations. As a result, the number of foreign applicants was increased but afterwards it was decided to cooperate with a number of foreign organizations, to advertise YHU and to reach more feasible results in the efficient fulfillment of the policy on internationalization. The Department of International Relations actively collaborates with international structures, namely with Armenian offices of Erasmus+, DAAD as well as ECFMG, and it submits a number of applications to participate in different grant projects.

The University has developed and invested mechanisms of feedback with foreign students. At the end of the previous academic year student surveys were conducted based on the developed questionnaires. They are planned to be conducted on a regular basis and massively. Besides, the electronic format of communication is used for ensuring networking with foreign students, graduates, Department of International Relations and administration.

In the last 3 years YHU continues to collaborate with different local and international organizations. A great number of staff members of the University have participated and currently participate in a number of seminars and trainings, the chairs carry out activities directed to the improvement of respective study programs and course modules and assurance of their compliance with the NQF requirements. In addition, the University has held active discussions on investment of teaching methods derived from learning outcomes, reinforcement of student-centered teaching, formation of knowledge-based competences and, respectively, expansion of the scope of YHU internationalization.

A number of YHU teachers have participated and participate in international grant projects **/Appendix №5.6/**.

In 2015 YHU signed memoranda of cooperation with two organizations – “Factum” Law firm and “Campus” Consultancy Center of International Education and Tourism of India. Due to the mentioned cooperation, YHU stakeholders (students, teachers and other stakeholders) will have opportunities to get legal assistance, to have academic internships, to participate in trainings, courses, etc. **/Appendix №5.13/**.

In 2018 YHU signed a memorandum of cooperation with the UNHCR Representative in Armenia and “Mission Armenia” Charitable NGO based on which “Street Law” and “Rights of Refugees” programs are carried out.

The University is consistent in meeting the requirements set by the NQF in terms of assurance of proper level of proficiency in foreign languages. This significantly fosters the implementation of the YHU policy on internationalization. The studies for YHU foreign students are conducted in English. In the University the education is organized with the same study programs - in Armenian, Russian and English flows.

Strong Points

1. Increase of number of YHU foreign students.
2. Trainings for teaching staff within the framework of international projects.
3. Participation of foreign teachers in educational process.
4. Acquisition of grant of teachers' and students' exchange and initiation of collaboration with two Polish HEIs, Moscow State Medical University after I.M. Sechenov, Open University of Switzerland, European Management School, American International Business School.
5. Activity of Legal Clinic with the framework of the UNHRCR program due to which YHU stakeholders are provided free of charge legal consultancy and advocacy assistance.

Improvement Ways and Planned Actions

1. Opportunities for students to study abroad (from the 1st semester up to the whole period of study).
2. Implementation of more consistent activities directed to the acquisition of grant projects.
3. Construction and furnishing of new campuses, clinic and dormitory.
4. Implementation of benchmarking of the policy and procedures of international relations and internationalization.
5. Expansion of collaboration with foreign HEIs and research centers, activation of research activities and exchange programs for students and teachers.
6. Assurance of publicity of information about the University by the Mass Media abroad which will foster the increase of number of applicants.
7. Cooperation with embassies in RA and other countries, UN structures, Erasmus+ and DAAD agencies, World Health Organization.
8. Increase of efficiency and enhancement of quality of teacher trainings and study programs of foreign languages.

3.6 TEACHING STAFF

Standard:

Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of students and value their own continuous self-development.

In order to achieve the strategic goals of providing necessary knowledge, skills and competences for the preparation of specialists, the University gives importance to the teaching staff with necessary professional qualities. The SP 2016-2020 prioritizes the recruitment of teaching staff with competent specialists, their qualification enhancement and development of scientific-research activity as well as assurance of favorable moral-psychological atmosphere in YHU. According to the SP, it is planned to study and exchange leading practice, to enroot innovation, to encourage leading teachers, to organize professional and pedagogical-methodical trainings and English language courses, as well as to develop a policy reflecting the University's ambitions and interests in the research field. In order to achieve the mentioned strategic goals and objectives, YHU makes recruitment of teaching staff on competitive basis **/Appendix №2.1/**. Prior to the beginning of each academic year heads of chairs and deans provide information on vacancies of teaching staff to the rector based on which a public competition is announced and the vacancies are filled in set deadlines. The University has respective procedures **/Appendix №2.1/**, however, they need to be improved. In this regard it is necessary to give more authorities to chairs and to be led by programs suggested by respective specialists while making

recruitment of teaching staff, taking into consideration their professional achievements, experience, self-improvement and development perspectives. According to the Regulation on Competitive Selection and Positioning of Teaching Staff, the last decision on hiring new employers lies on the rector. However, from the professional perspective, it is necessary to take into consideration the opinions of the chairs and the Competition Committee. Besides, the University has taken steps towards developing job descriptions and clarifying respective criteria.

The specialists who apply for the recruitment of vacancies for teaching staff must submit the programs of the given course to the Competition Committee. The Competition Committee must take into consideration the opinion of the given chair in decision making. The Competition Committee of the University has newly been established, the regulation of its activity is currently being developed and it will be put into action since 2018-2019 academic year. And till that time, the recruitment of the teaching staff was carried out by the presentation of heads of chairs and Deans, based on the Rector's order.

The main requirements set for professional qualities of teaching staff derive from the learning outcomes of study programs the assurance of which designates the efficiency of teachers' activity. The professional preparedness and pedagogical skills of teaching staff are regularly monitored, checked and evaluated by means of class observations organized by the Center for EQA Center ensuring the involvement of heads of chairs and respective specialists (i.e. teachers of chairs who are involved based on the recommendation provided by the head of the chair or the Dean but upon necessity, specialists from other universities may also be involved), by means of teachers' amendments mentioned in class registers as well as through surveys conducted among students **/Appendices №1.15, №2.3/**. The results are discussed in the respective chair and steps for professional and pedagogical-methodical improvement of the given teacher's performance are elaborated.

The University has developed a Regulation on Ranking of Teaching Staff **/Appendix № 2.3/** which has more clarified and expanded the monitoring criteria among which scientific publications, participation in grant projects and conferences should be mentioned.

The implementation of YHU study programs assumes sufficient number of competent teaching staff members. The implementation of BA study programs is ensured by academic staff who have at least MA degree, carry out research and scientific-methodical activities and match the direction of the given courses. Academic staff members who teach special professional courses and implement MA study courses have scientific degree or scientific title and/or large work experience in respective subject field **/Appendix № 2.1/**. Specialists having no scientific degree and title also teach MA study programs but, as a rule, they have 5 and more years of professional work experience. However, they cannot be supervise master theses.

Currently there are 129 lecturers employed at the University among which 51,2% have scientific degrees and/or titles. 10 of them are Doctors of Sciences, 54 - Candidates of Sciences, 7 - Professors and 21 - Associate Professors, approved by the state authorized body. Moreover, the education for foreign students is implemented mainly in English for which the University has respective number of specialists, including 14 foreign teachers, with relevant knowledge of English **/Appendices № 2.2, № 5.4/**.

Teaching staff members develop their professional and pedagogical skills not only due to diverse training courses organized by the University but also on their own initiative by cooperating with other specialists of the field, both locally and internationally. For example, in 2014-2018 over one and a half dozen of teachers of the University took part in more than 40 grant projects and carried out research activities **/Appendices № 5.6, № 5.13/**. The major part of the main staff members also work in other universities or institutions, are members of professional organizations and NGOs which allows to ensure their self-development. As a result, their professional abilities and competences are improved. The University encourages teachers' self-education and professional qualification enhancement.

The EQA Center has developed a Regulation on Rating of Teaching Staff which will be invested since the 2nd term of 2018-2019 academic year **/Appendix № 2.3/**. Teachers' research, development and/or other creative activities, the efficiency of supervision of students' respective works, development of teaching and supervision skills, international mobility and maintenance of ethical norms are taken into consideration in rating of teaching staff. YHU gives importance to teachers' entrepreneurial and professional work experience gained outside the University, both in their selection and in their working activity at the University. There are a number of examples which show that such specialists are selected

as heads of chairs. This circumstance is of great importance in competitions announced for selected academic positions as far as the entrepreneurial and professional work experience gained outside the University significantly enhances the quality of education and innovation as well as fosters the transition of professional competences to future specialists in compliance with labor market demands.

The evaluation of YHU teaching staff is carried out taking into account their personal qualities, by ranking, organization of "Teacher in the Eyes of Students" surveys as well as on the basis of survey results **/Appendix №1.15.1/**.

The University implements a policy on promotion of teaching staff, particularly young teachers. According to YHU internal disciplinary rules, the teacher is promoted based on the rector's order relating his/her exemplary performance of job duties, increase of efficiency and assurance of continuous excellence of his/her working activity.

The types of promotion are as follows:

- announcement of appreciation,
- awarding certificate of honor,
- one-time financial remuneration,
- awarding souvenirs,
- increase of salary.

The policy of promotion adopted by the University is regularly reviewed in the development of the new SP, i.e. once every five year, taking into consideration a number of criteria /professional quality, pedagogical skillfulness, personal qualities, etc./.

As a result, YHU has registered a number of achievements in the direction of assurance of competent teaching staff for the implementation of study programs.

Strong Points

1. The University implements a policy on sustainable retention of teaching staff, increase of their professional qualities and improvement of pedagogical skills.
2. The University functions a system of staff promotion.
3. Teachers' entrepreneurial and professional work experience gained outside the University is existent at the University.
4. There are visiting highly competent foreign teachers teaching at YHU.
5. There are mechanisms of evaluation of teachers' professional and pedagogical skillfulness.

Ways of Improvement and Planned Actions

1. To regulate the process of reciprocal class observations of teaching staff.
2. To improve student surveys, to increase the level of credibility, to more comprehensively apply the survey results.
3. To implement multidirectional attestation of teaching staff and based on attestation results, apply promotion and organize activities directed to quality improvement of their pedagogical-methodical and professional qualities.
4. To improve the procedures of teaching staff selection and put them into action.
5. To expand the cooperation with teachers of the University and those from other similar foreign institutions.
6. To invest improved mechanisms of academic staff attestation.
7. To interlink student survey results with results of academic staff attestation.
8. To regulate the participation of teaching staff in continuous trainings or any other activities directed to the improvement of teaching skills by ensuring its regularity.
9. To involve MA and PhD students in teaching processes and class observations.

The implementation of the mentioned actions is planned by the SP in which the performance indicators are selected. The responsible people and the deadlines set for the fulfillment of the actions are defined in short-term (annual) and mid-term plans of the University which are changeable depending on the necessity to solve the emerging ongoing problems.

3.7 STUDY PROGRAMME

Standard:

Study programmes are designed and developed while taking into account the expectations of stakeholders, higher education and professional standards, and trends in the relevant fields. The objectives of study programmes, modules and courses and their planned learning outcomes are specific and coherent. The study programmes support creativity, entrepreneurship and development of other general competencies.

Grounds

Appendix №7.1 RA Strategic Program of Prospective Development 2014-2025
(<http://www.gov.am/am/prsp/>)

Appendix № 7.2 Policy on Revision of Expected Learning Outcomes of Study Programs

The study programs of YHU are developed based on the RA laws, international contracts, RA SP of Prospective Development 2014-2025 as well as provisions of the YHU SP 2016-2020. According to the national strategy, the following reforms meeting the main requirements of the Bologna process have been made at the University:

1. the two-level system of higher education qualifications has been invested (according to the Legislation, the postgraduate education is not included in higher education). According to RA Law on Education and RA Law on Higher and Postgraduate Professional Education, the postgraduate professional educational programme (Researcher) still functions, and as a result of its study the learners acquire the following scientific degrees - Candidate of Sciences and Doctor of Sciences.
2. the academic credit accumulation and transfer system has been invested in the University in accordance with the European Credit Transfer System (ECTS);
3. the EQA Center has been established, which ensures the investment of quality evaluation and QA system in the University in compliance with the European criteria set for the professional education; and a staff member responsible for QA of study programs has been appointed;
4. the compliance of planned learning outcomes of each study program with the requirements of respective level of the NQF is ensured;
5. the organization system of mobility of students, teachers and alumni is revised on a regular basis;
6. activities are taken in the direction of improvement of mutual recognition of learning outcomes. The process of revision of study programs is accompanied by the research of study programs of leading higher education institutions, exchange of best practice and maximum compliance of learning outcomes.
7. the scope of teachers' participation in study program revision processes has been expanded. Upon necessity, teachers revise and refine the subject courses.

A number of documents, including the Manual on "RA Professional Education Expertise" approved by the National Center for Professional Education Quality Assurance Foundation (ANQA) in 2015 as well as the Armenian version of the "ECTS Guide 2015" (it doesn't involve different workload allocations regarding hours) which was re-edited and translated by the National Team of Higher Education Reform Experts of ERASMUS+ Project, have served as bases for the development of study programs implemented by YHU. According to the requirement set by the mentioned documents, study programs are continuously improved and pursue the following goals:

- ✓ to formulate learning culture which will foster the formulation of graduates' transferable knowledge, skills and competences in accordance with the constantly changing environment,
- ✓ to ensure the modernity of study programs and public accountability,
- ✓ to promote compatibility and competitiveness as well as recognition of qualifications at national and international levels.

As the surveys organized by the EQA Center of the University have shown, internal stakeholders are not sufficiently informed about current challenges of educational reforms and mechanisms of operating credit system. Based on the data of the surveys, the University has formed a time-schedule of trainings which are regularly organized for internal stakeholders. Taking into consideration the international challenges existent in accreditation processes as well as the provisions of the YHU Strategy 2016-2020, the University has taken a number of activities and has developed procedures which foster the improvement of study programs. On the basis of the international practice, YHU has developed and put

into action a special policy on selection of teaching and learning methods in accordance with the anticipated learning outcomes of study programs, as well as teaching interactive methods **/Appendix № 7.2/**.

In order to implement study programs, the curricula which are part of study programs have been revised, and new formats of study programs and curricula, i.e. subject courses, have been developed and approved by the Scientific Council. YHU study programs form an integrity of academic components which define the content of BA, MA and PhD (Researcher) levels and professional direction as well as information on learning, teaching and assessment methods, study duration and workload, academic credits, admission and graduation requirements, list of subjects, awarded credits and courses. In order to implement the process of regular revision of study programs, YHU Career Center, in cooperation with faculties and other structural units, regularly studies employers' requirements, conducts surveys among students, alumni and employers, collects characteristics of employers who have already employed YHU alumni, which allows to analyze the activity results, to identify previous shortcomings and based on their elimination, to make improvements in visionary plans. With the aim to reach the goals set by each study program, the University is recruited with teaching staff having respective professional qualifications and is equipped with material-technical base. The requirements of labor market force to regularly update the material-technical base.

While developing study programs, the University has taken into account the fact that the student-centered approach is a part of current educational reforms. Respectively, in the revision of study programs the changes are made based not only on the stakeholders' requirements but also on the principle according to which study programs should enhance students' independent thinking and expression of their individual approaches, analytical and research skills, rational decision-making, development of entrepreneurial skills, etc.. From this perspective, students' participation in conferences and projects jointly implemented with teachers during their studies, planning and fulfillment of individual projects, participation in every-day activities of enterprises during internships, familiarization with business plans and visits to enterprises in their professional fields as well as involvement in state and non-state/private volunteering programs are of great importance.

In order to fulfill the goals directed to the preparation of competitive specialists, the University has developed and invested a system of monitoring and revision of study programs which involves the following tools and mechanisms:

- ✓ mechanisms of evaluation of the efficiency and quality of study programs (tests, surveys, opinions of alumni and employers, suggestions made by teaching staff and students, etc.);
- ✓ mechanisms of improvement of study programs (benchmarking, application of new pedagogical methods and technologies as well as technical means, ITs, etc.);
- ✓ regular application of accountability mechanisms and assurance of transparency;
- ✓ mechanisms of constant development of external relations (collaboration with labor market, national and international education institutions, state and non-state organizations) **/Appendix №2.8/**.

The study programs implemented by the University involve:

- the goals and objectives of the educational process,
- the outcomes,
- the content,
- its implementation conditions and technology,
- the quality evaluation of the process of graduates'/specialists' preparation.

YHU study programs involve learning outcomes and methods of their assessment, curriculum of the given study program, time-schedule of the educational process ensuring the implementation of the study program, modules of academic courses and respective teaching, learning and assessment forms and methods, description of resources ensuring the implementation of the study program, internship programs, sphere in which graduates continue their studies in the next level of education and respective professional field in the labor market.

The improvement of study programs is based on the development of scientific, cultural, economic and IT spheres as well as changes of guidelines of national and YHU strategies which derive from them.

The University organized informational seminars for teachers after which they were involved in the revision process of study programs, and the learning outcomes were defined based on their suggestions

and remarks, anticipated results in the sections of education and science of the RA SP of Prospective Development 2014-2025, information provided by the State Employment Agency (<http://www.employment.am/>) as well as studies on employers' requirements.

The courses are formed on the basis of theoretical knowledge and principle of development of practical skills and competences. In terms of the content, theoretical and practical courses form one integrity. The practical courses reinforce theoretical knowledge and ensure the acquisition of competences. From the perspective of organization, the practical part follows theoretical courses.

The learning outcomes set by study programs comply with the requirements of the respective level of the NQF. The outcomes define what the learner should know, understand and be able to do at the end of his/her study:

- according to the study program, taking into consideration the peculiarities of the given specialty and appropriation of the program;
- according to the study of separate subject (module) and internship - knowledge, competence, skill;
- according to separate semesters.

Benchmarking which is a part of the development of study programs strives to direct changes made in curricula towards the operation of the ECTS system which ensures the compatibility and transferability of academic credits.

In the University 60 credits are allocated to one academic year of study. The load per academic year forms about 1800 hours. Credits are allocated to the courses which are parts of YHU study programs and they (credits) define the numerical expression of the workload based on the acquisition of learning outcome and the student's academic load connected to the outcomes, i.e. 1 credit equals 30 hours of work.

Strong Points

1. Assurance of compatibility of study programs with the NQF.
2. Involvement of internal stakeholders in study programs (awareness and involvement in the development of study programs).
3. Existence of mechanisms of investment of labor market requirements in study programs.
4. Direct link with the ANQA (i.e. collaboration by means of trainings and consultancy, application of their methodical materials as well as involvement of an expert from ANQA in education quality processes) and regional structural units of the State Employment Agency.
5. Application of mechanisms of study and analysis of data received by internal and external stakeholders.
6. Feedbacks from employers and alumni.

Ways of Improvement

1. Regular enlargement of cooperation with regional structural units of the State Employment Agency and analysis of labor market data.
2. Increase of proportion of investments directed to the improvement of material-technical base.
3. Addition of selective courses, based on labor market requirements.
4. Development and investment of tools fostering the participation of teaching, administrative and support staff members in trainings and exchange programs.

3.8 LEARNING AND TEACHING

Standard:

Admissions requirements and procedures ensure fair access to higher education and the formation of a motivated student body. The higher education institution systemically implements a student-centred approach that guides students to take responsibility for their studies and career planning and supports creativity and innovation. Graduates of the higher education institution, with their professional knowledge and social skills, are competitive both nationally and internationally.

Grounds

Appendix № 8.1 Regulation on Admission to RA State and Non-State/Private Higher Education Institutions (Bachelor's Degree Program), approved by the RA Government Decree N 597-Ն as of 26.04.2012

Appendix № 8.2 Regulation on Admission to Yerevan Haybusak University (Bachelor's Degree Program)

Appendix № 8.3 Regulation on Admission to Yerevan Haybusak University (Master's Degree Program)

Appendix № 8.4 Regulation on Preparation of Researchers/Postgraduate Education of Yerevan Haybusak University

Appendix № 8.5 Regulation on Admission of Foreign Citizens to RA Higher Education Institutions

The issues relating the efficiency and quality of learning and teaching are constantly in the center of attention of YHU. In the YHU SP 2016-2020 the student success has been declared as a fundamental value which designates the importance of students' academic achievements. The University supports students to formulate and develop independent thinking and research and creative abilities. YHU also gives importance to the increase of its alumni's competitiveness in compliance with national and international labor markets.

The improvement of student-centered system is one of the crucial directions stipulated by the YHU SP for the realization of which the University plans to take the following steps:

- ✓ to completely enroot the student-centered system of education, regular application of feedback mechanisms, identification of students' needs and assurance of high quality of education through the improvement of educational process,
 - ✓ to ensure students' awareness on educational processes,
 - ✓ to make the educational process open, transparent and understandable for all stakeholders
- /Appendix №1.7/.**

The fulfillment of the SP starts from the organization of student admission which needs further improvement in the Republic of Armenia (RA) as far as the higher education institutions (HEIs) are not fully independent. The admission to RA HEIs is carried out on unified basis. According to the RA Government Decree N 586-Ն 660 as of 14.04.2004, the “Assessment and Testing Center” State Non-Commercial Organization was established the aim of which is to make assessment of knowledge, skills and competences of learners of education institutions and applicants of HEIs. According to the regulation approved by the RA Government **/Appendix № 8.1/**, since 2012 the exams for admission to HEIs for full-time BA education are organized and conducted by the Assessment and Testing Center. In separate cases the exams of majors (specialized subjects) are conducted at HEIs based on the list of examinations set by the RA Ministry of Education and Science; in specialties of Sports and Art, as well as in case of oral examinations. In this case also the Assessment and Testing Center defines the examination tasks and criteria for knowledge assessment. The set unified admission examinations have put non-state/private HEIs in a difficult situation as far as in state HEIs there are free-of-charge places for students (based on state funding) while in case of non-state HEIs- there are not any. For this reason the society sticks to the stereotype according to which studying at state HEIs is preferable. The integration of this process is a discriminatory treatment to private HEIs which led to the drastic decrease of number of students. Most of the private HEIs were closed and the rest hardly survive cherishing hope for the organization of admission for part-time education. This coincided with the objective decrease of number of secondary school graduates which struck private HEIs.

The admission to part-time education for Bachelor, Master and PhD/postgraduate programs is implemented by HEIs. All the HEIs organize the admission to part-time education independently (by themselves), and in case of full-time education the admissions are unified but the admission requirements are the same. The requirements of admission to the given study program are presented in all current study programs. The requirements are derived from the provisions of the regulation set by the RA Government Decree N 597-Ն as of 26.04.2012 **/Appendix № 8.1/**.

According to the 2nd and 3rd provisions of the above mentioned regulation, HEIs organize admission to full-time education in accordance with the list of specialties approved by the RA Government for the given academic year. HEIs can admit applicants (graduates) who have secondary, preliminary vocational or vocational education with no age limit.

Under these conditions the marketing policy developed and implemented by YHU allowed not only to hold its position in the RA education system but also to some extent reinforce it. This

particularly refers to the abrupt increase of number of foreign students. The admission of foreign students is carried out in accordance with the Regulation on Admission of Foreign Citizens to RA Higher Education Institutions approved by the RA Government Decree N700-Us of 28.04.2011 **/Appendix 8.5/**.

Every year Admission Committee is established based on the rector's order, and diverse advertising informative events are carried out by the University. The applicants are kept informed about the University's study programs, internal university life, learning and career perspectives. The admission procedures of the University are clear and transparent, and protection of all applicants' rights and equity are ensured. The tuition fees defined by the YHU, as compared with other similar HEIs, are more affordable, and discounts and scholarships are set according to the academic progress and social membership/affiliation (based on necessary documents). The admitted applicants are informed about their rights and obligations, internal disciplinary and ethical rules, opportunities for education and leisure within a short period of time, and they gradually become members of the big and multinational family. The University has developed and published Student Manual **/Appendix № 1.17/** which is provided to 1st-year students. There are self-governing student bodies at YHU, in particular, Student Parliament and Student Scientific Association **/Appendix № 3.8/** which provide support and guidance to students. Besides, there are other units such as Career Center, Alumni Union which efficiently fulfill their functions, as well as different clubs, sport and singing & dance groups.

In terms of meeting the requirements set by the Bologna process, YHU is among leading institutions. The credit system and student-centered education were invested in YHU in 2012. Students' learning and education are carried out in compliance with current requirements. As a rule, the selection of teaching and learning methods are presented in course descriptions and they are important components of study programs. Due to diverse and continuous trainings, the University has managed to significantly improve its study programs, course descriptions and teaching and learning methods. Currently the major part of YHU teaching staff dominate at least one foreign language, and they apply IT in teaching. Classes are organized due to efforts of competent teachers and skillful support staff. The use of credit system by itself means that students' independent creative activity is encouraged which is involved in assessment components as a separate component. At the same time, individual approach is applied to each of the students by motivating them to become highly competent and required specialists and to take responsibilities. YHU teachers are well aware of the mentioned problem and they always take care of the development of students' personal qualities and their self-realization in the professional field.

The University monitors and controls the quality of teaching and learning by means of class observations organized by chairs and EQA Center, surveys on alumni's satisfaction with educational environment, teaching staff, obtained knowledge, skills and competences, as well as surveys on employers' satisfaction with YHU alumni's professional competences. "Teacher in the Eyes of Students" surveys are also conducted each term **/Appendix № 1.15/**. As the survey results state, the University is in the process of identifying existing weak points and shortcomings and improving them. YHU graduates fulfill their professional activities not only in Armenia but also in CIS and European, Near and Middle East countries, India, the USA and in other countries of the world. YHU graduates' professional qualities are highly appreciated by employers. YHU applies mechanisms of feedback with employers both during internships and after employment of YHU graduates. The feedback with the graduates is ensured through Career Center, by means of the University's website and Facebook page.

Strong Points

1. The University has prepared thousands of alumni in its lifetime, including foreigners, and majority of them successfully carry out working activities in their professional fields.
2. The University is always concerned about the quality and increase of efficiency of teaching and learning.
3. The student-centered education of YHU is grounded, students' independent creative activities, individual decision making and ability to take a responsibility are encouraged, teamwork skills are developed.
4. The University is a multicultural educational institution where representatives of over 30 countries together and peacefully get education.
5. With the aim to improve quality of learning and teaching, YHU applies mechanisms of feedback with teachers, students, alumni and employers.

Ways of Improvement and Planned Actions

1. Improvement of current study programs and efficient assurance of their learning outcomes.
2. Ultimate enrooting of student-centered education.
3. Improvement of feedback mechanisms and their efficient application in the direction of enhancement of teaching and learning quality.
4. Reinforcement of cooperation with foreign universities, scientific, cultural and educational organizations, exchange of best practice.
5. Establishment of student exchange programs.
6. Non-widespread application of teaching and learning interactive methods.
7. Application of modern teaching technologies and technical means.

3.9 ASSESSMENT OF STUDENTS

Standard:

Assessments of students, including recognition of their prior learning and work experiences, support the process of learning and are consistent with expected learning outcomes. The objectivity and reliability of student assessments are ensured.

Grounds

Appendix № 9.1 Policy and Procedures of Education Quality Assurance and Evaluation of Yerevan Haybusak University

In the introduction of the SP 2016-2020 of YHU it is emphasized that the University continuously improves and establishes favorable environment for its students in order to increase of efficiency of their learning, including assessment of students **/Appendix № 1.7/**.

In the context of improvement of current study programs the University gives importance to the following provisions:

- to ensure the acquisition of knowledge, skills and competences in learning outcomes of all study programs by students,
- to make the multifactor assessment system open, impartial as well as clear and understandable in terms of its application,
- to improve the assessment system based on peculiarities of subjects, intended learning outcomes which will give an opportunity to assess the intended knowledge, skills and competences.

The policy and procedures of assessment have been developed with the aim to fulfill the above mentioned provisions of the SP **/Appendix № 9.1/**. The policy on assessment is based on the principles and values adopted by the University which are reflected in the mission. The mentioned policy is meant to support students during the whole process of their learning.

The policy on assessment also involves the following components:

- ✓ assessment of study programs and course modules,
- ✓ application of feedback in the assessment process,
- ✓ assurance of resources,
- ✓ management of assessment,
- ✓ QA and improvement of organization of the process.

The quality assessment is a multifactor process in which the assessment of students' learning is one of the factors. It assumes the existence of multicomponent assessment system which will allow to take into account different components of learning such as attendance, activeness, individual work, theoretical knowledge, competence, skill.

HU students' learning outcomes are assessed according to the respective regulation. The last change was made in 2016. Currently there are also some suggestions on improvement of the system which will be discussed after revision of study programs. The current regulation on assessment defines the process of checking and assessment of students' learning outcomes, methodology, scale and grading. It aims to increase the efficiency of students' learning, to continuously improve the educational process and it can be cognitive or diagnostic, formative, evaluative and summative **/Appendix № 4.2/**. The assessment is based on a number of principles:

- transparency - this means that corruption, self-will, underestimation and overestimation are excluded in assessment; this is ensured by fulfilling the function of publicity of grades as well as by controlling the compliance of mid-term checkings - written works, grades of tests. The presence of a support staff representative during the examination is ensured. Moreover, since the upcoming examination period the teacher will not take the examination or will take it with other specialist of the given chair.
- compliance - this stands for the alignment among course goals, teaching, learning and assessment methods and criteria. The attainment of the course goals and acquisition of learning outcomes assume methodical diversity, hence, the assessment methodology must be in compliance with them and be flexible enough.
- assurance of feedback - this means that the teacher should give feedback to the problems raised by students. The full identification of students' potential and achievements is one of the assessment requirements as far as it fosters students' learning.

The regulation on assessment involves the assessment criteria the selection of which derives from the outcomes of the given study program or course. In case of each concrete course the knowledge, skills and competences which students should obtain towards successful completion of the given course are defined. By the assessment criteria the level of compliance of students' appropriation of knowledge with defined study program outcomes is determined. HU teachers participate in defining assessment criteria and their application. They take part and cooperate in the development processes of study programs at the level of the course they teach.

The following criteria are given importance to in the assessment system of the University:

1. general and professional knowledge and understanding/comprehension,
2. professional applicable, transferable and reciprocally applicable competences and skills.

The Section 5 of the regulation on assessment defines the assessment methodology. Based on the volume of courses (course modules) set by the curriculum of the given specialty, the forms of class activities and teaching methods as well as taking into consideration the importance of each course in the formation of students' professional knowledge, skills and competences, courses are divided into 2 groups according to the assessment form:

1) *courses with summative assessment*,

2) *courses without summative assessment* (as far as the checking (pass-fail grading system) and examination are still practised in the RA education system, according to the YHU regulation on assessment **/Appendix № 4.2/**, "checked/passed" is assessed in case at least 40 points from the components of mid-term checking have been gained. The courses without summative assessment are assessed by the checking system.

Accordingly, different formats of assessment are applied. The possible maximum units defined for separate components of assessment are set in the regulation.

The peculiarity of the given course serves as a basis for teachers in the selection of assessment methods. In the assessment of outcomes of courses which are components of study programs, teachers apply diverse and flexible methods to determine the level of students' achievements.

Depending on the depth and volume of the course, there may be a need to involve more than one teacher in students' assessment. There are such courses in the University. Such a need also emerges in case of students' appeal on their grades. In the process of development of assessment criteria the participation of more than one specialist is always ensured. In the process of development of course descriptions and modules they are planned to be discussed in chair sessions and afterwards - to be approved by the Vice-rector for Educational Affairs.

In the assessment process the feedback is ensured which fosters individual development of students. Teachers check and assess all the achievements, note their shortcomings and omissions, provide guidance and consultancy in accordance with the set time-schedule.

HU students are always kept aware of the requirements of the assessment system which is ensured by teachers of each subject who familiarize students with the requirements and assessment criteria at the beginning of studies. The regulation on assessment is available on the website of the University (it is used by internal stakeholders) and it has been published in the EQA Manual **/Appendix № 1.18/**, and there is a brief overview devoted to the assessment principles and approaches in Student

Guide /**Appendix № 1.17**/. Teachers once again introduce the regulation on assessment and the requirements set for the taught subjects to students.

The assessment of learning outcomes is open and transparent which is ensured by publicity and open-door approach and is aimed at exclusion of partiality. The final attestation is carried out by the committee. The partiality, nepotism and plagiarism are prohibited according to the regulation on ethics and internal disciplinary rules of the University. The University contributes to the competitiveness of teachers' assessment by regularly improving the assessment system, taking into consideration teachers' proposals and fosters the full elimination of plagiarism, nepotism and corruption.

Students have the right to appeal their grades. The Provision 6.6 of the regulation on assessment defines that upon announcement of examination grades the student has the right to make an appeal to the teacher who made the assessment or to the Examination Committee, and in case of disagreement of the latter - to the head of the chair who organizes the given course on the same day, and afterwards - also to the Dean of the faculty. The student has the right to repeat the courses and retake the exams.

The credits obtained by students are validated and accumulated in their academic transcripts irrespective of academic interruption or further possible changes of the given study program. The regulation on assessment also sets the transfer of credits of BA, MA, uninterrupted and integrated study programs, separate courses, group of courses or specific learning phases (term, academic year) in other higher education institutions into YHU. This means that HU gives an opportunity to accumulate and transfer credits. Likewise, the University takes into consideration HU students' credits accumulated in other education institutions as well as their learning outcomes obtained as a result of their working experience.

The doctoral study programs are newly invested.

Strong Points

1. The University gives importance to the objective, impartial and versatile assessment of students' outcomes set by courses and study programs.
2. The University has developed and implements policy on evaluation of education quality.
3. The regulation on checking and assessment of learning outcomes of HU learners allows to apply flexible approach in assessment.
4. The regulation on assessment is continuously improved.
5. Feedback with students is ensured in assessment.
6. The University ensures conditions excluding academic dishonesty, plagiarism, corruption and nepotism according to the current regulations.
7. Students are kept aware of the regulation on assessment as well as the principles and criteria stipulated in the regulation by means of regulation on checking and assessment of learning outcomes of YHU's learners and student manual which are posted on the website.
8. The "Teacher in the Eyes of Students" surveys are regularly conducted and they contain a question relating the objectiveness of assessment.

Improvement Ways and Planned Actions

1. To revise and change the regulation on students' assessment in parallel with the improvement of study programs, to make it clearer and more available in terms of its application.
2. To contribute to teachers' participation in the development of assessment criteria by fostering the assurance of flexibility of assessment system and versatile assessment of students' achievements.
3. To reinforce student-centered learning and to make the assessment a mechanism of student motivation (students' academic activeness is increased) by means of application of active and interactive teaching methods, fostering students' individual, creative and team works, self-assessment and peer-review.

3.10 STUDY SUPPORT SYSTEMS

Standard:

The higher education institution ensures that all students have access to academic, career and psychological counselling. Students' individual development and academic progress are monitored and supported.

Grounds

Appendix № 10.1 Student's personal card

Appendix №10.2 Charter of Alumni Employment and Career Center of Yerevan Haybusak University

Appendix № 10.3 Charter of Student Parliament

YHU considers the activity of study support staff as a priority. The study support staff provides support to students to integrate them into the internal university environment as well as into activities directed to the solution of problems relating their studies, internship, career and extracurricular life. This fosters their personal and professional development, formation and development of research and creative knowledge, competences and skills **/Appendix№ 2.6/**. The Deans' Offices and study support staff provide daily support and help students during the whole period of their studies. Upon admission to the University, a personal card for each student is formed in which his/her learning outcomes are registered **/Appendix№ 10.1/**. After assessment the learning outcomes of each course are registered in the student's card which contains brief information about accumulated credits. Individual study programs which are based on students' special needs, individual educational abilities, competences, preferences are not formed in the University yet. Studies are carried out according to current study programs. Students' educational problems, if there are any, are discussed in Deans' Offices and in Educational-Methodical Department. Students have the right to make a selection among selective courses. Besides, they have the right to make suggestions, to raise their viewpoints in the Student Parliament or the Scientific Council where their proper representation is ensured, in particular, 25% of members of the Scientific Council are students. By entering the University's educational environment, students are in the center of care and attention of different structural units of the University. Students are provided academic, career and psychological consultancy from the very first day of their studies. Deans' Offices, Student Parliament and Career Center take care of mentioned issues. The first-year students are kept aware of importance of their specialty, demand for specialists in the market, study programs, ethical and internal disciplinary rules, students' rights and responsibilities as well as activities of YHU structural units and student self-governing bodies. For this purpose the University has developed and published Student Guide **/Appendix№ 1.17/**. It is planned to provide psychological-pedagogical accompany and consultancy by establishing respective consultancy unit of psychologists, sociologists and pedagogues.

The University has Alumni Employment and Career Center which takes significant activities among employers by supporting graduate specialists of the University in their employment issues.

The Career Center:

- studies employers' needs,
- studies employers' satisfaction with employed YHU alumni in terms of their professional competences, based on which study programs are revised,
- participates in job fairs,
- participates in "Education and Career" EXPO,
- collaborates with local employment centers.

The Alumni Employment and Career Center not only provides consultancy but also helps students (including those with special needs and foreign students) in finding practical training positions and jobs **/Appendix№ 10.2/**. In 2014-2018 due to the Center's support about 110 graduates found jobs. The activities of providing support and consultancy to foreign students are factually carried out by Deans' Offices. The communication is constant and is ensured by email, Facebook page and face-to-face meetings. Senior foreign students, who provide support to junior students on voluntary basis, help foreign students to integrate into the University and the society. It is planned to establish a system of support and consultancy for foreign students by revising the staff functions of Deans' Offices, recruiting the staff of the Department of International Relations, based on results of surveys which are conducted with the aim to identify needs of foreign students. Suchlike sociological surveys haven't been conducted among foreign students yet but currently the University takes some activities in this direction. For example, the following surveys have been translated:

- ✓ "Teacher in the eyes of students",
- ✓ "Students' satisfaction with activity of YHU administrative staff",
- ✓ "Teachers' satisfaction with educational environment".

In May-June the results of the mentioned surveys will be summed up.

The withdrawal, drop out and re-admission of YHU students are registered in the University, the reasons are examined and respective steps are taken in the direction of increase of study efficiency. Deans' Offices and the Educational-Methodical Department take care of these activities. Each case is examined individually, the University strives to provide maximum support so that every student could implement the constitutional right of education. As a rule, students are dismissed or withdrawn from the University because of not paying tuition fees and unsatisfactory academic performance, although the University has set diverse discounts of tuitions fees and applies flexible tuition fee payment system. The cases which relate to the withdrawal of students because of violation of internal disciplinary rules, committing a crime or any other reasons relating students' improper behavior, are rare.

The average duration of study according to the level of education is as follows:

- a/ Bachelor's degree- 4-5 years,
- b/ Master's degree - 1-2 years,
- c/ uninterrupted and integrated programs - 5-6 years.

Regarding the drop out/withdrawal of students, the following indicators for 2014-2018 expressed in percentage are presented below **/Appendix № 5.11/**:

Table 5 - Drop out of students for 2014-2018

2014	2015	2016	2017	2018
9.35%	14.0%	5.95%	10.3%	14.8%

The increasing amount of drop-outs can be explained by the following circumstances:

- 1) It is correlating with the increasing study requirements in the University.
- 2) It is immediately connected with the deterioration of the geo-political situation in the country.

YHU has always promoted students' extracurricular activities and their participation in civic social initiatives. Students take part in republic celebrations, sports events, scientific conferences, university campaigns, cultural events (more detailed information is available in **Standard N 3.12**).

It is a multicultural and multiprofile education institution. The representatives of all nationalities feel at home here and they have opportunities to develop their culture, to organize diverse events and to celebrate their national holidays. In many cases the University organizes large-scale celebrations and allocates financial and material means. All these activities are carried out by active participation of study support staff members although nothing is stipulated about it in their functions. The University collaborates with dozens of NGOs and cultural organizations **/Appendix№ 2.12/**. Students take part in different kinds of activities and collaboration which are organized also due to the efforts of study support staff.

The University regularly monitors students' satisfaction with educational environment and activities of YHU structural units. The results of surveys **/Appendix №1.15/** which are regularly conducted among students state that students are satisfied with the activity of study support staff and highly appreciate their work. The University takes care of study support staff's professional progress. Study support staff members regularly participate in different trainings, enhance their knowledge in foreign languages **/Appendix №2.7/**. As a rule, study support staff is recruited with young specialists and in case of vacancies young employees (mainly YHU graduates) are again recruited. The monitoring of satisfaction with provided consultancy services was first made in the Faculty of Medicine in April of 2018-2019 academic year. The results will be summed in May-June of the current year.

Strong Points

1. Study support staff is recruited with skillful young specialists who know foreign languages.
2. The activity of study support staff is aimed at organization of educational process and provision of support to students during the whole period of their studies.
3. The University promotes students' integration into the internal university environment and the society.
4. The University has developed and published Student Guide.

5. The University regularly monitors students' satisfaction with educational environment and the activity of study support staff by means of surveys regularly conducted among students.
6. There is Alumni Employment and Career Center in the University which helps students (including those with special needs and foreign students) on finding practical training positions and jobs.
7. The University promotes students' extracurricular activities and supports their civil society initiatives.

Ways of Improvement

1. Revision of functions of YHU study support staff.
2. Establishment of a psychological consultancy unit (as far as so far the consultancy has been provided by specialists on a voluntary basis, without any respective regulations).
3. Evaluation and monitoring of students' satisfaction with provided consultancy services and implementation of improvement activities.
4. Revision of charter of Alumni Employment and Career Center, clarification of activities carried out with foreign graduates, establishment of partnership with foreign employers.

3.11. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)¹

Standard:

The higher education institution has defined its objectives and focus in the fields of RDC based on its mission, as well as on the expectations and future needs of society, and assesses their implementation and the societal impact of its RDC activities. RDC supports the process of teaching and learning at the higher education institution. Support services for RDC are purposeful and support the implementation of the objectives of the core process.

Grounds

Appendix № 11.1 List of scientific publications, textbooks, methodical manuals in 2014-2019

Appendix № 11.2 List (2014-2019) - participation in conferences, seminars, creative and other activities

Appendix № 11.3 List (2014-2019) - participation in international conferences, seminars, creative and other activities

Appendix № 11.4 List (2014-2019) - scientific invention or improvement of method

Appendix № 11.5 List (2014-2019) - participation in scientific programs and projects

Appendix № 11.6 List of scientific research topics by active involvement of students

Appendix № 11.7 List - Faculty of Medicine - list of scientific publications, textbooks and methodical manuals in 2014-2019

Appendix № 11.8 List - Faculty of Law and International Relations (scientific publications, textbooks, methodical manuals and participation in conferences, seminars and creative activities in 2014-2019)

Appendix № 11.9 List - Faculty of Economics (scientific publications, textbooks, methodical manuals and participation in conferences, seminars and creative activities in 2014-2019)

Appendix № 11.10 List - Faculty of Humanities (scientific publications, textbooks, methodical manuals and participation in scientific grants in 2014-2019)

Appendix № 11.11 List - Faculty of Design (scientific publications, textbooks, methodical manuals and participation in creative activities in 2014-2019, participation by students of Faculty of Design in creative exhibitions and competitions)

Appendix № 11.12 List - publication of scientific publications, textbooks, methodical manuals co-authored by foreign scientists in 2014-2019

Appendix № 11.13 Minute on competition of meeting number 02/19 of shareholders of "Yerevan Haybusak University" LTD

Appendix № 11.14 Announcement on competition

¹ Research, development and/or other creative activity (RDC) – research and development (including basic and applied research) as defined in the Organisation of Research and Development Act, and creative and development activities in the field of the arts.

YHU gives much importance to the scientific research and creative activity and its link with learning which is stipulated YHU Development SP 2016-2020 **/Appendix №1.7/**. It is formulated in the SP 2016-2020 in the form of the following three objectives:

- 1. to foster the expansion of scope of research and involvement of teachers and students in research projects;*
- 2. to promote collaboration between YHU chairs with national and international scientific research centers, universities and enterprises. To prepare ground for the University's involvement in national and international research programs;*
- 3. to organize admission to postgraduate education in specialties of Medicine and Economics.*

The procedures of research activities and innovation derive from the YHU SPs, which are aimed at responding the requirements of the society and labor market and especially at the international tendencies of science development by establishing new chairs, laboratories and cabinets.

The University has a new long-term strategy as well as mid-term and short-term plans which express research ambitions of YHU. The long-term research strategy of the University is the maintenance and development of research schools established inside the University. The mid-term plans attain the objectives of planning and specification of current activities stipulated in the long-term strategic directions for the upcoming two-three years. The annual plans of chairs formulate the YHU short-term research programs **/Appendix №1.4/**.

The research activities of YHU are currently implemented by ensuring the participation of teaching staff and students in RA research programs and some grant projects as well as in collaboration with national and international partners which, as a rule, are aimed at solving problems of mutual interests **/Appendices №11.1, 11.2, 11.5/**.

The implementation of research activities is supported by:

- accounting of research outcomes in the indicators of teachers' annual financial and moral promotion and/or salary increase **/Appendix № 2.3/**;
- provision of consultancy for assurance of information on research competitions and preparation of respective projects **/Appendix №5.1/**;
- promotion to YHU teachers' scientific business trips, etc.

The research activities are significantly supported by respective regulations on the RA Ministry of Education and Science and the Supreme Certifying Commission which give importance to teachers' research outcomes and achievements in rewarding scientific titles of Associate Professor and Professor.

The University regularly organizes conferences in which teachers present their current research outcomes. Students, especially MA students, also participate in them **/Appendix № 11.6/**.

The research outcomes provide wide-scale professional opportunities by publishing scientific journals, collections, books and other means of disseminating information. The opportunities, which are available due to Internet, are widely used for presentation of outcomes.

Since 2010 YHU publishes the "Pharma" scientific-practical peer-reviewed magazine in which the research outcomes of the Armenian scientists as well as students' articles approved by the Scientific Council are published (the expert panel having site-visit to the University can get familiar with it on the spot or by following the link: <http://www.pharma-mag.am/index.php>).

In order to ensure academic honesty and to prevent plagiarism in research activities, the materials (scientific articles, theses of reports to be presented in conferences, etc.) prepared beforehand for publication are discussed in professional seminars organized by respective chairs. The monographs and educational manuals are also discussed in Faculty Councils and the YHU Scientific Council after which their publication is approved (the specialists of the given topic who are aware of publications of the given professional field, participate in scientific seminars. If needed, the head of the chair invites specialists from other higher education institutions or the Academy). Upon necessity (the decision is first made by the head of the chair and afterwards -by the Scientific Council), they are also peer-reviewed by reputed specialists of the RA National Academy of Sciences or other scientific and research institutes.

The highly set requirements for publication of scientific works in national and international scientific journals, including independent peer-reviewing institute, considerably enhance the quality of research outcomes.

The concepts of Copyright, scientific research ethics and academic honesty as well as related international norms and standards are illuminated among MA and PhD students in special seminars on "Principles of Organizing Research Activity" **/Appendix № 2.7/**.

Giving importance to the role and responsibility of RDC in the society, the University provides resources, establishes respective material-technical base and equips cabinets with new furniture, facilities as well as ensures professional literature for the increase of RDC efficiency (the expenses foster the preparation of high quality specialists who will further deal with solutions of different social problems). Currently the University does not have external sources for funding of research works. For the fulfillment of the above-mentioned purpose, about 417 million AMD (\approx 858 000 \$) has been allocated from YHU financial and shareholders' personal means in the last 5 years.

Table 6 - Expenses of YHU scientific research activity in years (million AMD)

Years	2014	2015	2016	2017	2018
Expenses	57 million AMD	75 million AMD	70 million AMD	110 million AMD	105 million AMD

YHU is a multiprofile scientific-educational institution the teaching staff of which carry out research activities in different spheres of science - Medicine, Law, International Relations, Psychology and Pedagogy, History, Socio-Economics, Applied Linguistics, different directions of Natural Sciences as well as creative activities - Applied Art, Fine Arts, Design.

Faculty of Medicine

The scope of teachers' scientific interests (Faculty of Medicine) is very broad and it includes Pathology, Pharmacology, Pharmaceutics, Immunology, Gerontology, Biochemistry, Physics, Biophysics, Histology, Bacteriology, Physiology, Hygiene, Epidemiology, Ophthalmology, Hematology, Physiotherapy, Psychiatrics, Obstetrics and Gynecology, Pediatrics, Endocrinology, Internal Diseases, Neuropathology, Stomatology, Cardiology, Surgery, Traumatology and Orthopedic, Urology, etc.

In the sphere of research, the direction of *Traditional and Alternative Medicine* is a priority, which was launched by the scientific school of Phytotherapy authored by YHU founder academician L. Harutyunyan. Particularly, the herbs of Armenia and Artsakh, the extracts generated from their vegetative organs and chemical elements (potentially active drugs) are examined, and their effectiveness in treatment of different diseases is clarified. There are achievements in the fields of Hematology and study of biological membranes, Anti-cancer activeness and effectiveness of new multicomponent Petamicin-A preparation in treatment of skin diseases, one application of invention on "Treatment Means of Fungal Skin Disease" (Petamicin-A), patent N 3170A has been registered **/Appendix № 11.4/**. The modern treatment of viral hepatitis and molecular diagnosis of visceral leishmaniasis, genes changes in immune cells under conditions of normal aging, diabetes and myocardial infarction, as well as the change dependent on the age of protein derivatives in blood plasma has been carried out. In collaboration with foreign leading specialists, a number of research on issues of myocardial infarction epidemiology, assessment of comparative effectiveness of different treatment methods and its dependence of frequency on different risky factors has been made. In the sphere of Organic Chemistry new pyrimidine mixtures have been synthesized, and their biological and neurotrophic activeness has been examined **/Appendix № 11.7/**.

During lectures, seminars and internships the above mentioned scientific outcomes are presented to students, and most active ones among them directly participate in processes of creation of some outcomes - in preparation of course, final papers and within the scope of Student Scientific Society activities **/Appendix № 11.6/**.

The Medical Science is a major profile for YHU, that is why the research activity of the mentioned Faculty is provided in more details.

Faculty of Law and International Relations

The scope of teachers' research activities involves different issues of social importance, including those relating human rights.

By the USAID sponsorship, since 2006 a Legal Clinic has been functioning at YHU. The Legal Clinic provides free of charge legal consultancy and ensures judicial protection of interests of vulnerable social groups, refugees, victims of gender violence (47 people have been provided with support). Senior students of the Faculty of Law involved in the mentioned activities carry out the activities under control of the lawyer, thus reinforcing their theoretical knowledge and developing their practical skills.

This academic year the Legal Clinic has signed a memorandum of collaboration with the RA Office of the United Nations High Commissioner for Refugees and "Mission Armenia" charity organization based on which the "Rights for all - Street Law" and "Rights of Refugees" programs are carried out. Within the framework of the mentioned programs the students of the Legal Clinic have had visits to a number of high schools and colleges of Yerevan and Etchmiadzin, have conducted seminar-discussions on international and interstate rights of refugees with pupils and teachers. Students carry out professional activities without any remuneration, in particular, they provide diverse legal services to vulnerable social groups.

The Faculty collaborates with the USAID, UNHCR, ABA ROLI (American Bar Association Central European and Eurasian Law Initiative), Embassy of the Islamic Republic of Iran in Armenia and the Center of Culture. The scientific article on "Green and Inclusive Investment in Kenya" authored by N. Harutyunyan, Doctor of Ecological Sciences, teacher of the Faculty of Law, has won the prize for "The Best Innovative Article" of Cooperation and Development Network (Pavia, Italy, 2018)

[http://haybusak.ru/2018/02/12/%D0%BF%D1%80%D0%B5%D0%BF%D0%BE%D0%B4%D0%B0%D0%B2%D0%B0%D1%82%D0%B5%D0%BB%D1%8C-](http://haybusak.ru/2018/02/12/%D0%BF%D1%80%D0%B5%D0%BF%D0%BE%D0%B4%D0%B0%D0%B2%D0%B0%D1%82%D0%B5%D0%BB%D1%8C-%D1%84%D0%B0%D0%BA%D1%83%D0%BB%D1%8C%D1%82%D0%B5%D1%82%D0%B0-%D0%BC%D0%B5%D0%B6%D0%B4%D1%83%D0%BD%D0%B0%D1%80%D0%BE%D0%B4/)

[%D1%84%D0%B0%D0%BA%D1%83%D0%BB%D1%8C%D1%82%D0%B5%D1%82%D0%B0-%D0%BC%D0%B5%D0%B6%D0%B4%D1%83%D0%BD%D0%B0%D1%80%D0%BE%D0%B4/](http://haybusak.ru/2018/02/12/%D0%BF%D1%80%D0%B5%D0%BF%D0%BE%D0%B4%D0%B0%D1%82%D0%B5%D1%82%D0%B0-%D0%BC%D0%B5%D0%B6%D0%B4%D1%83%D0%BD%D0%B0%D1%80%D0%BE%D0%B4/)

and also [https://laprovinciapavese.gelocal.it/tempo-libero/2018/01/23/news/il-master-in-cooperazione-dello-sviluppo-](https://laprovinciapavese.gelocal.it/tempo-libero/2018/01/23/news/il-master-in-cooperazione-dello-sviluppo-1.16389038?ref=search%20HYPERLINK%20%22http://laprovinciapavese.gelocal.it/tempo-libero/2018/01/23/news/il-master-in-cooperazione-dello-sviluppo-1.16389038?ref=search&refresh_ce%22refresh_ce.)

[1.16389038?ref=search%20HYPERLINK%20%22http://laprovinciapavese.gelocal.it/tempo-libero/2018/01/23/news/il-master-in-cooperazione-dello-sviluppo-1.16389038?ref=search&refresh_ce%22refresh_ce.](https://laprovinciapavese.gelocal.it/tempo-libero/2018/01/23/news/il-master-in-cooperazione-dello-sviluppo-1.16389038?ref=search%20HYPERLINK%20%22http://laprovinciapavese.gelocal.it/tempo-libero/2018/01/23/news/il-master-in-cooperazione-dello-sviluppo-1.16389038?ref=search&refresh_ce%22refresh_ce.)

In 2014-2018 the teachers of the above mentioned Faculty published 54 scientific articles, 26 of them - in international peer-reviewed periodicals, and the works were reported in 17 international conferences **/Appendix № 11.8/**.

Faculty of Economics

The teachers' scientific interests of the Faculty of Economics, among other problems in Economics, cover the identification of reasons of socio-economic disbalance, evaluation of their consequences and elaboration of proposals aimed at balanced development of economy of Armenia.

The research outcomes are of great importance for the development of efficient tax policy relating small and medium-sized business, long-term plan for increase of small and medium-sized enterprises as well as small agricultural/farm economy.

In the last 5 years the teachers of the Faculty have published 3 educational manuals, 1 textbook, 1 collection of exercises, 4 monographs, 38 scientific articles among which 18 have been published in international magazines and have been reported in 9 international conferences **/Appendix № 11.9/**.

Faculty of Humanities

The Faculty of Humanities makes research in the spheres of Armenian Language and Literature, Elementary Pedagogy and Methodology, Pedagogy and Psychology, Pedagogy and Methodology, Journalism, Foreign Language and Literature. Significant results have been registered especially in the fields of Armenian Modern History, Pedagogy and Psychology in Pre-schools, Schools and Higher Education Institutions as well as Armenian and World Literature.

In the last 5 years the teachers of the Faculty have published 10 educational and educational-methodical manuals, 2 textbooks, 4 monographs, 70 scientific articles, have participated in activities of national and international conferences and in 2 national scientific grants **/Appendix № 11.10/**.

Faculty of Design

The composition of teaching staff of the Faculty involves RA leading specialists in the fields of Fine Arts and Design, in particular, members of Artists' Union of Armenia, Designers' Union of Armenia, and International Association of Design.

The teachers have participated in a number of national and international creative (Fine Arts, Applied Art, Design, Architecture Design, etc.) expos and competitions, have taken enterprises' orders to

design buildings and implement design projects as well as have participated in activities of restoration of monuments. 3 methodical manuals and 1 report presented in the international conference have been published. The studies of the Faculty's students are accompanied by their participation in creative expos and exhibitions on assigned and different topics. As a rule, during studies students can participate in 16-20 creative expos and exhibitions. Individual expos are organized for talented students **/Appendix № 11.11/**.

The teacher-student collaboration of the Faculty is very tight.

The University gives importance to the internationalization of research activity by considering it an important component of activities of faculties and chairs. In this sphere, the strategic objective of YHU is to foster the processes directed to the internationalization of research outcomes (Objective 3.2, SP). For this purpose, the Department of International Relations has been established (2011) at YHU with the aim to provide necessary information on international grant projects, competitions and scientific projects to the staff as well as to support the formulation of their applications. In order to implement international grants, the University has allocated respective area and supporting equipment.

In the last 5 years the number of YHU scientific publications in foreign scientific magazines has been 125 (which is equal to 26% of the total number of publications - 489) **/Appendices № 11.1 & 2, Appendix № 11.3/**.

The numbers of publications in general and in international press according to years and expressed by tables and histograms are presented in the appendices provided in the **Figure 11.1**, and the total number of participants in conferences (including international ones) and the number in separate specialties are presented in the appendices provided in the **Figure 11.2 /Appendix № 11.3/**. Scientific works published in collaboration with foreign partners as well as joint reports of international conferences are separately presented in **Appendix № 11.12**.

The organization of international conferences is among important factors fostering internationalization of research at YHU. In 2018 April 19-21 the conference on "International Scientific Conference of Young Specialists and Students" was organized and held at YHU.

The materials of conferences are published by means of collections, "Pharma" scientific-practical magazine of the University, textbooks and scientific-methodical manuals and they are publicized by dissemination of information and by other means.

YHU gives great importance to the interlink between educational process and research activity. The Objective 3.1 of YHU SP defines the following: *"To foster the increase of amount of research and the expansion of scope of teachers' and students' involvement in research projects"*.

In addition to the students' involvement in research activities carried out in the faculties, it should be additionally noted that YHU students' research abilities are formulated in their BA studies by means of implementation of a number of individual course and final papers involved in study programs which contain research component. Afterwards, their abilities are developed in MA studies with the help of MA theses which involve scientific seminars and have a research character. In all MA groups a seminar on "Contemporary Problems of Specialty" is conducted at YHU during which current problems and development perspectives of the given sphere are presented.

The MA study programs have a research direction. The research component of the programs forms the average 40% of the total 120 credits. The MA theses are prepared and defended according to the Regulation of MA Admission to YHU, approved by the Scientific Council **/Appendix № 8.3/**. The research component in PhD study programs is decisive, and 122 credits (from the total number - 180) are allocated to the research component.

There are mechanisms promoting teachers' supervision of research/creative activities of students **/Appendix № 2.3/**. The Student Scientific Society also greatly contributes to the active involvement of students in research activities. The Student Scientific Association regularly organizes conferences for students in which collections of conference materials are compiled and submitted to the YHU Scientific Council for approval of publication. In April 2018 20 students of 2-4 years and 8 MA students (5 of them-foreign students) as well as 44 young scientists made reports in the above mentioned international scientific conference.

Planned activities

Although some structural units of the University collaborate with different NGOs and research centers, currently the externally funded RDC programs, contracts signed with enterprises, subsidiary/spin-off companies, etc. for creating products and utilizing environment are missing.

As the scientific literacy/narration of teachers shows, the University has a high scientific potential and is capable to set and solve current problems. According to the Objective 3.2 of the SP, it is planned to prepare the research activity of the University and to make the internationalization processes coordinated. It has been planned to fulfill in the following three phases: 1) to foster the publication of scientific works in collaboration with foreign leading specialists in international professional magazines and journals; 2) to promote collaboration with foreign leading specialists and participation in international conferences, as well as their organization and conduction in YHU; 3) to ensure the University's participation in RA and international research programs /participation in RA and international grants, signing agreements of collaboration with scientific centers, establishment of research labs/.

Step by step, the University fulfills its programs directed to the development of research sphere and internationalization. An application of participation in one international grant activities has been submitted, and new applications are planned to be submitted, particularly for the University's participation in RA and international grant competitions on different topics in October of the current year.

Currently the University carries out negotiations on signing agreements of scientific collaboration with the Division of Research of Medical Science and Natural Science History of the "Matenadaran" Scientific Research Institute of the RA National Academy of Sciences on the topic of "Armenian Traditional and Herbal Medicine" and with the Center of Hematology on the joint elaboration of the topic on "Use of Herbs for Treatment of Blood Diseases".

Based on proposal made by the the Founders' Board **/Appendix № 11.13/**, a competition on establishment of "Scientific Research Center of Traditional Medicine of YHU", its technical equipment, fulfillment of scientific research activity and provision of medical services has been announced. For this purpose an area and financial means have been separated **/Appendix № 11.14/**.

3.12 SERVICE TO SOCIETY

Standard:

The higher education institution initiates and implements development activities, which enhance prosperity in the community and disseminate new know-how in the areas of the institution's competence. The higher education institution, as a learning-oriented organisation, promotes lifelong learning in society and creates high-quality opportunities for that.

Grounds

Appendix № 12.1 Regulation on Organization of Facultative Educational Training Programs of Yerevan Haybusak University

Appendix № 12.2 Charter of YHU Faculty of Medicine

Appendix №12.3 Charter of YHU Faculty of Design and Clothes Modeling

Appendix №12.4 Charter of YHU Faculties of Law and International Relations

Appendix № 12.5 Charter of United Council of YHU Faculties of Economics and Humanities

Appendix № 12.6 Honorary Doctors of YHU

Appendix № 12.7 Reference on staff recruitment provided by HR Department

Appendix № 12.8 Rector's order on organization of "Open Doors" day

Appendix № 12.9 Regulation on Public Relations and Media Department

The issues on coordination of public relations (PR), transfer of knowledge to the society and making the activities of the University more open and transparent are regulated by the Charter of YHU **/Appendix №2.10/**, YHU Development Strategy 2016-2020 **/Appendix № 1.7/**, Charter of Public Relations and Media Department **/Appendix №12.9/** as well as other internal regulations of the University. The efficient relation with the society is ensured by the PR and Media Department, Career and Employment Center **/Appendix № 10.2/**, Survey Conduction Division of EQA Center, Student Parliament **/Appendix № 10.3/**, faculties and almost all the structural units of the University.

The PR of the University is multilayer and it fosters the education and development of the society in the following ways:

- organization of professional development/training courses,
- provision of support to secondary and vocational education institutions,

- provision of consultancy to internal and external stakeholders and services directed to the increase of their awareness,
- assurance of feedback with alumni,
- cooperation with state and local self-government bodies, NGOs,
- charity, etc.

In terms of provision of information and services to the society it should be mentioned that in the last 5 years training courses (including online trainings) have been organized at YHU for specialists, in particular, for teachers of high schools, vocational and higher education institutions. The training courses covered the following topics: "Learn to Teach", "The Application of Socratic Method of Teaching in Courses on Law", "Issues on Teaching and Learning Methodology", "Methodology of Pedagogical Research; Technologies of making Classes Interesting and Effective", "Peculiarities of Writing Motivation Letter", etc.

The University provides consulting and orientation activities to secondary school teachers, parents and applicants. In the period of April-June every Friday is announced as a day of "Open Doors" which is conducted by the rector, Deans, heads of chairs who answer questions related with social concerns **/Appendix № 12.8/**.

Meetings with learners of vocational education institutions, familiarization of YHU activities, identification of academic needs of the given education institution and provision of support such as organization of education (free of charge or with discount) for children from socially vulnerable families, donation of books, organization of joint activities, etc. have become a tradition of the University.

Visits to orphanages and families of students who deceased in the Four-day War are carried out on a regular basis. The University organizes cultural events for them, gives presents, identifies their needs and solves their problems within its possibilities; for instance, children from orphanages and freedom fighters are admitted to and study at different faculties of YHU free of charge, and children with other special needs such as those with disabilities, maternal/paternal orphans, single mothers, warriors, are always granted discounts, according to the Regulation on Discounts of Tuition Fees **/Appendix № 2.9/**. First-year students of the University get 30% discount **/Appendix №2.9/** which allows them to be fully integrated into the educational environment and be concentrated on study rather than employment issues.

In order to serve the scientific and technical resources for internal and external stakeholders, the chairs of Traditional Medicine, Pedagogy and Psychology, Stomatology, Economics, Design and Law regularly provide free consulting and advisory services to internal stakeholders once a month. It is worth mentioning that students and teachers carry out "pro bono" work, i.e. they carry out their professional activities on a voluntary basis, free of charge, by providing diverse services to the society.

In the last 5 years 769 students have been provided consulting by authors of the "Healthy Lifestyle" program (who are YHU teaching staff members) and have undergone medical examination in basic clinics. 20% discount is set for internal stakeholders who get the mentioned services. On a regular basis – in Spring and Fall, actions (shares) are organized for people from socially vulnerable groups and for residents of the administrative district, specialists (who work in the clinic and teach at YHU) make visits to secondary schools and suggest free medical examination and assistance in clinics. Students who study the profession of Stomatology are also involved in the activities of basic clinics where some part of their academic internship and practical courses is held.

With the aim to foster inclusive education, YHU students studying Pedagogy and Psychology make regular visits to Yerevan basic school N 79 named after M. Janbazian and provide consulting and practical assistance to needy children under supervision of the school-psychologist. In the framework of their internship, students studying Pedagogy carry out voluntary activities for children of the "Green Floor - Rainbow Garden" Children's Early Socialization Center and for their parents every semester.

Since 2009 due to the sponsorship of the UNHCR (contract 8411) by means of the Legal Clinic which was established in the Faculty of Law, free legal consultancy and judicial advocacy of socially vulnerable groups, refugees and victims of gender-based violation are provided (in the reporting period 39 people were provided legal assistance). Senior students of the Faculty of Law are involved in the mentioned process, and with the supervision of the lawyer they carry out practical activity, thus enhancing their theoretical knowledge and developing their practical skills and competences at the same time.

The University which is meant to develop the society, also carries out other activities. In particular, with the aim to organize the leisure of its internal stakeholders, YHU obtains tickets of different cultural events (cinema, theatre, opera, concert) and provides them for free to its internal stakeholders (students, teaching, administrative and support staff). Academic advisors of faculties take part in this activity.

The sports hall of the University provides services both for internal and external stakeholders, thus contributing to healthy lifestyle of the society. Freedom fighters, military servants, policemen of the administrative district and teaching staff as well as members of their families use the sports hall free of charge. Special medical gymnastic course is organized for children with physical disabilities. Dance, karate and other clubs are organized for internal stakeholders in order to organize their routine.

Since its establishment the University supports the charity activities of the Fund for Armenian Relief.

The University illuminates its activity by means of financing some TV projects (e.g. “No Tie”, “Image”, “In front of the Mirror”), www.haybusak.ru (in two languages, for foreigners) official site and Facebook, Google plus, in addition, YHU has opened “Habyusak Hamalsaran” channel (www.Youtube.com) in YouTube. YHU regularly posts announcements and news on different events, and everyday activities of the University are illuminated. The official Facebook webpage of YHU has a wide and flexible opportunity for feedback. The visitors of the webpage have the opportunity to address their questions or get additional information by means of the section named “Question to the Rector” which allows to get answers in an operative way. YHU students are active in social networks, that is why the level of their awareness is high. The questions which are given by other means (telephone, mobiles, emails) are also provided with answers in accordance with the set regulation.

Before the application of ITs, the University has for many years been using and still uses “Box of Suggestions” through which students raise their questions, and in visible places of the University there are stands for announcements which are regularly updated and contribute to the assurance of publicity of the YHU’s activity.

The University gives importance to the education of society based on universal human values, enhancement of learners' civic position, professional skills and responsibility towards their working activity. The University involves its students and graduates in the processes which are directed to the development of the University and public awareness. For example, in 2018-2019 academic year the Legal Clinic signed a memorandum of collaboration with the UNHCR RA Office of UN High Commissioner for Refugees and the “Mission Armenia” Charity NGO based on which “Law for All – Street Law” and “Rights of Refugees” programs are implemented. Within the framework of the mentioned programs the students of the Clinic visit high schools and colleges, provide seminar-discussions on refugees’ international and interstate rights, human rights, Legislation and other legal issues to schoolchildren and pedagogues. The programs foster the increase of awareness and legal consciousness of adolescents and pedagogues. The programs are continuous.

The University has run the MAO radio which, as an informative assistant, has taken part in a number of charity projects. The University has founded and published the “Haybusak” newspaper and “Unitime” magazine, and currently it publishes “Farma” scientific-practical monthly magazine in which the scientific works of YHU teachers and students are published. The magazine is provided to the society for free and it contributes to the increase of public awareness on the activity of the University as well.

In 2015, according to the “Rating-Education and Society” and “Who is Who in Higher Education of Armenia” magazines, YHU was the leader in the rating system of leading higher education institutions in regard to public trust and high appreciation. Within 15 years the University has been continuously participating in educational EXPOs and job fairs by ensuring links with stakeholders, in particular, with employers.

The conducted surveys on satisfaction of internal and external stakeholders are also among feedback mechanisms which foster the establishment of public relations. With the help of surveys current problems are identified, discussions are organized and respective solutions are provided to the revealed problems.

The PR and Media Department, Career and Employment Center (Career Center) and Division of Survey Conduction of Education QA Center regularly make research on the labor market, identify strong and weak points of competitors and needs of target groups, analyze them and organize discussions on the results which are presented to the governing bodies of the University. YHU advertisement booklets and

calendars are published and disseminated among schools, vocational education institutions, institutes, organizations and inside and outside Armenia.

YHU Career Center ensures feedback with students and previous graduates with the help of their database.

As our observations show, the efficient mechanisms of feedback fostering the establishment of public relations are as follows: live communications, meetings with stakeholders, promotional (ads) videos, TA programs, YHU website and everyday activities with social groups.

The University has adopted a special policy on transfer of knowledge to the society by means of facultative study programs and trainings. In the last 3 years the Education QA Center has organized many training courses **/Appendix №2.4/** in the following directions – modern teaching technologies, the structure and problems of the University’s internal QA system, principles of publication of scientific works in internationally peer-reviewed scientific monthly magazines, learn-teach: online course on university pedagogy, development of entrepreneurial skills in HEIs (Erasmus+), DAAD informational day at YHU, Introducing Learning and Instruction Design in Study Programs at Armenian HEIs (Erasmus+), Jan Monnet actions (Erasmus+), the English language, etc.

Seminars are regularly organized at YHU by different organizations: UNDP, UNHCR programs, RESO, “INGO Armenia” Insurance agencies, Armenian Representative Office of American Lawyers (ABA/ROLI), “Tosp” Textile Factory, etc. Jointly with the mentioned organizations, a number of courses such as “Gender and Right”, “Advocacy Skills” “Insurance”, “Psychology of Art and Creativity”, “Legal Bases of Trafficking”, “Psychological Isolation” and others have been developed and taught at YHU. The students of the University participated and were granted certificate of honors for participation in activities and moot courts organized by international organizations and NGOs.

Out-of-class activities are one of the forms of public relations during which students meet with famous people. The University has established the Institute of granting the title of “Honorary Doctor” **/Appendix № 12.6/** which functions around 20 years. The Scientific Council of the University grants the high title to Armenian and foreign exclusive representatives. So far 15 political, cultural and public figures as well as scientists have been granted the title of Honorary Doctor of the University.

Highlighting the importance of enrooting respect towards universal human values and patriotic education, the University organizes events dedicated to Armenian and international state holidays, history and cultural figures. It should be mentioned that there are students from 32 different countries studying at YHU and the latter provides support to them in celebrating their national holidays. Based on the contract signed with the “Factum” Legal Office **/Appendix № 5.14/**, the protection of foreign students’ rights is ensured.

YHU staff members, including teachers, are involved in the activities of professional companies, expert and public (non-governmental) organizations which is taken into consideration in their rating evaluation.

As the analysis of the carried out activity shows, the current labor market sets requirements of new skills and knowledge for job finders. Facultative study programs, trainings and consultancies to some extent cover that gap. For the upcoming years it is planned to make research of the service sector (international tourism, hotel and restaurant service/business, home managers, caregivers, babysitters) as a result of which facultative study programs and consultancies will be developed and implemented.

Our observations state that as a result of the activity directed to the increase of public awareness, the reputation of the University has been upgraded, the interest towards YHU services has been increased and the demand for education has been formulated, the number of specialists applying to the University for employment and employers’ applications on employment of YHU graduates has been increased (in the last year 83 teachers (12 of them were foreigners) and 17 administrative staff members applied to the University on employment issues, and based on the competition, 58 teachers (12 of them were foreigners) and 7 administrative workers were employed **/Appendix № 12.7/**. Many students and graduates have been employed in pharmacies, medical institutes, law enforcement agencies and lawyers’ offices, financial and international organizations, schools.

Strong Points

1. Existence of institutional structures and websites which coordinate the University-society relations, ensure feedback and make the activity of the University more open and transparent.

2. Provision of social support to socially vulnerable groups of the society, realization of their right of education by means of the policy on tuition fee discounts and free education.
3. Provision of free-of-charge “pro bono” services and consultancy to the society.
4. Publication of “Pharma” scientific-practical monthly magazine.
5. Provision of additional educational services.
6. Existence of mechanisms ensuring social responsibility.

Ways of Improvement and Planned Activities

1. To improve study programs based on study of labor market requirements, to implement additional advisory, public services and continuous educational programs.
2. To take activities directed to the design of a new online portal and to improve online survey tools.
3. To modernize mechanisms of transfer of knowledge to the society, to activate research on feedback.
4. To expand the scope of activities directed to the development of the society by means of enlarging the opportunities of free services and accessibility of education for socially vulnerable groups.
5. To activate the collaboration with employers.
6. To improve the mechanisms of feedback with foreign partner organizations.
7. To activate the University's participation in European education system and in big communities of Diaspora.
8. To expand the list of additional study programs with the aim to involve more layers of the society.

4. SELF-EVALUATION(S) OF THE SELECTED STUDY PROGRAMME(S)

Table 7- Information on "Law" Study Program and Responsible Staff Members

Name of study program	Bachelor study program for specialization in Law 042101.01.6
Structural unit responsible for study program implementation	Faculty of Law and International Relations
Key person responsible for self-evaluation of study program	Geghetsik Grigoryan ggrigorian08@gmail.com
Brief description of Draft report on self-evaluation (time-schedule, involved people, work distribution and approval)	The self-evaluation was carried out for the period of 2014-2018. In order to coordinate self-evaluation activities, the following staff members of the Faculty responsible for EQA were appointed based on the Rector's Order N110 as of 22.10.2018. Geghetsik Grigoryan - Dean of Faculty Naira Harutyunyan - Lecturer Armine Vardanyan – Student David Galstyan - Graduate Satine Teroyan – Guidance Counselor Hakob Ghavazyan - Employer

4.1. PLANNING AND MANAGEMENT OF STUDIES

4.1.1. The design and development of study programme(s) take into account the expectations of students and other stakeholders, national strategies, legislation and trends in the particular area as well as labour market needs. The level and volume of RDC activities is sufficient and supports the launching of the study programme(s).

The Study Program in the specialization of Law for Bachelor's Degree (hereinafter: Study Program) was developed in compliance with the Regulation on Design, Approval, Monitoring and Regular Revision of Study Programs and Courses/Modules of YHU /04.05.2016/. The Dean, teaching staff, students, graduates, employers, the QA responsible staff member and YHU Scientific Council are involved in the design/development of the Study Program. While developing the Study Program, the compliance of the Program with the RA NQF, European Qualifications Framework, internal and external stakeholders' needs, as well as labor market requirements have been taken into consideration.

In the last three years, based on benchmarking activities and with the aim of preparing competitive qualified specialists, the Study Program has been revised, the two modules mentioned below have been inserted into the curriculum, the subject courses as well as teaching and learning methods have been revised. Teaching staff's R&D (Research and Development/Improvement) activities have fostered the investment of new modules in the Study Program, improvement of teaching, learning and assessment methods, as well as clarification of outcomes. For example, as a result of collaboration with the Armenian Representative Office of American Bar Association /ABA/ROLI/, a new subject "Professional Skills of Lawyer" was introduced in 2015. In 2018, Doctor N. Harutyunyan, Faculty member, became an award-winner for innovative paper on themes related to UN Agenda "Transforming our world: the 2030 Agenda for Sustainable Development" by the Cooperation and Development Network (Italy). Afterwards, she developed and introduced a new selective module "Globalization and Sustainable Development" in 2019.

In the last five years the teachers involved in the Study Program published three monographs, 31 educational manuals, one methodical guide, 71 scientific articles with 26 of them presented as reports in 17 international conferences and published in 26 international periodicals.

The external partners/stakeholders were spontaneously involved in the development process of the Study Program and implementation of different programs. The University cooperated with external partners but they were not involved in the development and revision of the Study Program as far as the University did not realize the importance of their involvement. For example, as a result of collaboration with international organizations, a number of modules such as "Refugees' Rights", "Gender and Right", "Conflict and Gender", "Child Rights" were introduced and taught in the Faculty, students participated in summer schools, law court games, had internships, and teachers participated in trainings. Currently, the University tries to coordinate the carried out activities and to involve external partners in the design and development of the Study Program. There are neither foreign students nor foreign teachers involved in the given Study Program.

4.1.2. The objectives of study programme(s), modules (including courses) and their learning outcomes are concrete and coherent. The teaching content and methods and assessment criteria and methods support students in achieving their learning outcomes and developing their key competencies. The study programmes support the development of creativity and entrepreneurship and other general competencies.

The Study Program complies with social development and labor market needs since it has been developed based on local leading practices. Moreover, the goals and objectives, outcomes, teaching, learning and assessment methods of the Study Program are clearly formulated and feedback mechanisms are provided.

The curriculum of the Study Program is based on the principle according to which the outcomes of one course ensure the necessary base for the fluent transfer to the subsequent course, i.e. logical sequence and interdisciplinary links are safeguarded. The issue of logical sequence of courses was regularly discussed at the Faculty Scientific Council. In the last three academic years teachers' and external stakeholders' feedback on compliance of study programs have been ensured by the analysis of internship results, opinions on final papers, peer-reviews and other means. This academic year the teaching staff, students, graduates and employers have participated in the benchmarking analysis of the Study Program. The benchmarking between the current Study Program and BA study programs implemented by 15 European universities was carried based on:

1. the existence of educational degrees /Bachelor's Degree, Master's Degree, Postgraduate (PhD)/,
2. the existence of study program in specialization of Law for BA, MA and postgraduate (PhD) levels of education,
3. the existence of subject courses /modules/,
4. the existence of main outcomes set by the study program in specialization of Law,
5. the teaching and learning methodology,
6. the regulation on assessment, etc.

As a result of benchmarking, the Faculty Scientific Council has compiled the list of selective subject courses /modules/ and the format of introducing them in educational process. The aim of benchmarking of the Study Program, respective conclusions and internationalization aspects are summed up in the benchmarking package.

As a result of benchmarking, selective modules are developed in compliance with national and international labor market requirements, taking into consideration students' educational needs and choices, e.g. "Professional Skills of Lawyers", "Globalization and Sustainable Development".

The University has created necessary conditions for foreign students to get involved in Study Programs, e.g. involvement of teachers teaching in foreign language, organization of language teaching courses, provision of support in social and routine issues. However, currently there are no foreign students. The Study Program encourages students' independence, initiative and development of their creative, entrepreneurial and other skills by means of preparation of practical courses, seminars, essays and individual papers stipulated by the curriculum, participation in law courts games and courses "Professional Skills of Lawyer", "Entrepreneurial Rights", etc. Many graduates are involved in entrepreneurial activities and have private legal offices.

4.1.3. The administration of material and financial resources that ensure the design and implementation of the study programme(s) is purposeful, systematic and sustainable. The learning environment, including materials, tools and technology support the students in achieving their learning outcomes.

The administration of material-technical and financial resources for the implementation of the Study Program derives from the goals of the University and SP of the Faculty for preparing competitive specialists and ensuring high quality education. The labor market requirements, student-centered learning and surveys carried out in the University require the regular revision of the material-technical base to comply with changing needs.

While revising the Study Program, positive changes have been made taking into account stakeholders' needs with the aim of fostering students' independent thinking, analysis, creativeness, individual decision making, sense of responsibility and development of other abilities.

The material-technical and financial resources are sufficient and are efficiently applied. However, there is a need for their improvement. For example, the Faculty frequently organizes law courts games that require availability of a court hall.

The students deal with issues of environment protection and sustainable development by studying courses "Contemporary Concepts of Natural Science", "Land Right", "Environment Right", as well as by volunteer work during weekends, campaigns and tree planting.

The libraries of the University, the Faculty, UN, as well as National Library are available to students for their independent learning. Besides, set by the class-schedule of the Faculty, one day in a week is dedicated to the promotion of students' independent learning and it is called Library Day. It is a good opportunity for students to read the assigned literature and to take own initiatives.

The learning social environment is favorable for both Armenian and foreign students. Without any discrimination the students equally use the services provided by the library, educational, social-household, medical and other structural units. The multicultural environment is favorable for cultural dialogue, formulation of world vision and tolerance. Inside and outside the University the ethical norms are maintained and others' rights are respected in teacher-student, student-student, local-foreigner interpersonal and online relations.

The evaluation and assessment of the learning social environment is carried out by surveys and organization of discussions in the University and the Faculty Scientific Council. It should be mentioned that surveys on satisfaction with learning social environment have been conducted among both teachers and students communities. The results show that the majority of respondents are satisfied with the social environment, infrastructures and resources.

Strong Points

1. Improvement of policy developed in the sphere of Strategic Management.
2. Regular study of stakeholders' needs and their involvement in the Study Program.
3. Fostering the development of sound learning social environment.

Planned Improvement Activities

4. To create favorable environment for multidirectional and balanced personal development, formation of loyal, free and responsible citizen.
5. To ensure sound moral and psychological atmosphere in the University and to reach the proper respect and maintenance of ethical rules.
6. To reinforce the social environment and collaborative relations established among the staff.

7. To expand the scope of YHU stakeholders' participation in processes of the University management and to coordinate carried out activities.
8. To replenish library with professional literature.

4.2 LEARNING, TEACHING AND ASSESSMENT

4.2.1. Students' choice of specialisation is supported. Conditions and organisation of admission ensure fair access to education and motivated student body.

The applicant of the Study Program must have a certificate of at least secondary (complete) general, initial vocational or middle-level professional education. The admission is made according to the Regulations on Admission to RA Higher Education Institutions, approved by the RA Government and the University.

The potential students and stakeholders receive information about conditions for admission to the Study Program from the websites of YHU and the RA Ministry of Education and Science, from Admission Commissions, Deans' Offices, teachers, graduates, students, different social networks, visits to schools and colleges, "Applicant Guide" manual, as well as announcements disseminated by mass media.

The procedure of admission to the Study Program is organized by the Admission Commission the composition of which is selected by YHU staff members and is approved by the YHU Rector's order. The Admission Commission presents the applicant the conditions of professional orientation, learning and content of the Study Program before submitting the admission documents. The Dean of the Faculty, representatives of the Career Center and consultants on academic issues regularly meet with students, speak with them about their education and opportunities of further employment or continuing education both at national and international HEIs. The availability of this information is also ensured by means of organization of education fairs and via internet.

4.2.2. A student-centred approach is used in the studies, aiming at the students to assume responsibility for planning their studies and career and supporting the development of key competencies and achieving the learning outcomes of the study programme.

The student-centered approach aims to ensure the continuity of learning and to promote students' individual creative development, proportional development of competences, as well as their independent, analytic and critical thinking. The results of diagnostic activities (individual talks, surveys, activity of educational consultant) enable to identify students' abilities and educational interests and to apply active and interactive methods in educational process, as well as to improve educational process.

During these years there was no applicant with special needs who applied for the BA Study Program in the specialization of Law. There are plans to create necessary infrastructures for them in the University.

Students are key actors in the learning process, hence, they have a direct participation in its organization and content. Their wishes are taken into consideration in compiling class-schedules or making changes in them, in current and final examination time-schedules, in organizing internship and setting place, time, supervisor, topics and supervisors of course and final papers and selecting selective courses.

The students visit cultural centers under supervision of educational consultants in their extracurricular activities, participate in different summer schools, seminars and law courts games.

The teaching staff applies active, interactive, collaborative, traditional and modern teaching methods. The mentioned methodical toolset is used in providing lectures and carrying out practical and individual (seminars, essays, data analysis, comparison, law courts games, internship) activities. The efficiency and purposefulness of teaching methods are ensured by teachers' professional preparedness and experience.

The use of MS Office and other software packages is a mandatory component for carrying out practical assignments set by the Study Program. In order to prepare high quality specialists, the University ensures students' access to different information sources via internet. The teachers control the process of fulfillment of students' individual works by monitoring. The problems relating the supervision of individual works of students are partially linked with academic dishonesty and partially - with the quality of presented works. The solution to the mentioned problem is made during the working activity by means of discussions on shortcomings and their elimination.

The feedback on supervision process of individual works is ensured based on students' applications and opinions which refer to their satisfaction with the educational process.

The students studying the Study Program are involved in RDC activities by preparing essays, individual works, presentations, participating in law courts games and conducting research under supervision of teachers. For example, in 2019 five students made reports in the international conference organized for young specialists and students in YHU /the reports of the conference are published and kept in the faculty/.

The involvement of students in RDC activities is also ensured by the Legal Clinic. The Faculty has signed a memorandum of collaboration with the Armenian Office of the United Nations High Commissioner for Refugees (UNHCR) and "Mission Armenia" Charitable Non-Governmental Organization based on which the Faculty implements the "Right for All - Street Law" and "Refugees' Rights" programs. In the scope of the mentioned programs the students of the Legal Clinic visit high schools and colleges, conduct seminar-discussions on national and international rights for pupils and schoolteachers. The programs foster the increase of awareness and legal consciousness among teenagers and teachers, and students enhance their theoretical knowledge in parallel with acquisition of practical skills and competences.

The compliance of credit points allocated to students' workload is clarified by accounting all the components of learning - class attendance, activeness, current and final exams. The gained results are analyzed by the teacher in accordance with the content of subject courses and allocated credits.

Students support the improvement of the quality of their learning by participating in student surveys, making proposals and expressing their opinions.

4.2.3. Student assessment, including taking accreditation of prior and experiential learning into account, supports the students and corresponds to the learning outcomes. Objective and reliable assessment is ensured.

In learning of the Study Program the assessment of *knowledge and understanding* is mainly made by means of oral inquiries, individual practical and home assignments, seminar courses, mid-term written and oral exams, mid-term checking, final oral exams, defence of course and final papers, etc. The assessment of *skills* is made by means of practical and checking activities, testing, mid-term written and oral exams, mid-term checking, final oral exams, defence of course and final papers, etc. The assessment of *competences* is made by means of practical tasks, reports, essays, projects, group work activities, reading of foreign professional literature, educational and industrial internships, defence of course and final papers, etc.

The selection of assessment methods is aimed at fostering the assessment of acquired learning outcomes (**assessment of learning**), as well as their acquisition by ensuring feedback (**assessment for learning**). Teachers get familiar with assessment methods in trainings. While selecting assessment methods, the specificities and anticipated outcomes of the Study Program are taken into consideration by ensuring compliance of learning with learning outcomes.

The formed grade is expressed in the Study Program in accordance with the YHU Regulation on Assessment. Students' awareness on Regulation on Assessment helps to ensure fairness and transparency of assessment. Since the early stage of learning the students are informed about assessment criteria by means of the University's website, Student Guide, the teacher, educational consultant and Dean's Office. The objectiveness and transparency of assessment is guaranteed by ensuring the presence of one or more specialists.

While implementing the Study Program, students' prior and experiential learning and work experience are taken into account in the process of content design of education and formation of learning outcomes. Students are free to choose any topic involved in the subject course for preparing presentations, essays, course and final papers. It derives from their working activity or previous experience.

The University plans to introduce an electronic system for preventing academic dishonesty. The system will facilitate the control of the process. Currently, if academic dishonesty or fraud is identified in the student's paper, the latter is assessed as unsatisfactory.

4.2.4. The organization of studies including practical work and training is based on the specificities of students and forms of study and supports the student in achieving the learning outcomes. Opportunities have been established for mobility within the country and internationally.

The student-centered, modern approaches of learning and teaching, as well as flexible assessment system help student to attain the learning outcomes. Students' independent thinking and decision making, expression of new approaches, analysis, research, entrepreneurship and other skills and competences are encouraged in practical courses.

The internal (inside the University) and inter-university mobility of students studying the given Study Program is carried out in compliance with the Regulations on "Academic Mobility of Learners Studying at Higher Education Institutions" approved by the RA Government and the University. In regard to students' international mobility, it should be mentioned that the University has a policy on internationalization which derives from the YHU Charter and it is reflected in the SP 2016-2020. The education is implemented based on credit system, students are provided with the supplement of diploma in the European format. However, there isn't international mobility for students. The Faculty needs to carry out significant activities in this direction.

In order to reach the goals set by the Study program, students acquire professional skills and competences in practical courses. Students' internships are organized in the 8th semester on contractual basis, with duration of 4 weeks, approved by the Program. The internship aims to formulate students' skills and competences of setting and solving legal problems, compilation of legal documents and other practical skills and competences. The grade of internship is formed based on students' class attendance, supervisor's grade and defence of report. In the learning environment the practical activity is organized by collaborative learning (group work, solution of situational problems, drafting projects, law courts games, etc.).

Students ensure feedback on content and organization of practical training by filling in the internship diary, making report, preparing description and defending internship results. Students can choose not only the place of internship but also the supervisor, day and time of the internship. It is the students' responsibility to properly perform the tasks assigned by the supervisor, to be active in practical activity and internship, to study materials, to make analysis and to participate in discussions.

4.2.5. Support services for students are in place and available for students. Individual development and progress of students are monitored and supported.

The University ensures the resources set for reaching the outcomes of the Study Program. In the learning process the feedback is ensured and it fosters the identification and satisfaction of students' needs. In accordance with the set schedule, the Dean's Office, educational consultants and teachers support students by providing consultancy, promote their achievements, discuss omissions, shortcomings, guide them in their learning and other activities.

The Career Center of the University regularly carries out studies in labor market, specifies information on vacancies and job opportunities, as well as employment state programs and provides it to students. Upon necessity, students can participate in additional professional study programs which are organized by the Additional Professional Education Service of the University.

In case of unfair attitude, harassment, intimidation and other cases the student can address to the Dean of the Faculty, educational consultant, Ethical Committee, Student Council and the Rector.

The bases for termination of learning are stipulated by the Regulations on "Withdrawal (Dismissal) and Readmission of Students of Higher Education Institutions" approved by the RA Government and the University. In 2014-2018, 11 students left for other country, based on their applications, and 19 students were dismissed from the University because of not paying tuition fees. In order to eliminate the reasons of student dismissal, the University analyses them and tries to support students. For example, based on the student's application, the deadlines set for payment of tuition fees are prolonged, and the University collaborates with the banks in order to provide an opportunity for education loans under preferential terms. The University also provides partial discount of tuition fees for students of different social groups.

4.2.6. Graduates of the study programme are competitive in terms of their knowledge and social skills both nationally and internationally.

The graduates of the Study Program are competitive and successfully carry out their professional activities in legislative, executive and judicial bodies, Ombudsman's Office, Legal Offices, Private Sector, Local Self-Government Bodies, NGOs, education institutions, international organizations or carry out private entrepreneurial activity.

The Career Center has established an information base, which contains information about career of YHU graduates. The Career Center regularly establishes feedback with graduates and tracks their professional advancement. The Center sends surveys on YHU graduates to employers and asks for provision of description about the employed graduates. The information on YHU graduates' employment and further education is accumulated in the Career Center, analyzed and summed up.

The final attestation of students of the Study Program is organized according to the Regulations on "Conduction of Final Attestation of Graduates of Higher Education Institutions" approved by the RA Ministry of Education and Science and the University. The aim of final attestation is to check and assess the compliance of students' knowledge, skills and competences with learning outcomes. The students who have completed the full course of the Study Program, have successfully passed all the examinations and checkings (check/failure) set by the curriculum and have accumulated necessary credits, are allowed to participate in the final examinations. The acquisition of professional knowledge and competences in compliance with the final outcomes of the Study Program is verified by two final examinations in the given specialization, which are organized after completion of the Program. The questionnaires of final examinations are formed by the Dean, approved by the Faculty Council and are provided to students not later than 3 months prior to the final attestation. Students' feedback on the organization and process of final examination, questionnaire, consultancies and other issues, are studied based on which changes can be made.

Strong Points

- The student-centered learning is grounded in the University, students' individual creative activities are promoted, teamwork skills and abilities of making individual decisions and taking responsibility are developed.
- With the aim to improve the quality of learning and teaching, mechanisms of feedback with teachers, students, graduates and employers are applied.
- The University ensures conditions for excluding academic dishonesty, plagiarism, corruption and sponsorship, in accordance with the in-use regulations.
- The students are aware of the Regulation on Assessment and the principles and criteria stipulated in it.

Planned Improvement Activities

- Continuous improvement of the Study Program.
- Improvement of feedback mechanisms and proper application of their results for enhancement of quality of teaching and learning.
- Establishment of exchange programs for students.
- Application of teaching and learning interactive methods, modern learning technologies and technical means.
- Revision and update of Regulation on Student Assessment.

4.3 DEVELOPMENT, COOPERATION AND INTERNATIONALISATION OF TEACHING STAFF

4.3.1. Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of the students.

The teachers' professional qualities and teaching skills are in compliance with the goals of the Study Program and they foster the attainment of the outcomes. In the last three years the feedback on the staff of the Study Program has been ensured by means of surveys. The analysis of the surveys has identified the level of students' satisfaction with teachers' professional, pedagogical and scientific qualities, teaching, assessment methodology, corruption risks, etc. The number, qualification, workload, age, practical skills and competences of the teaching staff are in compliance with the requirements set by the Study Program, according to both national and international benchmarking.

4.3.2. Teaching staff follows the principles of academic ethics and the codes of conduct in case of non-compliance.

The University supports students and teaching staff to keep them aware of ethical rules, consequences of their violation and, upon necessity, to address the Ethical Committee. The internal stakeholders' awareness is ensured through the website of the University, as well as by means of

information on discussion of applications submitted to the Ethical Committee and discussion results. The University fosters the maintenance of ethical rules.

If the cases of academic dishonesty are detected, they are discussed in the Faculty Scientific Council, and respective measures are taken towards their prevention. In such cases students' works are assessed as unsatisfactory. Academic dishonesty detected among teachers can serve as a basis for breaching the labor contract signed with the given teacher. The means for struggle against dishonesty are formulated in the Charter and in the rules of ethics of the University.

The University has developed a policy on academic dishonesty and adopted documents. There are feedback and control mechanisms. Any case of violation of academic honesty/fraud is not tolerated, and heads of respective structural units are kept aware of violations. Hence, it can be stated that teaching staff and students do not tolerate academic dishonesty/fraud.

4.3.3. Members of the teaching staff participate in international mobility programs which encourage the development of their teaching and RDC activities and the cultural openness of the HEI.

The goals of teachers' international mobility set by YHU are to introduce leading practice, to organize trainings, to prepare competitive and highly proficient specialists, to implement joint study programs, etc. In the last three academic years seminar-discussions on some modules of the Study Program have been organized by ensuring the participation of invited specialists, and at least 50% of the Final Attestation Committee members invited specialists. However, such collaboration is not sufficient as far as the international mobility of students and teachers is lacking. This is a serious problem for the faculty and it needs to be analyzed.

4.3.4. The development of the teaching staff depends on the needs of the study programmes and students as well as on the feedback from all parties and self-evaluation. The effectiveness of both studies and RDC activities, students' feedback, the effectiveness of supervision, development of teaching and supervision skills, international mobility and entrepreneurial or work experience in the specific field outside the HEI is taken into consideration in evaluating the work of the member of the staff.

The improvement of teachers' teaching skills is ensured by trainings, which are conducted by use of digital technologies. Young teachers are provided with professional, moral, organizational, legal and practical support in order to develop teaching and assessment skills.

The process of teacher training is planned and implemented both by the University and on teachers' personal initiative. For example, a number of teachers are members of the RA Chamber of Advocates and participate in different trainings. The efficiency of trainings is discussed in the Faculty, and the acquired knowledge and skills are transferred to colleagues. For instance, as a result of trainings the issue on revision of the Study Program has been set, and it has been decided to revise the curriculum with respect to the increase of number of hours allocated to practical courses according to the labor market requires for lawyers who have practical knowledge.

There is collaboration among teachers, which is encouraged by ensuring sound moral-psychological atmosphere in working legal relations - collegial approach, respect of dignity, protection from physical and moral violence. Some of the teachers work in other institutions, however, they have successfully been integrated into activities of the Faculty and other structural units of the University because they have the sense of ownership towards goals and objectives of the Study Program and they promote the implementation of the Program and assure public trust towards the University. Teachers use the knowledge and skills, literature and posters of trainings in the educational process. The feedback is ensured through class observations and surveys.

Activities of teaching staff directly relate to the RDC activities in terms of improvement of teaching, learning and assessment methods and clarification of outcomes. The improvement of teachers' professional competences and skills is evaluated by a teachers rating system.

Strong Points

- The University conducts a policy on improvement of teachers' professional qualities and collaboration.
- There is a system of promotion of teachers and staff.
- Teachers have professional experience outside the University.

Planned Improvement Activities

- To regulate the process of mutual class observations of teachers.

- To improve student surveys, to more comprehensively use their results.
- To improve procedures on teacher selection.
- To improve teaching staff's activity in terms of internationalization.
- To invest mechanisms of teacher attestation.

Table 8 - Information on "Management" Study Program and Responsible Staff Members

Name(s) of study program(s)	Master's Study Program in Specialization of "Management-041301.01.7"
Structural unit responsible for conduction of study program	Faculty of Economics
Key person responsible for self-evaluation of study program/Designer/Manager of the study program	Narine Hovsepyan, Deputy Head of Education Quality Assurance Center's for Study Programs narinehovsepyankariera@gmail.com
Brief description of self-evaluation Draft report (time-schedule, involved people, work distribution, approval)	The self-evaluation was carried out for the period of 2014-2018. The practice of other higher education institutions which implement similar study programs was studied, i.e. benchmarking both at program and module levels. The labor market requirements set for professional activity of "Master in Management" as well as outcomes of the study program were compared. The teaching staff implementing the given study program, students, employers and graduates were involved in the activities. In order to coordinate self-evaluation activities, the following members of the Faculty of Economics responsible for education quality assurance were appointed based on the Rector's Order N110 as of 22.10.2018. Anna Harutyunyan - Dean of the Faculty Diana Galoyan - Head of Chair of Economics Gayane Gevorgyan - teacher Narine Hovsepyan - teacher

4.1. PLANNING AND MANAGEMENT OF STUDIES

4.1.4. The design and development of study programme(s) take into account the expectations of students and other stakeholders, national strategies, legislation and trends in the particular area as well as labour market needs. The level and volume of RDC activities is sufficient and supports the launching of the study programme(s).

The revision of the Study Program in specialization of "Management" is planned by the staff members responsible for the education quality assurance of the Study Program, based on current changes in the field of education and labor market as well as scientific-technical advancement. The teaching staff, students, employers and graduates are involved in the design process of the Study Program. In the design/drafting and development of the Study Program the University takes into consideration the fact that student-centered approach of teaching is a part of current educational reforms, hence the changes are made based on the principle according to which the changes will foster students' independent thinking, application of individual approaches, analysis, research and rational decision making, development of their entrepreneurial and other competences, as well as they (the changes) will derive from the provisions stipulated in the RA laws, international contracts, RA Perspective Development Strategic Plan 2014-2025 and SP 2016-2020 of YHU, will meet the labor market requirements and will be directed to the satisfaction of internal and external stakeholders. Based on internal and external stakeholders' proposals and observations, the hours allocated to IT and foreign language courses as well as the topics of MA theses covering the research of prioritized economic branches defined by the RA Perspective Development Strategic Plan 2014-2025 have been added, and the material-technical base ensuring the implementation of the Study Program has been replenished.

The University collaborates with the RA Chamber of Commerce and Industry which gives an opportunity to ensure cooperation with more than 1000 members of the Chamber which are enterprises of different branches of economy. As a result of the mentioned collaboration, it is planned to also active relations with foreign organizations which carry out partnership programs with the RA Chamber of Commerce and Industry.

The activity of the teaching staff's R&D (Research, Development/Improvement) supports the improvement of the Study Program. In the last 5 years the teaching staff implementing the Study Program has published 3 educational manuals, 1 textbook, 1 collection of exercises, 4 monographs, 38 scientific article among which 18 were involved in international magazines and were presented as reports in 9 international conferences.

Among partners the employers (especially employers of graduates of the Study Program), partners of internship organizations are involved in the development of the Study Program. The collaboration with the mentioned partners leads to the planning of actions of improvement, its investment in and revision and improvement of the Study Program. The aim of collaboration is to develop practical skills and competences of students studying the mentioned Program, practice exchange as well as identification of external stakeholders' needs.

So far no foreign teaching staff has been involved in the Study Program but the improvement activities of development of the Study Program plan to ensure their involvement.

4.1.5. The objectives of study programme(s), modules (including courses) and their learning outcomes are concrete and coherent. The teaching content and methods and assessment criteria and methods support students in achieving their learning outcomes and developing their key competencies. The study programmes support the development of creativity and entrepreneurship and other general competencies.

The Study Program is in line with the development of society for the design of which the national strategic provisions and set priorities as well as labor market participants' (employer (state, private owner) labor force) needs serve as a basis. The learning outcomes, content and methods of teaching, assessment criteria and methods are interlinked. While developing them, it has been taken into consideration that the aim of the Study Program is to prepare Masters in compliance with labor market needs who will have developed personal qualities and general and professional competences. Hence, they are in compliance with each other.

The logical sequence and coherence of courses of the Study Programs educational blocks are ensured based on the principle of continuation, taking into consideration the initial/entrance conditions, intra- and interdisciplinary links, the mutual linkage of outcomes with the outcomes of both the Study Program and other courses.

The feedback on compliance of modules and courses of the Study Program is provided by teaching staff, students, employers and graduates. Taking into account the outcomes of feedback, the content structure of modules and courses is revised, new modules/courses are developed and invested, and the material-technical base necessary for the implementation of the Study Program is replenished. For example, based on the feedback provided by employers (internship description), the number of hours allocated to individual works has been increased, and based on students' feedback, the computer classroom, library fund and material-technical base (electronic board, projector, computer) of the Chair have been enhanced.

The Study Program has been compared with similar Study Program with the aim to study and invest leading practice. As the comparison shows, the content, goals, learning outcomes, teaching methods, assessment criteria and methods of the given Study Program and other similar Study Programs in Management are mainly in compliance, and the identified differences which do not contradict the requirements set by the RA Legislation are invested in to the Study Program in order to ensure students' mobility. However, the Study Program still needs to be improved in terms of elective courses, involvement of international teachers and development of joint courses. These actions are involved in the improvement activities of the Study Program. The design of the elective modules is based on the Program's outcomes, needs of students and employers as well as study of leading practice.

In order to enrol international students, the class is conducted in English and teachers teaching in a foreign language have been involved. Students' internship is organized in a foreign language and, upon necessity, in the country chosen by them. Before students' and teachers' involvement in the Study

Program language courses are organized.

The content of the Study Program, the courses involved in it as well as internship program and research topics are provided by methodical instructions.

4.1.6. The administration of material and financial resources that ensure the design and implementation of the study programme(s) is purposeful, systematic and sustainable. The learning environment, including materials, tools and technology support the students in achieving their learning outcomes.

The aim of the use and development of the Study Programs material and financial resources is to ensure the development of the Study Program and fulfillment of its goals. Respective material and financial resources are allocated for the assurance of outcomes of the Study Program.

Students also use the material-technical bases/enterprises where they have their internship. The efficacy of use of material and financial resources is evaluated by taking into account to what extent they contribute to the conduction of research and attainment of the Program's outcomes set by the curriculum. In parallel with the labor market development and change of employers' requirements, the list of material and financial resources is also reviewed with the aim to develop the Study Program.

The principles of environmental protection and sustainable development are followed due to the respective course involved in the Study Program, or the topics of research on issues relating to the environmental protection.

The students independently select the topic of their MA thesis, make a thesis plan, accumulate all the necessary information for the research, analyze it and make a conclusion, develop projects, take internship, fill in the internship diary and make a report. They can get the materials necessary for their independent work by using the material-technical bases (library, equipment and facilities, materials, property, internet network and other resources) of both YHU and other professional institutions.

The social learning environment is valued in a sense that it ensures the implementation of the Study Program for representatives of different national, religious and social groups by respecting each of their traditions and peculiarities of mentality. The students and graduates give feedback on learning environment. With the aim to develop social learning environment, diverse national and religious events are organized in which both local and international students take part.

Strong Points

- ✓ High quality of teaching and learning which ensure the attainment of outcomes of the Study Program.
- ✓ Support and existence of favourable conditions for students to carry out creative activities (students' creative activities are presented in conferences and are published in collections of scientific works).
- ✓ Absence of conflicts, fluent integration of students into multicultural environment.
- ✓ The administrative staff of the Study Program fosters students' integration into internal environment of the University and guides them in case of problems emerged in the educational process.
- ✓ Skillful young educational-support staff who participates in organization of the educational process and supports students in their studies.
- ✓ Active extracurricular activity of students studying the given Study Program, participation in civil societal initiatives.

Planned Improvement Activities

- ✓ Fulfilment of improvements as a result of monitoring of the Study Program, compliance of teaching and learning methods and outcomes of the Study Program with the requirements of the labour market,
- ✓ Continuous improvement of student-centered education.
- ✓ Improvement of feedback mechanisms and proper application of their results for enhancement of quality of teaching and learning.
- ✓ Enhancement of post-educational, scientific and cultural collaboration with foreign universities and scientific, cultural institutes, exchange of leading practice.
- ✓ Establishment of student exchange programs.
- ✓ Improvement of teaching and learning interactive methods in compliance with the requirements of the Study Program.
- ✓ Application of learning modern technologies and technical means for assurance of quality of the Program's outcomes.

- ✓ Revision of regulation on assessment with the aim to make it clearer and available in terms of application.
- ✓ To encourage participation of teaching staff teaching the given Study Program in the development of assessment criteria.
- ✓ To encourage students' independence, creativeness, teamwork, self-assessment and peer-assessment by applying active and interactive learning methods.
- ✓ Establishment of a psychological consultancy unit which will support the improvement of formation and management of education provided within the scope of the Study Program.

4.2 LEARNING, TEACHING AND ASSESSMENT

4.2.1. Students' choice of specialisation is supported. Conditions and organisation of admission ensure fair access to education and motivated student body.

The applicant who has applied for the Study Program in "Management-041301.00.7" must have a diploma for at least Bachelor's degree or an equivalent international document certifying the higher education qualification.

The stakeholders get the information on admission conditions from the University's Admission Committee, Deans' Offices, teachers, graduates, students, YHU website, social pages of separate structural units of the University, "Applicant" and "Applicant Guide" manuals, website of the RA Ministry of Education and Science and announcements posted through Mass Media.

The admission process for the Study Program is organized by the Admission Committee the composition of which is selected and approved by the YHU Rector in accordance with the set procedure. Any person holding at least Bachelor's degree can submit an application to study the given Study Program. Prior to the submission of documents, the Admission Committee speaks with the applicant on the content of the Study Program.

Before starting the studies, the talk on professional orientation among the Admission Committee and the applicant facilitates the selection of specialization after which some activities directed to professional orientation are carried out by the Dean, EQA Center and Career Center who meet with students and keep them informed about opportunities of continuing their education or changing the specialization.

4.2.2. A student-centred approach is used in the studies, aiming at the students to assume responsibility for planning their studies and career and supporting the development of key competencies and achieving the learning outcomes of the study programme.

The students' individual capabilities and needs, their academic interests are identified by the results of diagnostic activity which serve as a basis for student-centered learning. In the educational process students' individual capabilities and needs are taken into consideration in practical activities by preparing individual works and creating support groups in group activities. The development of students' individual capabilities is supported by the application of active and interactive methods in the educational process as well as by the improvement of the educational process.

During these years no students with special needs have participated in the Study Program but it is planned to establish necessary physical conditions and educational infrastructures for them.

The students can influence the content and organization of their studies by means of elective courses/modules. And in the organization of educational process students' wishes concerning the arrangement of time-table of educational process, time-schedule of exams, internship place and time-schedule, supervisor as well as selection of topics of MA theses and supervisors are taken into consideration. Students have to ensure their participation in the above mentioned processes. The extracurricular courses are organized based on the Regulation on Facultative Professional Education,

The teaching staff applies active, interactive and collaborative methods of teaching as well as combines traditional and modern teaching methods. The noted methodical toolset is applied in provision of lectures and fulfillment of practical and individual (seminar, role play, visit to enterprise and participation in activities, conduction of a class with supervisors, etc.) activities. The effectiveness and purposefulness of teaching methods are guaranteed by teaching staff's professional preparedness and skillfulness.

The use of computer applicable software packages is considered to be a mandatory component of learning for fulfilling out practical assignments. In order to prepare high quality specialists, the University ensures accessibility of different information sources through internet for students.

The teaching staff supervises students' independent learning by consultancy and monitoring, provides feedback on revealed mistakes both by means of individual meetings and by email, and after completion of the work checks and assesses it. The written and individual works are organized based on outcomes of the course and the Study Program. The issues on supervision of individual works are partially connected with detection of cases of academic dishonesty. In such cases the work is not accepted by the teacher.

In RDC activities students are involved by the initiative of teaching staff of the Study Program, and during the whole process of their activities students get teachers' support. MA students present their research outcomes in student scientific conferences, and the best articles are published in scientific collections. As an example, the report on "National Minorities in RA" presented in the "International Conference of Young Specialists and Students" and the homonymous article published in the conference materials (supervisor – G. Gevorgyan, student – L. Avetisyan, 261-267 pp.) can be mentioned.

The match of awarded credit points to students' workload is clarified by the compliance of all components of learning with the set criteria, in the results of the volume of in-class and individual works as well as their appropriation. The acquired results are analyzed by the teacher in accordance with the content of courses and allocated credits.

The students contribute to improving the quality of their studies by their participation in student surveys, by making proposals and expression their viewpoints.

4.2.3. Student assessment, including taking accreditation of prior and experiential learning into account, supports the students and corresponds to the learning outcomes. Objective and reliable assessment is ensured.

The assessment of students is made in the following forms: checking of assignments, testing, mid-term and final attestations, project, presentation, role-play game, report, defence of MA thesis. During studies written (testing, reproductive, individual creative activities, solution of professional problems, etc.) and oral (presentation, assessment of students' works, self-assessment, peer-assessment, etc.) forms of assessment of knowledge are applied. The level of compliance of learning outcomes serves as a basis for the assessment.

The teaching staff participates in trainings directed to educational reforms, gets familiar with a number of new teaching and assessment methods and ensures their application. While choosing assessment methods, the specificities and expected outcomes of the Study Program are taken into consideration by ensuring the compliance of learning outcomes.

Based on the formed/formative grade, facultative courses for students with low academic performance are organized, the mentioned students are involved in group works (together with best students), and opportunities for independent and creative activities are provided for them. In the educational process the practical activities are organized by compiling support groups.

In the very beginning of their studies the students are informed about assessment criteria by means of the YHU website and the Student Guide. At the same time, the Dean's Office provides personal informative leaflets to students. While defining assessment criteria, students' opinions have been taken into consideration and have been reflected in the regulation on assessment.

The objectivity and transparency of assessment is ensured by the presence of one or more specialists and assistants.

While implementing Study Program, students' prior and experiential learning and work experience are taken into consideration in the development of the content of education. Students are free to propose a topic for their MA thesis which derives from their working activity.

The University has invested electronic system of prevention of academic dishonesty which is used by teachers with the aim to exclude plagiarism. If academic dishonesty has been identified in the research, the work is assessed as unsatisfactory.

4.2.4. The organization of studies including practical work and training is based on the specificities of students and forms of study and supports the student in achieving the learning outcomes. Opportunities have been established for mobility within the country and internationally.

The organization of studies is supported by student-centered learning, modern technologies and methods as well as modern assessment approaches.

Students' internal mobility is ensured by compatibility of courses of Study Programs. The international mobility is not carried out yet.

In order to achieve the objectives of the Study Program, importance is given to practical courses the role of which is conditioned by the formation of professional skills and competences. The research of the topic of MA thesis is made in the enterprise of the given professional field which is the main precondition for the development of practical competences.

For the organization of practical training activities, the University signs contracts with professional enterprises, appoints a supervisor and compiles an internship plan according to which the internship set by the curriculum will be carried out in the set deadline.

In the learning environment the practical work is organized by means of collaborative learning (group work, case studies, making projects and other activities).

The students' feedback on the content and organization of practical training is ensured by submitting the internship diary, description, reporting and defence of results.

The students can choose not only the place of internship but also the supervisor. It is students' responsibility to properly participate in practical work and fulfill the assignments.

4.2.5. Support services for students are in place and available for students. Individual development and progress of students are monitored and supported.

The structural units of the University organize consultancy, and the Dean's Office provides. The teachers check and assess all achievements of students, note their shortcomings, correct mistakes, provide guidance and consultancy in accordance with the timetable.

The Career Center specifies the information on vacancies, job opportunities and state employment programs relating the specialization of Management and transfers it to the students. Upon necessity, students can participate in facultative vocational/professional programs which are organized by the Facultative Professional Education Service of the University. It is planned to establish a Psychological Support Center which will support students to integrate into the environment inside and outside the University.

In case of problems the student can apply to the Dean of the Faculty, Vice-Rector on Academic Issues, Ethics Committee, and if the problem is not solved by the mentioned units, he/she can directly address to the Rector.

Table 9 - Dropout Rates (by number of students)

Academic Year	2014-2015 academic year	2015-2016 academic year	2016-2017 academi cyear	2017-2018 academic year	2018-2019 academic year
Students dropped out	18%	28%	15%	35%	12%

In order to eliminate the reasons of dropout, the top management of the University takes some steps, in particular, based on the student's application, prolongs the deadlines for payment of tuition fees, has developed and invested a system of tuition fees discount for different social groups, discusses the dropout applications and in case of opportunity makes suggestions to the student to preclude it.

In order to reduce the number of early leavers and dropouts, the top management of the University analyzes the reasons of dropouts, speaks with leaving students and jointly develops options for solution of problems.

4.2.6. Graduates of the study programme are competitive in terms of their knowledge and social skills both nationally and internationally.

The alumni of the Study Program successfully carry out working activity, including private entrepreneurial activity, in state and private sectors, both locally and internationally.

The information and feedback on graduates' employment and further education is ensured by the YHU Career Center by means of direct link with the graduates. According to the information base which contains information about graduates' career, there are no graduates who continue their education abroad, they carry out working activity.

The summative assessment is organized by defence of MA thesis in the 4th semester. In the 2nd semester of studies the students already get familiar with the requirements set for preparation of MA thesis and the final assessment in accordance with respective regulation.

The feedback/reactions received from students have been taken into consideration in the development of the Study Program, revision of education organization and selection of topics of MA theses. For instance, taking into account alumni's feedback, the contents of courses – “Human Resources Management” and “Innovation Management”, have been changed by including the changes of concepts of Management.

Strong Points

- ✓ Competitiveness of graduates of the Study Program in the labour market, based on indicators of graduates' employment.
- ✓ High quality and efficiency of teaching and learning by investment of modern learning methods and technical means.
- ✓ Application of flexible approaches of student assessment.

Planned Improvement Activities

- ✓ Improvement of the Study Program and assurance of quality of its outcomes.
- ✓ Revision of the Study Program and change in the regulation on assessment with the aim to make it clearer available in terms of application.
- ✓ To encourage participation of teachers of the Study Program in the development of assessment criteria, thus contributing to the assurance of flexibility of the assessment process and multidimensional assessment of students' achievements.
- ✓ To make the assessment as a mechanism of students' motivation (multicomponent assessment system).
- ✓ Improvement of feedback mechanisms and proper application of their results in enhancement of quality of teaching and learning.
- ✓ Enhancement of post-educational, scientific and cultural collaboration with foreign universities and scientific, cultural institutes, exchange of leading practice.
- ✓ Establishment of student exchange programs.
- ✓ More complete application of teaching and learning interactive methods.
- ✓ Application of learning modern technologies and technical means.

4.3 DEVELOPMENT, COOPERATION AND INTERNATIONALISATION OF TEACHING STAFF

4.3.1. Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of the students.

The teaching staff is recruited with specialists who are highly qualified in their professional fields and carry out professional practical activity. Their professional and pedagogical qualities and scientific-pedagogical activity ensure the attainment of the Program's outcomes.

The goals of the Study Program are reflected in learning outcomes, and the outcomes of subject courses are integrated into the outcomes of the Study Program in a generic way.

The feedback on the staff of the Study Program has been received by means of surveys **/Appendix N 1.15.1/**. In the last three academic years the data of carried out surveys have been analyzed and generalized by the EQA Center and have been discussed in the Chair of the given specialization. Based on survey results, some of the teaching staff members have been promoted. As an improvement activity, it is planned to add the number of teacher trainings, to regulate their participation in continuous trainings and in the process directed to the enhancement of other teaching skills.

The number of teaching staff, their qualification, workload and age comply with the requirements set for the given Study Program. All teachers have professional qualifications, and the workload matches the academic volumes set by the curriculum.

4.3.2. Teaching staff follows the principles of academic ethics and the codes of conduct in case of non-compliance.

The University has defined the rules and principles of academic ethics by stipulating them in the document on “Ethical Rules of Yerevan Haybusak University”. The awareness of teaching staff and students is planned to ensure by means of publication and dissemination of informational leaflets and conduction of social inquiries, and the support is already being provided by means of organizing meetings with the Deans' Offices and the Ethics Committee and presenting ethical rules.

The rules and principles of academic ethics are followed in scientific-research activities. It is planned to discuss the cases of academic dishonesty in the Ethics Committee. The academic dishonesty committed by teachers is prevented by means of expertise, plagiarism detection (antiplagiarism program). The intolerance towards cheating by students and teachers, if detected, is manifested by informing about the case to the Chair of the given specialization and the Ethics Committee.

4.3.3. Members of the teaching staff participate in international mobility programs which encourage the development of their teaching and RDC activities and the cultural openness of the HEI.

The objectives of international mobility of teaching staff defined by the University are as follows: exchange of pedagogical practice, improvement of scientific-research activity, improvement of social environment, development and improvement of the Study Program. In the last three years the internship employers have been involved in the implementation of the Study Program, and in the composition of the Final Attestation Committee the representatives of both YHU and other universities as well as peer-reviewers of MA theses have been involved.

This kind of cooperation is efficient, sufficient and it fosters the improvement of the Study Program. The enlargement of scope of cooperation is involved in the planned improvement activities mentioned below .

4.3.4. The development of the teaching staff depends on the needs of the study programmes and students as well as on the feedback from all parties and self-evaluation. The effectiveness of both studies and RDC activities, students' feedback, the effectiveness of supervision, development of teaching and supervision skills, international mobility and entrepreneurial or work experience in the specific field outside the HEI is taken into consideration in evaluating the work of the member of the staff.

The University implements the development of the teaching staff, including regular trainings. The leading practice is studied and based on it, changes directed to the enrooting of innovation are made, leading teachers are promoted, professional and pedagogical-methodical trainings and foreign language courses are organized, and the policy reflecting the University's research interests and ambitions is developed.

The planning of teaching staff training is organized according to the requirements set for teacher training and the set timetable. The members of the teaching staff improve their professional and pedagogical skills due to a number of trainings organized not only in YHU but also in other vocational educations, as well as collaborate with other specialists of the given field both inside and outside the University, including abroad.

The vast majority of the teaching staff of the Study Program teaches in other HEIs as well or works in other institution, is a member of professional and non-governmental organizations, participates in activities of editorial boards of scientific journals which fosters their self-improvement. The cooperation helps to improve both professional capabilities and competences of the teaching staff. As a result, teachers regularly review the content of courses involved in the given Study Program and invest (apply) new teaching methods.

In order to support young teaching staff of the Study Program, young teachers participate in programs implemented jointly with senior specialists, conduct educational courses and participate in the teaching process. The University gives importance to teachers' entrepreneurial skills and professional working experience gained outside the University both in selection of teachers and during their working activity in YHU.

The outcomes of teachers' scientific and methodical research are involved in topics of courses taught by them, their educational manuals, collections of exercises, subject tests and assignments are published and involved in subject modules.

In the educational process the main requirements set for professional qualities of the teaching staff derive from the outcomes of Study Programs, and the assurance of outcomes designates the effectiveness of teaching. The teaching staff's professional preparedness and qualities of pedagogical skillfulness are regularly monitored, checked and evaluated by ensuring the involvement of Heads of Chairs, respective specialists (i.e. teachers of the Chair whose involvement is guaranteed by the Head of the Chair or the Dean but, if necessary, specialists from other HEIs are also involved) as well as by means of class observations organized by the EQA Center, mutual class observations, additions made in class registers by teachers and surveys conducted among students. The results are discussed in the respective

chair and accordingly the steps for the improvement of teacher's professional and pedagogical-methodical competences are developed. The teachers get feedback by means of surveys and reflection.

The University has developed a rating system for evaluation of teaching staff which has clarified more and expanded the monitoring criteria among which teachers' scientific publications and participation in grant projects and conferences should be mentioned.

Strong Points

- ✓ Policy on teaching staff's retention and enhancement of their professional qualities, improvement of pedagogical skillfulness.
- ✓ Staff promotion system.
- ✓ Teachers carry out entrepreneurial and external (outside the University) professional activities.
- ✓ There are functioning mechanisms of evaluating teaching staff's professional and pedagogical skillfulness.

Planned Improvement Activities

- ✓ To regulate the process of teachers' mutual class observations.
- ✓ To improve student surveys, to increase the level of their credibility, to fully apply the survey results.
- ✓ To make multidimensional attestation of teaching staff and based on the results to apply promotion and organize activities for the improvement of their pedagogical-methodical and professional qualities.
- ✓ To improve teacher selection procedures and put them in action.
- ✓ To expand the scope of cooperation among teachers of RA and foreign similar institutions.
- ✓ To invest the improved mechanisms of attestation of teaching staff.
- ✓ To interlink student survey results with the results of teachers' attestation.
- ✓ To regulate teaching staff's participation in continuous training or the process of improvement of other teaching skills by making it regular.

Table 9 . Reference about composing and responsible staff of Study program

Name(s) of study program(s)	General Medicine - 091201.01.7 MD (Medical doctor) degree
Structural unit responsible for conduction of study program	<i>Faculty of Medicine</i>
Key person responsible for self-evaluation of study program/Designer/Manager of the study program	Narine Hovsepyan, Deputy Head of Education Quality Assurance Center's for Study Programs narinehovsepyankariera@gmail.com
Brief description of self-evaluation Draft report (time-schedule, involved people, work distribution, approval)	The self-evaluation was carried out for the period of 2014-2018. In order to coordinate self-evaluation activities, the following of the Faculty of Medicine responsible for education quality assurance were appointed based on the Rector's Order N 110 - as of 22.10.2018 <i>Yanina Marinosyan – Dean of Medical Faculty</i> <i>Yeva Torosyan – Candidate of Medical Sciences, Head of Chair on Obstetrics, Gynecology and Pediatrics</i> <i>Narine Martirosyan – Vice dean, Teacher of Neurology</i>

4.1. PLANNING AND MANAGEMENT OF STUDIES

4.1.7. The design and development of study programme(s) take into account the expectations of students and other stakeholders, national strategies, legislation and trends in the particular area as well as labour market needs. The level and volume of RDC activities is sufficient and supports the launching of the study programme(s).

The development of the Study Program involved the following work phases (directions):

1. Establishment of work group, including external stakeholders
 - state examination committees,
 - unions/associations of specialists and employers,
 - bodies and organizations acting in the field of Medicine,
 - executive authorities carrying out accreditation and control of education system quality,
 - executive authorized bodies in charge of taking control over maintenance of provisions stipulated in the legislation on higher education,
 - applicants who make decisions on selection of profession.
2. Taking into account educational requirements
3. Formation of learning outcomes in accordance with professional standards
4. Formation of structure and content of the Study Program in compliance with state requirements set for preparation of specialists
5. Formation of course descriptions, including learning outcomes of subjects

The current changes in the process of expertise of the Study Program are made by involving internal and external stakeholders and based on the results of monitoring process of preparation of graduates.

The Study Program is revised by evaluating the quality of preparation of specialists and as a result of internal evaluation of the educational process. The shortcomings are eliminated and respective changes are performed. For example, the ratio of hours allocated to practical and theoretical activities set by the subject courses of the previous study program has been changed for the benefit of practical courses (2:1). Besides, the studies of the subjects on Histology and Anatomy have launched from the 1st year, with the number of added credits, and the new courses (Rehabilitation, Sexual Pathology, Stomatology, etc.) have been integrated.

The members of the Faculty Council, the Dean's Office, teaching staff and students (as internal stakeholders) participate in the process.

In the planning the experience of RA, leading European and Russian medical universities as well the practice of implementation of study programs of Yerevan Haybusak University are taken into consideration, the list of subjects and their content are modernized, and time-schedule is arranged for the fulfillment of the planned activities.

In the last 3 years the Study Program in "General Medicine" has been enrolled with the new subject – "Clinical Biochemistry" and 2 elective subjects – "Cognitive Learning" and "Complementary Alternative Medicine" (CAM). The need for such changes emerged from the proposals made by students and employers.

As far as the vast majority of internal stakeholders of the given Study Program are foreign students, one of the prioritized objectives of the Study Program is to ensure their competitiveness in the international labor market the tendencies and changes of which are taken into consideration in the process of modernization of course descriptions. That is why the Study Program has undergone changes in order to be in compliance with the licensing exam's materials content literature (annual re-publication).

The research outcomes of the teaching staff – scientific articles and educational-methodical materials are invested in the educational process, thus enriching the content of academic materials
/Appendix - List of articles and researchers with results invented in Study program/.

The external stakeholders, i.e. employers, partners of academic clinical and summer clerkship organizations, who are motivated in preparation of high quality specialists, are involved in the design of the Study Program and they actively participate in the revision process of the Program. Some of them are the members of the YHU Scientific Council and the results of surveys conducted among them within the scope of cooperation are used in the process of revision and improvement of the Study Program as well as in the development of the Strategic Plan and action plans. The international teaching staff also involved
/Appendix - Invited staff list/.

4.1.8. The objectives of study programme(s), modules (including courses) and their learning outcomes are concrete and coherent. The teaching content and methods and assessment criteria and methods support students in achieving their learning outcomes and developing their key competencies. The study programmes support the development of creativity and entrepreneurship and other general competencies.

The development of the society is reflected in the Study Program by modernization of the Study Program's content. The learning outcomes have been defined in compliance with the objectives of the Study Program (in accordance with the Study Program's benchmarking, requirements of local and international labor markets, students' academic needs and state requirements).

The content of teaching is developed according to subject outcomes (which are also the outcomes of the Study Program), thus ensuring the compliance of the content with the outcome of the Study Program. The teachers' academic freedom in selecting teaching methods is ensured in the process of teaching of each subject course, however, the application of active and interactive methods in student-centered environment is emphasized, by putting in action the criteria approved by the YHU Scientific Council and modern assessment methods.

The content of the Study Program is structured based on the principle of systematism and sequence by ensuring the interdisciplinary links. Besides, the subject courses are compiled in the following sequence: public component – in the 1st year of study, pre-clinical – in the 2nd and 3rd years of study and professional – in the 4th year of study clinical subjects, etc. at the same time combining theoretical and practical activities.

The feedback with other stakeholders is ensured by means of discussions on the Study Program's modules with teachers of other HEIs the results of which are discussed in chairs' sessions. Based on the feedback results, the Study Program has been enrolled with a new course, for example, in the row of changes made in the Study Program in the last three years, based on the employer's proposal, the integration of the new subject – "Clinical Biochemistry" (2 credits) in the 4th semester of study can be mentioned. In accordance with the students' proposal, a selective course on CAM (2 credits) in the 7th semester of study has been added. Based on graduates' feedback, in particular, by the recommendation of Indian graduates who participated in the state attestation in India, the content of the subject courses on "Infectious Diseases" and "Epidemiology" has undergone respective changes; the list of infections typical to the Asian region, has been expanded.

The University has carried out comparison of the Study Program with similar study programs implemented abroad. Based on comparison results, e.g. the possible impacts of social factors on health and morbidity have been accounted, and the idea of patient-centered approach has been emphasized.

The selective courses are formed by taking into account students' interests. In YHU the education of foreign (exchange) students is organized in foreign languages – English, Russian. Their summer clerkship is organized in a foreign language in India or in their home country.

In the implementation of the Study Program students have internal motivations which give them an opportunity to carry out creative and entrepreneurial activities. For example, Ahmad Shahvan is a YHU graduate (2014/2015 academic year) in specialization of "General Medicine" who has established and successfully runs the "D'r Ahmad Shahwan Aesthetic Clinic" in Nazareth, Israel. Another YHU graduate (2016/2017 academic year), Veronika Hovsepyan is the founder and head of the "Antiage" Medical Center. Helen Azaryan is also a YHU graduate who has founded and manages the network of Centers of Dermatology and Podiatry in Yerevan and Kuwait.

4.1.9. The administration of material and financial resources that ensure the design and implementation of the study programme(s) is purposeful, systematic and sustainable. The learning environment, including materials, tools and technology support the students in achieving their learning outcomes.

In the framework of use and development of material and financial resources of study programs the clear objectives have been set for the modernization of educational-methodical, laboratory and clinical facilities (for establishment of a simulation center), the developments of the sphere are regularly studied which can be stated by the compliance of material resources with changeable needs.

The principles of environmental protection are followed by the subjects on "Ecology", "Hygiene" and "Biology" which are taught in the scope of the given Study Program.

The students' independent learning is ensured by the University which provides modern electronic library resources as well as by the organization of extracurricular professional activities within the framework of contracts signed with medical institutes /**Appendix – Clinical enterprises contracts list**/.

The social learning environment is valued by promotion of students' social communication (sharing knowledge, experience and information). It is also valued by students' active participation in in- and out-university life via social groups (Facebook, Whatsup) established by the initiative of the University. In

these platforms students communicate with each other, exchange materials and learn from each other. The social learning environment of YHU is also important in a sense that the Study Program is implemented in a multicultural university having students from about 30 countries; here each of their traditions and interests are appreciated without any national, religious and social discrimination. The internal stakeholders and graduates give feedback on the learning environment.

With the aim to develop the social learning environment, the University is used to organize diverse national and religious events in which both local and foreign students, diplomatic authorities (Iran, Iraq, India) take part. It should be particularly mentioned about the events devoted to the Islamic New Year, Indian Diwali in which foreign students and from other RA HEIs also participated. With the aim of improvement, it is planned to expand the scope of common ground for dialogue among local and foreign students by involving them in new educational, cultural projects, as well as to take measures towards overcoming the language and cultural barriers (organization of language courses and cultural campaigns). It is also important to reinforce the relations with Deans' Offices of foreign HEIs and foreign NGOs with the aim to quickly respond emerged social problems upon necessity.

Strong Points

- ✓ Existence of efficient mechanisms of cooperation between the representatives of the Student Council and the faculty management staff which fosters the increase of efficiency of the educational process.
- ✓ Established and currently developing relations with foreign partners.
- ✓ Monitoring of the Study Program and course descriptions, making changes towards modernization by involving current achievements in the field of General Medicine.
- ✓ Quick feedback from the administration concerning the organizational process of implementation of the Study Program.

Planned Improvement Activities

- ✓ More active and purposeful involvement of scientific-research outcomes of the teaching staff in the Study Program.
- ✓ Organization of seminars, debates and round tables aimed at maintenance of environmental protection principles and assurance of sustainable development.
- ✓ Establishment of more favourable conditions for carrying out individual works in clinical bases, control and improvement of support and supervision mechanisms.

The establishment of more favourable conditions for individual work in clinical bases/centers is the improvement of support and control mechanisms (for the current period YHU is not satisfied with the administrative control and foreign student-patient relationship in terms of individual practical activities because of the language barriers which hinder the contact with the patients). The level of proficiency of the Armenian language among junior (2nd and 3rd year) students does not allow them to fully get in touch with the patient without an interpreter. As compared with junior students, senior ones are sufficiently proficient in Armenian. It should also be mentioned about the mentality of Armenians which to some extent limits the individual activity of students, especially that of foreign students (inquiry with the patient, clinical examination) in clinical bases. The solution to the problem is the establishment of own hospital which will facilitate the regulation of the above mentioned technical problems as well as the control/supervision of individual activities (establishment of supervisory working group)

- More active and targeted integration of teachers' research outcomes into the Study Program.
 - Organization of seminars, debates and round tables aimed at maintenance of environmental protection principles and assurance of sustainable development.
 - Assurance of compliance of material-technical and educational-methodical resources ensuring the implementation of the Study Program outcomes with the increasing number of students.
1. Assurance of 30-40% fraction of invited teachers in the teaching staff.
 2. Organization of professional and pedagogical trainings for teaching staff every 3 years, upon necessity.
 3. Investment of compound of distance learning in the educational process.
 4. More active use of ITs.
 5. Involvement of foreign partners as peer-reviewers of the Study Program.
 6. Assurance of compliance of equipment of the Simulation Center's didactic materials with the number of students and requirements set by the Study Program.

7. Construction and furnishing of 2 campuses/educational buildings at Abelyan 6 str. based on the approved architecture project.
8. Acquisition of the student dormitory.

Taking into consideration the geographical position and the number of applicants of the Study Program in the recent years, the University has developed and continues to develop the material-technical and educational-methodical resources, both quantitatively and qualitatively, which has been reflected in the Study Program.

- Assurance of availability of employers' opinions on the competences of the Study Program in virtual domains.
- Morality qualities formation via professional development .
- Compliance of material-technical and educational-methodical resources ensuring the implementation of the Study Program with the increasing number of students.
- Creation and implementation of job passports

4.2. LEARNING, TEACHING AND ASSESSMENT

4.2.1. Students' choice of specialisation is supported. Conditions and organisation of admission ensure fair access to education and motivated student body.

The applicant of the Study Program must have a certificate of secondary 12-year education, foreign applicants submit equivalent documents, according to the RA Decree N 700 as of 28.04.2011.

The admission is implemented according to the Regulations on Admission to RA Higher Education Institutions approved by the RA Government and set by YHU **700-N** RA Government Decree https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.arlis.am%2FDocumentView.aspx%3FDocID%3D77989%26fbclid%3DIwAR0Dm_L7VRSiaB9_f1aipZL9QZ6_nwzREVLFWmbix-l6hUunlxQ7iTW7k0Q&h=AT3tYlfgHiwY3HwnuLH9z-UyQDs84VNFEmn8BH55iGgaUeLDfaQbXgmhJPrTrww5bTP8kuR-FXaCf3SjcwXn7XAfDJXa22xi0Bks-qo07FphNace6DtIW8xbYWd0GBW-AOnwKQ

The stakeholders receive information about admission conditions from the websites of the RA Ministry of Education and Science and the University, "Applicant" and "Applicant Guide" manuals, YHU Admission Committee, Deans' Offices, teachers, graduates, webpages of YHU students, social webpages of YHU structural units as well as announcements posted in Mass Media.

The admission process of the Study Program is organized by the Admission Committee the composition of which is selected and approved by the YHU Rector, in accordance with the admission procedure.

The Admission Committee speaks with the applicant about the content of the Study Program before submitting the admission documents and upon necessity provides consultancy. The students are admitted according to the regulation **/Appendix - YHU regulation of Admission).**

The talks on professional orientation conducted by the Admission Committee can support students in selection of specialization. Before the launch of studies the doctors of hospitals and clinics who teach (teachers of practical courses, summer clerkship supervisors) can play a key role in students' professional orientation.

4.2.2. A student-centered approach is used in the studies, aiming at the students to assume responsibility for planning their studies and career and supporting the development of key competencies and achieving the learning outcomes of the study programme.

As a result of formative assessment, students' individual capabilities and academic interests are identified which serve as a basis for student-centered learning.

The development of students' individual capabilities is also supported by making the educational process student-centered, by application of active and interactive methods as well as by continuous improvement of the educational process.

During these years no students with special needs have participated in the Study Program but the University plans to establish necessary physical conditions and educational infrastructures for them: the audial provision of information, big font size and audio files regarding timetable and learning materials are planned. For students with audial problems provision of monitors and sub titers options and printed copies of learning and clinical materials or surdo-translation .For students with movement restriction will be provided special training places with increasing zone size, with the approach between the rows,

replacement of double tables , selection in standard audience of 1-2 first tables in a row at the doorway for trainees moving in a wheelchair , providing access through the internet to lectures and methodologies , presentations and videos on the topics studies, placed in open electronic sources for self- study.

The students can influence the content and organization of learning within and outside study programs and in the revision of the Study Program their viewpoints are taken them into consideration while participating in surveys. In organizing cyclic courses (since 4th year of study) the class schedule is compiled taking into account students' wishes. In terms of developing the content and organizing learning, students also become participants by choosing selective courses.

The active and interactive teaching methods (role-play game, solution of situational problems, application of "small group" method, clinical discussion) and student-centered approach applied by teachers raise students' sense of responsibility to satisfy their own academic needs. The effectiveness of applied methods is stated by the analysis of assessment of course outcomes. The increasing interest towards the course is also an indicator of resultutiveness of the teaching method.

As a result of study of the course in Informatics/Computer Science involved in the Study Program, students acaquire proper computer competences. The computer digital means are involved in the Study Program to the extent that they form an inseparable part of assessment of the Program's outcomes (presentations, watching videos and movies, specialized medical training programs such as *Anatronica*, *My Visible Body*, *MedScape* and others, computerized methods of current and final assessment of knowledge). The enhancement of teaching effectiveness is also supported by the use of smartboards and online library.

In order to carry out individual work (preparation of presentation, description of disease, preparation of report on the patient or pathological condition, accumulation of hospital's internal data and data analysis, etc.) assigned by the teaching staff, a time-table is compiled, respective instructions are given, the feedback is provided both by oral analysis (by putting forward and grounding the strong and weak points of the work accompanied with respective corrections) and by digital expression. The written works can be organized by testing (test assignment, dumb tests) and by written narration of the material **/Appendix 4.2/**. Students give feedback via surveys, address their written or oral feedback to the Head of the Chair or the Dean and can write comments on the website.

In case of big classes (with big number of students) the supervision becomes more difficult which increases the probability of academic dishonesty, thus the objectiveness of assessment is put under risk.

This problem is solved by ensuring the participation of assistants appointed by the given chair or the faculty. As a way of improvement, the computerization of written examinations is envisaged.

The students are involved in groups of the Student Scientific Association and in scientific-research projects of chairs, according to their interests and their further professional orientation. As soon as the overwhelming majority of practical lessons are taking place in main Scientific Research Centers of RA (named after A.L. Mnjoyan Institute of Fine Organic Chemistry, named after L.A. Orbeli Institute of Physiology NAS RA , National Center for Diseases Control and Prevention of Ministry of Health RA) the students are strongly involved.

The awarded credits clearly reflect the volume of carried out work i.e. the quantitative component, and the results of assessment of curricular and extracurricular activities state about the quality of the carried out work. The gained results are analyzed by the teacher who takes into consideration the compliance of all components with the set criteria.

Students support the improvement of quality of their studies by expressing conscious approach, increasing the responsibility and requirements for received education as well as participating in student surveys where they express their opinions and make suggestions.

4.2.3. Student assessment, including taking accreditation of prior and experiential learning into account, supports the students and corresponds to the learning outcomes. Objective and reliable assessment is ensured.

Student assessment is carried out by awarding points for the fulfilled assignment (test, role play, situational problem, display of practical ability), depending on the form of assessment (midterm , final, summative) of results. The relevance of assessment methods is ensured by a) selecting respective method for each outcome, b) accounting the level of compliance with the outcomes.

The teaching staff participates in seminars and trainings directed to educational reforms, regularly organized inside and outside the University, gets familiar with a number of new teaching and assessment

methods and assures their application. While selecting assessment methods, the specificities of components of the Study Program as well as specific expected outcomes are taken into consideration by ensuring the compliance with the learning outcomes.

The monitoring of student's learning and its feedback is used by teachers and lecturers to improve their teaching techniques and methodology, and by students to improve their learning process and outcomes. In practice it is implemented by analyses of midterm and final examinations, oral out lesson discussions as soon as by analyses of results of surveys conducted among students.

At the beginning of each course students are informed about assessment criteria which partially depend on the character and specificities of the course. In selection of criteria the student surveys have been initially taken into consideration. And current student feedback analysis is one of the tools and guaranties of study process's quality assurance.

The objectivity and transparency of assessment in oral examinations are ensured by exchange of groups among teachers and involvement of one or more specialists, staff members of the Chair and/or Dean's Office (as assistants). Besides, upon necessity, students can apply to the Ethics Committee. It should also be mentioned that in state attestation examinations students' answers are recorded.

While implementing study programs, the credits accumulated by the student as a result of his/her previous study, are recognized by the University and this is taken into account in making individual changes for the student in the Study Program.

In order to struggle against academic dishonesty, the University sets control over the process by electronic means (special programs like Antiplagiat), such cases the work is given back to the student and a new assignment is given by providing explanation to the student about the consequences of possible repetition of academic dishonesty. This process is carried out by respective Chair, in accordance with the Regulation of Ethics.

4.2.4. The organisation of studies including practical work and training is based on the specificities of students and forms of study and supports the student in achieving the learning outcomes. Opportunities have been established for mobility within the country and internationally.

In order to reach the learning outcomes, the student takes in-class hours to carry out curricular activities set by the Study Program under control of the skillful teacher, thus reinforcing acquired knowledge by means of practical courses organized in clinical bases and summer clerkships.

There are some subdivisions which are involved in support of students' internal and international mobility, in particular, Division of International Relations, Dean's Office, EQA Center, chairs, etc. Due to their collaborative activities it is possible to properly organize student consultancy and guidance.

With the aim to continue their education in HEIs of other countries based on their own initiative, 19 students were transferred from the University in 2015-2016 academic year, 24 students – in 2016-2017 and 23 students – in 2017-2018. "Transferred student" is a student who moves from one institution or course to another at the same level ...is a type of international mobility in accordance with RA Ministry of Education regulation.

The formation and development of professional competences and skills is the main objective of the Study Program which becomes attainable mainly by means of practical courses and educational, educational-industry internships. The learning outcomes of practical trainings and summer clerkships are reflected in the learning outcomes of the Study Program the achievement of which is ensured by full appropriation of practical courses and educational, summer clerkship.

In order to organize practical courses and activities as well as summer clerkship, necessary vacancies are searched for among medical staff of hospitals and clinics which have signed contracts with the University, raising from the specificities of the component of the Study Program and the type of internship. YHU signs a contract, appoints a supervisor and respectively the summer clerkship program is compiled according to which the summer clerkship defined by the curriculum should be conducted in the set deadline.

The practical work is organized based on the principle of student-centered principle and by the application of active learning methods (small groups, analysis of situational problems) by using the resources of the University and base infrastructures.

The feedback on the content and organization of practical training is given by means of surveys and by ensuring the link between the student educational-support structural unit.

The students can choose not only the place of summer clerkship but also their supervisor. It is students' responsibility to ensure proper participation in practical work and summer clerkship and to fulfill the assignments.

In terms of foreign students, it should be added that students choose the country for having their summer clerkship, taking care of the necessary documentary issues in advance.

4.2.5. Support services for students are in place and available for students. Individual development and progress of students are monitored and supported.

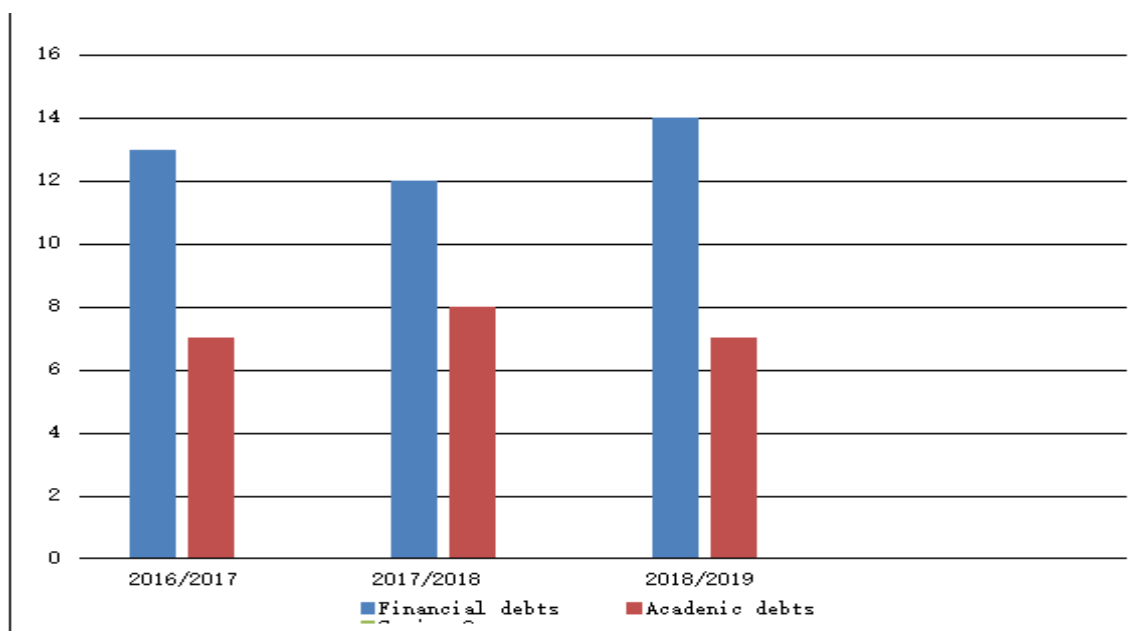
The main functions of educational-support structural units of the University relate to the organization of the educational process, provision of support and help to students in their academic issues. All the issues relating students' class attendance, academic performance, omitted class hours as well as opportunities and regulation on their completion are discussed in the Dean's Office, respective recommendations are provided, and individual approach is applied for each case. The teachers check and assess all the achievements of students, note their shortcomings and omissions, correct them and provide recommendations.

The Career Center of the University supports students to meet labor market needs by using regularly updated base of vacancies. If necessary, the students can participate in facultative professional study programs which are organized by the Facultative Professional Education Service of the University, according to the time-table scheduled at the beginning of the year. It is planned to establish a psychological support center which will support students to get integrated into the environment inside and outside the University. There is a department of Psychology at the university which collaborates with different faculties and actively provide psychological support to the students and to all in need .It should be mentioned that currently students' social and psychological support is provided by the Dean's Office and Ethics Commission as well .

In case of problems the student can address to the Dean of the Faculty, Vice-Rector on Academic Issues, Ethics Committee, and if the problem is not solved by the mentioned structures, the student can directly address to the Rector.

The students have been dropped out of the University because of the following reasons: academic debts (in case debts exceed 12 credits), financial debts . The Chart N 1 presents the picture of dropouts for the last three years:

Chart - Trend of dropOuts' amount within 2016-2019 period



In order to eliminate the above mentioned reasons, the University takes some steps, in particular, based on the student's application, the deadlines set for the payment of tuition fees are prolonged, and the University has developed system of discount of tuition fees for different social groups.

The reasons of dropouts are financial and academic debts. Among main reasons of students' withdrawal from the University on a voluntary basis the students' leave for other countries, transfer to other HEI, students' own applications (due to family circumstances) and others can be mentioned. In general students transfer their credits to another universities due to family issues or because of geopolitical situation (life place change) .

Table 2 presents the percentage distribution of students who have been withdrawn from the University on a voluntary basis in the last 3 years, according to presented reasons:

Table 10 - Voluntary withdrawals from university by reasons within 2016-2019 period

Academic Year	Left from RA	Transfer to other HEI	Students' own applications	Family Reasons
2016/2017	3,4%	1,0%	-	-
2017/2018	6,4%	3,2%	-	0,96%
2018/2019	1,9%	0,2%	0,05%	-

In order to reduce the number of early leavers and dropped out students, the top management of the University analyses the dropout reasons, speaks with leaving students and jointly develops options for solution to the problems.

4.2.6. Graduates of the study programme are competitive in terms of their knowledge and social skills both nationally and internationally.

The graduates of the Study Program carry out successful working activity, including private entrepreneurial activity, in state and private sectors inside and outside Armenia. It should be noted that the graduates of the Study Program have registered success both in the fields of their professional practical activity and administrative and theoretical medicine. The following percentage of graduates are currently involved in professional activity :

15/16- 69 %. 16/17- 63 %, 17/18 – 64 %. The data on international students are limited.

The Career Center has established a database containing information on YHU graduates' career. The Center regularly establishes feedback with graduates and tracks their professional advancement. Surveys on employed graduates are conducted among their employers and the letters are asked to provide description on the employed YHU graduates. The majority of the University's graduates work in their professional fields.

The information on graduates' employment and further education is accumulated and analyzed in the Career Center. The results of conducted surveys are analyzed and concluded. We have information (upon official inquiries) about 140 graduates continuing education abroad during 3 last years .

The summative assessment is organized in the 12th semester. It is an oral examination conducted in the three main subjects of the Study Program – Internal Diseases, Surgical Diseases, Obstetrics and Gynaecology. Prior to the final attestation students get familiar with the attestation questionnaire from the chairs, Dean's Office, as well as with the regulation on its conduction and assessment from the Student Guide.

The feedbacks received from the students have been taken into account in development of the Study Program and revision of organization of learning. Based on students' proposal, the subject on CAM Medicine has been added as a selective course (2 credits) in the 7th semester of study, and the subject on Cognitive Learning (2 credits) – in the 1st or 2nd semesters.

Strong Points

- ✓ High quality and efficiency of teaching and learning.
- ✓ Student-centered approach.
- ✓ Multicultural educational environment. see 4.1.3.
- ✓ Existence of multicomponent assessment mechanism.

Planned Improvement Activities

- ✓ Enhancement of post-educational, scientific and cultural collaboration with foreign universities and scientific, cultural institutes, exchange of leading practice.
- ✓ Implementation of student exchange programs.

- ✓ Enlargement of application of interactive methods of learning and teaching.
- ✓ Promotion of students' scientific activity.
- ✓ Creation of necessary resources for students with special needs aimed at their involvement in the Study Program.
- ✓ Formation and investment of information system containing educational-methodical materials of the University, aimed at increase of efficiency and improvement of conditions for the implementation of the Study Program.

4.3. DEVELOPMENT, COOPERATION AND INTERNATIONALISATION OF TEACHING STAFF

4.3.1. Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of the students.

In terms of teaching staff engaged in the Study Program the defined objectives are in compliance with the Strategic Plan 2016-2020 of the University and they are aimed at formation of the Program's outcomes. The competitive selection and positioning process of teaching staff are carried out based on the respective YHU regulation.

The teaching staff is recruited with specialists who have high professional qualifications and carry out professional practical activity. The teaching of the given Study Program is ensured by leading specialists with fine reputation who are prominent in the field of Healthcare in RA. Due to their efforts and their professional and pedagogical qualities the outcomes of the Study Program become attainable. The objectives are reflected in learning outcomes, and the learning outcomes of subject courses are integrated into those of the Study Program in a generalized way.

The feedback on staff of the Study Program is provided by means of surveys. In the last three academic years the data of carried out surveys have been analyzed, generalized in the EQA Center, have been discussed in chairs, and the Faculty has been kept informed about the results. The double analysis of feedback has registered increase of level of students' satisfaction. As an example of improvement of feedback, the formation of additional mechanisms can be observed, i.e. besides direct addressing by students, the website and the box of complaints and suggestions also serve as a means of feedback.

The number and qualifications of teaching staff, their workload and age comply with the requirements of the Study Program, all of them have respective professional qualification, and the workload is in compliance with the volume defined by the curriculum.

The requirements set for teaching staff of the Study Program are reflected in the Regulation on Teaching Staff according to which teachers must have one education level higher than the level of course they teach.

According to the Regulation on Competitive Selection and Position of Teaching Staff of Yerevan Haybusak University, the candidates' education, qualification, scientific title, pedagogical and professional skills and their activeness in scientific-research projects are taken into consideration in recruitment of teaching staff.

As compared with other HEIs, it can be concluded that YHU teaching staff's qualifications comply with the requirements of the Study Program, and the potential of the Program allows to ensure its outcomes. Regarding the number of teachers, the ratio of numbers of students and teachers is considered to be a key indicator which in different HEIs is presented in the following way: Private institutions such as [Duke University](#) (7 to 1 ratio), [Stanford University](#) (12 to 1 ratio), [Washington University](#) (8 to 1), and [Harvard](#) (7 to 1 ratio) and [Yale](#) (6 to 1 ratio) have impressively low student to faculty ratios. These universities all have something else in common: they are research-centered institutions that often have more graduate students than undergraduates.

The teacher- student ratio in Study program is 1:11. (85: 940)

4.3.2. Teaching staff follows the principles of academic ethics and the codes of conduct in case of non-compliance.

The University has defined the rules and principles of its academic ethics by stipulating them in the document on "Ethical Rules of Haybusak University". The awareness of students and teaching staff is planned to ensure by means of publication and dissemination of informational leaflets as well as conduction of sociological surveys, and the Deans' Offices and the Ethics Committee already provide support by organization of meetings and present ethical rules. The internal stakeholders of the University are informed about ethical rules from the website of the University, and the Ethics Committee is

consistent in maintaining ethical rules, being led by its own Regulation, as well as examines the cases of violation and supports their solution.

The rules and principles of academic ethics are also applicable for scientific-research activities. It is planned to discuss the cases of academic dishonesty in professional chairs and in the Ethics Committee of the University.

The violation of academic honesty by teachers is prevented by means of expertise and checking (antiplagiarism system).

The intolerance of teachers towards students' academic cheating, if there are any, is manifested by informing about it to the professional chair and the Ethics Committee.

4.3.3. Members of the teaching staff participate in international mobility programs which encourage the development of their teaching and RDC activities and the cultural openness of the HEI.

The objectives of teaching staff's international mobility defined by the University are as follows: improvement of teachers' scientific-research and pedagogical skills, practice exchange and development and improvement of the Study Program in line with scientific achievements and social development. In the last three years the partners of summer clerkship organizations have been involved in the implementation process of the Study Program, and the representatives of both YHU and other HEIs have been engaged in the composition of the Summative Attestation Committee.

Such a cooperation is efficient and it fosters the improvement of the Study Program.

4.3.4. The development of the teaching staff depends on the needs of the study programmes and students as well as on the feedback from all parties and self-evaluation. The effectiveness of both studies and RDC activities, students' feedback, the effectiveness of supervision, development of teaching and supervision skills, international mobility and entrepreneurial or work experience in the specific field outside the HEI is taken into consideration in evaluating the work of the member of the staff.

With the aim to improve the teaching staff, the University continuously studies the leading practice of RA and foreign universities and based on it makes necessary changes in the direction of improvement of subject area, selection of organizational means, etc. It is notable that the application of digital technologies in such trainings has fostered the increase of number of trainings and their satisfaction with trainings, according to the statistics of the last years. The trainings had professional and pedagogical-methodical direction and involved foreign language courses. In order to support young staff, skillful teachers are attached to them who with the aim to make class observations and gain practice. In order to more completely involve young staff members in the educational process of the University, it is planned to establish a Young Teachers' School.

The members of teaching staff improve their professional skills by participating in diverse professional trainings organized in Armenia and abroad. The pedagogical trainings are mostly organized by the initiative of the University taking into consideration the scope of teachers' interests as well as by projects implemented by other education institutions which inform and invite YHU to participate in them. The trained teachers share the obtained information among respective units of the University, discuss it among colleagues as a result of which the issue on integrating the outcomes into the educational process is decided. For example, the training organized by ARMENIC was devoted to the issues on recognition of diploma and educational degrees and in the training many questions relating the specificities of recognition of credits of Iran and the documents of the foreign applicant from Iran were clarified. The information was useful and applicable.

The resultative collaboration among teaching staff is encouraged by University Government with provision of printing fee for joint scientific researches' outcomes, paying of local and foreign Conferences participation, awards and honorable gratitude. The vast majority of teaching staff teaches in other medical HEI, is a member of professional and non-government organizations, editorial boards of scientific journals. The cooperation helps to improve both their professional skills and collaborative competences. The relations with national and international partners give teachers opportunities to invest the leading practice in the Study Program by making it modern and compliant with current achievements of the field of Medicine. As a result, teachers regularly revise the content of the subject courses and invest new teaching methods.

As an example of modernization of the Study Program, the involvement of information acquired due to the participation in conferences organized for teachers and its investment in the educational

process. For example Dr. E. Torosyan has participated Salzburg Weill Cornell Seminar devoted to seminar contemporary aspects of Reproductive Medicine. As a result supportive reproductive technologies were invented in Study Program

The outcomes of research and methodical activities of the teaching staff are invested in the Study Program after they are discussed and approved in chairs' sessions.

The main requirements set for professional qualities of teaching staff derive from the outcomes of the Study Program the assurance of which designates the effectiveness of teachers' activity. The teachers' professional preparedness and pedagogical skilfulness are regularly monitored, checked and evaluated by involving the Heads of chairs and respective specialists (i.e. teachers of the chair whose involvement is guaranteed by the Head of the chair or the Dean, but specialists from other universities can also be involved upon necessity). The results are discussed in the respective chair and the plan for the teacher's professional and pedagogical-methodical improvement is developed.

The results of scientific-research activities of the teaching staff are integrated in surveys. The feedback from students is ensured by means of surveys and through external stakeholders' reflection. The University has developed a Regulation on Rating of Teachers /**Appendix N2.3/** which has expanded monitoring criteria and has made them clearer. The scientific publications, participation in grant projects and conferences are among monitoring criteria.

Strong Points

- ✓ The activities aimed at improvement of teachers' professional development and enhancement of pedagogical skills are valued.
- ✓ There is a staff promotion system.
- ✓ There are high quality teachers invited from abroad.
- ✓ The administrative staff quickly responds the observations and suggestions made by teaching and educational-support staff, internal and external stakeholders.
- ✓ The University has created all the favorable conditions for efficient internal cooperation among staff based on principles of mutual trust and compromise.
- ✓ Application of student-centered approach aimed at satisfaction of both not academic and extracurricular and social needs.

Planned Improvement Activities

- ✓ To improve the mechanisms of feedback with students and graduates with the aim to give a more targeted reflection on the results of their analyses.
- ✓ To interlink the results of student surveys with the results of teachers' attestation.
- ✓ To improve the process of conducting surveys among students, to increase the reliability of surveys, to more fully use the analysis results.
- ✓ To improve the process of organization of activities aimed at enhancement of teachers' pedagogical-methodical and professional qualities.
- ✓ To improve the process of methodical attestation of teaching staff, apply promotion based on the attestation results.
- ✓ To improve the procedures on selection of teaching staff.
- ✓ To expand the cooperation among teachers of RA and foreign medical universities, to increase the number of invited teachers.
- ✓ To foster the involvement of teaching staff in scientific-research projects (including international ones) by making it regular, to increase teachers' motivation and responsibility towards it.
- ✓ To decrease the teacher-student ratio up to 1:10.