

**Part 1: Standards and guidelines for internal quality assurance**

**1.1 Policy for quality assurance**

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

**Guidelines:**

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

- the organisation of the quality assurance system;
- departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution’s decision.

**How ANQA criteria address the ESG Part 1**

**Institutional accreditation standards**

- **MISSION AND PURPOSE.** The Tertiary Level Institutions' (TLIs) policy and practices are in accordance with its mission, which is in accordance with the Armenian National Qualifications Framework.
  - The TLI has a clear, well-articulated mission that represents the institution’s purposes and goals as well as is in accordance with the ANQF. (1.1)
  - The TLI's mission, goals and objectives reflect the needs of the internal and external stakeholders. (1.2)
  - The institution has approved mechanisms and procedures to evaluate the achievement of its mission and purpose and to further improve them. (1.3)
- **GOVERNANCE AND ADMINISTRATION.** The TLIs' system of governance, administrative structures and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics.
  - The TLI's system of governance ensures regulated decision-making process in accordance with defined code of ethics and has efficient provision of human, material and financial resources to accomplish its educational and other purposes. (2.1)
  - The TLI’s system of governance provides students and teachers opportunity to participate in decision-making processes directed to them. (2.2)
  - The TLI develops and implements short, mid, and long term planning consistent with its mission and purposes and has clear monitoring and implementation mechanisms. (2.3)
  - The management of the policies and the processes draws on the quality management principle (plan-do-check-act). (2.5)
- **STUDENTS.** The TLI provides relevant student support services ensuring the effectiveness of the learning environment.

The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.

- The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services. (4.8)
- **FACULTY AND STAFF.** The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes.
  - There is necessary technical and administrative staff to achieve the strategic goals. (5.7)
- **INTERNAL QUALITY ASSURANCE.** The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.
  - The TLI has internal quality assurance policies and procedures. (10.1)
  - The TLI allocates sufficient time, material, human and financial resources to manage internal quality assurance processes. (10.2)
  - The internal and external stakeholders are involved in quality assurance processes. (10.3)
  - The internal quality assurance system is periodically reviewed. (10.4)

***Programme accreditation standards***

- **QUALITY ASSURANCE.** The programme has internal quality assurance system that promotes its maintenance and continuous improvement.
  - The quality assurance is designed and operated to follow the societal needs and students' requirements, as well as to evaluate its activities. (7.1)
  - There are well-established policies and procedures for programme internal quality assurance. (7.2)
  - The internal and external stakeholders of the programme are involved in the quality assurance processes. (7.4)

**1.2 Design and approval of programmes**

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and

**Institutional accreditation standards**

- **ACADEMIC PROGRAMMES.** The programmes are in concord with the institution's mission, form part of institutional planning and promote mobility and internationalization.

communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

**Guidelines:**

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programmes

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;

are subject to a formal institutional approval process.

- The academic programs are thoroughly formulated according to the intended learning outcomes, which correspond to an academic qualification and are in line with the institution's mission and the state academic standards. (3.1)
- The TLI has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning. (3.2)
- The TLI has policy on students' assessment according to the learning outcomes and ensures academic integrity. (3.3)
- The academic programmes of the TLI are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff. (3.4)

***Programme accreditation standards***

- **ACADEMIC PROGRAMME DESIGN AND APPROVAL.** The academic programme is in concord with the Armenian National Qualifications Framework (ANQF), national qualifications descriptors, and state academic standards as well as is in line with the institution's mission.
  - The goals and objectives of the academic programme are in line with the institution's mission and purpose. (1.1)
  - The academic programme forms part of institutional planning and resource allocation. (1.2)
  - The academic programme is thoroughly formulated, according to intended learning outcomes. (1.3)
  - The academic programme is in line with the ANQF, national qualifications descriptors, and state academic standards. (1.4)
- **TEACHING AND LEARNING PRACTICES.** The teaching and learning practices used within the academic programme ensure the achievement of intended learning outcomes.
  - The academic programme clearly defines the teaching and learning approaches necessary to achieve the intended learning outcomes. (3.1)

	<ul style="list-style-type: none"> <li>○ The academic programme ensures the implementation of progressive approaches accepted at international level. (3.2)</li> <li>● <b>RESEARCH AND DEVELOPMENT.</b> The programme ensures links between learning and research and creative activities. <ul style="list-style-type: none"> <li>○ The programme has a long-term strategy and medium and short-term programs that address its research interests and ambitions. (5.1)</li> <li>○ The programme promotes development and innovation through sound policies and procedures. (5.2)</li> <li>○ The programme emphasizes internationalization of the research activities. (5.3)</li> <li>○ The programme has well established mechanisms for linking and improving research and creative activities with education process. (5.4)</li> </ul> </li> </ul>
<p><b>1.3 Student-centred learning, teaching and assessment</b>  Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.</p> <p><b>Guidelines:</b>  Student-centred learning and teaching plays an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.  The implementation of student-centred learning and teaching</p> <ul style="list-style-type: none"> <li>● respects and attends to the diversity of students and their needs, enabling flexible learning paths;</li> <li>● considers and uses different modes of delivery, where appropriate;</li> <li>● flexibly uses a variety of pedagogical methods;</li> <li>● regularly evaluates and adjusts the modes of delivery and pedagogical methods;</li> <li>● encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;</li> <li>● promotes mutual respect within the learner-teacher relationship;</li> <li>● has appropriate procedures for dealing with students’ complaints.</li> </ul>	<p><b>Institutional accreditation standards</b></p> <ul style="list-style-type: none"> <li>● <b>ACADEMIC PROGRAMMES.</b> The programmes are in concord with the institution’s mission, form part of institutional planning and promote mobility and internationalization. <ul style="list-style-type: none"> <li>○ The TLI has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning. (3.2)</li> <li>○ The TLI has policy on students’ assessment according to the learning outcomes and ensures academic integrity. (3.3)</li> </ul> </li> <li>● <b>STUDENTS.</b> The TLI provides relevant student support services ensuring the effectiveness of the learning environment. <ul style="list-style-type: none"> <li>○ The TLI has policies and procedures for revealing student educational needs. (4.2)</li> <li>○ The TLI promotes student involvement in its research activities. (4.6)</li> </ul> </li> </ul> <p><i>Programme accreditation standards</i></p>

<p>Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:</p> <ul style="list-style-type: none"> <li>• Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;</li> <li>• The criteria for and method of assessment as well as criteria for marking are published in advance;</li> <li>• The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;</li> <li>• Where possible, assessment is carried out by more than one examiner;</li> <li>• The regulations for assessment take into account mitigating circumstances;</li> <li>• Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;</li> </ul> <p>A formal procedure for student appeals is in place.</p>	<ul style="list-style-type: none"> <li>• <b>TEACHING AND LEARNING PRACTICES.</b> The teaching and learning practices used within the academic programme ensure the achievement of intended learning outcomes. <ul style="list-style-type: none"> <li>○ The academic programme clearly defines the teaching and learning approaches necessary to achieve the intended learning outcomes. (3.1)</li> <li>○ The academic programme ensures the implementation of progressive approaches accepted at international level. (3.2)</li> </ul> </li> <li>• <b>STUDENT ASSESSMENT.</b> The academic programme provides assessment system that allows ensuring the students' progress as well as the formation and achievement of intend learning outcomes. <ul style="list-style-type: none"> <li>○ The academic programme applies precise and reliable system that assesses the formation of intended learning outcomes the standards of which are available to learners and teaching staff. (4.1)</li> <li>○ The academic programme has clear mechanisms that ensure the achievement of intended learning outcomes aimed at awarding a qualification. (4.2)</li> <li>○ There are set mechanisms for the improvement of student assessment system. (4.3)</li> <li>○ The institution treats students fairly and equitably through clearly stated policies and procedures, taking into account the students' responsibilities and appeals. (4.4)</li> <li>○ The academic programme has clearly articulated policies promoting academic integrity and tracking for plagiarism. (4.5)</li> </ul> </li> </ul>
<p><b>1.4 Student admission, progression, recognition and certification</b>  Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.  <b>Guidelines:</b>  Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is</p>	<p><b>Institutional accreditation standards</b></p> <ul style="list-style-type: none"> <li>• <b>STUDENTS.</b> The TLI provides relevant student support services ensuring the effectiveness of the learning environment. <ul style="list-style-type: none"> <li>○ The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures. (4.1)</li> <li>○ The TLI has policies and procedures for revealing student educational needs. (4.2)</li> <li>○ The TLI has student career support services. (4.5)</li> </ul> </li> </ul>

<p>vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.</p> <p>It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.</p> <p>Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.</p> <p>Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on</p> <ul style="list-style-type: none"> <li>• institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;</li> <li>• cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.</li> </ul> <p>Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.</p>	
<p><b>1.5 Teaching staff</b></p> <p>Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.</p> <p><b>Guidelines:</b></p> <p>The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).</p>	<p><b>Institutional accreditation standards</b></p> <ul style="list-style-type: none"> <li>• <b>FACULTY AND STAFF.</b> The TLI has a highly qualified teaching and supporting staff to accomplish the institution's mission and to implement the goals set for academic programmes. <ul style="list-style-type: none"> <li>○ The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring programme provisions. (5.1)</li> <li>○ The teaching staff qualifications for each programme are comprehensively stated. (5.2)</li> </ul> </li> </ul>

<p>Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment</p> <ul style="list-style-type: none"> <li>• sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;</li> <li>• offers opportunities for and promotes the professional development of teaching staff;</li> <li>• encourages scholarly activity to strengthen the link between education and research;</li> </ul> <p>encourages innovation in teaching methods and the use of new technologies.</p>	<ul style="list-style-type: none"> <li>○ The TLI has well established policies and procedures for the periodic evaluation of the teaching staff. (5.3)</li> <li>○ The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external). (5.4)</li> <li>○ The TLI ensures the sustainability of the teaching staff according to academic programmes. (5.5)</li> <li>○ There are set policies and procedures for the staff promotion. (5.6)</li> </ul> <p><b>Programme accreditation standards</b></p> <ul style="list-style-type: none"> <li>• <b>TEACHING STAFF.</b> The academic programme ensures teaching staff with necessary professional qualifications to realize the goals of the academic programmes. <ul style="list-style-type: none"> <li>○ The teaching staff qualifications for the programme are comprehensively stated and there are policies and procedures promoting recruitment of a highly qualified teaching staff. (2.1)</li> <li>○ There are well-established policies and procedures for periodic evaluation of the teaching staff that foster to reveal and develop the professional needs of teaching staff. (2.2)</li> <li>○ The academic programme fosters the development and professional progress of teaching staff. (2.3)</li> <li>○ The permanent teaching staff ensures the sustainable implementation of the academic programme. (2.4)</li> </ul> </li> </ul>
<p><b>1.6 Learning resources and student support</b></p> <p>Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.</p> <p><b>Guidelines:</b></p> <p>For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.</p>	<p><b>Institutional accreditation standards</b></p> <ul style="list-style-type: none"> <li>• <b>GOVERNANCE AND ADMINISTRATION.</b> The TLIs' system of governance, administrative structures and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics. <ul style="list-style-type: none"> <li>○ The TLI's system of governance ensures regulated decision-making process in accordance with defined code of ethics and has efficient provision of human, material and financial resources to accomplish its educational and other purposes. (2.1)</li> </ul> </li> </ul>

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

- **STUDENTS.** The TLI provides relevant student support services ensuring the effectiveness of the learning environment.
  - The TLI has policies and procedures for revealing student educational needs. (4.2)
  - The TLI provides advising services, opportunities for extra-curricular activities supporting students' effective learning. (4.3)
  - The TLI has set regulation and schedule for students to receive additional support and guidance from the administrative staff of the faculty. (4.4)
  - The TLI has student career support services. (4.5)
  - The TLI has responsible body for the students' rights protection. (4.7)
- **INFRASTRUCTURE AND RESOURCES.** The TLI has necessary resources to create learning environment and to effectively support the implementation of its stated mission and objectives.
  - The TLI has an appropriate learning environment for the implementation of academic programmes. (7.1)
  - The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives. (7.2)
  - The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programmes offered at the institution. (7.3)
  - The TLI's resource base supports the implementation of institution's academic programmes and TLI strategic plan, which promotes for sustainability and continuous quality enhancement. (7.4)
  - The TLI creates safe and secure environment through health and safety mechanisms that also consider special needs of students. (7.6)

***Programme accreditation standards***

- **LEARNING ENVIRONMENT.** The programme promotes the quality educational provisions by creating an environment conducive to learning.



	<ul style="list-style-type: none"> <li>○ There are necessary resources for the implementation of the programme, which effectively support the implementation of its stated mission and objectives and create an environment conducive to learning. (6.1)</li> <li>○ The programme ensures that all students receive useful and regular information and advice to promote learning. (6.2)</li> <li>○ The programme has necessary methodological resources in accordance with its content. (6.3)</li> </ul>
<p><b>1.7 Information management</b>  Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.</p> <p><b>Guidelines:</b>  Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:</p> <ul style="list-style-type: none"> <li>● Key performance indicators;</li> <li>● Profile of the student population;</li> <li>● Student progression, success and drop-out rates;</li> <li>● Students’ satisfaction with their programmes;</li> <li>● Learning resources and student support available;</li> <li>● Career paths of graduates.</li> </ul> <p>Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.</p>	<p><b>Institutional accreditation standards</b></p> <ul style="list-style-type: none"> <li>● <b>GOVERNANCE AND ADMINISTRATION.</b> The TLIs' system of governance, administrative structures and their practices are effective and intend to the accomplishment of its mission and purposes by keeping the governance code of ethics. <ul style="list-style-type: none"> <li>○ The TLI conducts environmental scanning and draws on reliable data during the decision-making process. (2.4)</li> <li>○ The management of the policies and the processes draws on the quality management principle (plan-do-check-act). (2.5)</li> <li>○ There are mechanisms in place ensuring data collection on the effectiveness of the academic programmes and other processes, analyses and application of the data in decision-making. (2.6)</li> <li>○ There are impartial mechanisms evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awards. (2.7)</li> </ul> </li> <li>● <b>STUDENTS.</b> The TLI provides relevant student support services ensuring the effectiveness of the learning environment. <ul style="list-style-type: none"> <li>○ The TLI has policies and procedures for revealing student educational needs. (4.2)</li> <li>○ The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services. (4.8)</li> </ul> </li> <li>● <b>FACULTY AND STAFF.</b> The TLI has a highly qualified teaching and supporting staff to accomplish the institution’s mission and to implement the goals set for academic programmes. <ul style="list-style-type: none"> <li>○ The TLI has well established policies and procedures for the periodic evaluation of the teaching staff. (5.3)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>INFRASTRUCTURE AND RESOURCES.</b> The TLI has necessary resources to create learning environment and to effectively support the implementation of its stated mission and objectives. <ul style="list-style-type: none"> <li>○ The TLI has a sound policy and procedure to manage information and documentation. (7.5)</li> <li>○ The TLI has mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners. (7.7)</li> </ul> </li> <li>• <b>SOCIETAL RESPONSIBILITY.</b> The TLI is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts. <ul style="list-style-type: none"> <li>○ The TLI has sustainable feedback mechanisms for establishing relations with society. (8.3)</li> </ul> </li> </ul> <p><i>Programme accreditation standards</i></p> <ul style="list-style-type: none"> <li>• <b>TEACHING STAFF.</b> The academic programme ensures teaching staff with necessary professional qualifications to realize the goals of the academic programmes. <ul style="list-style-type: none"> <li>○ There are well-established policies and procedures for periodic evaluation of the teaching staff that foster to reveal and develop the professional needs of teaching staff. (2.2)</li> </ul> </li> <li>• <b>TEACHING AND LEARNING PRACTICES.</b> The teaching and learning practices used within the academic programme ensure the achievement of intended learning outcomes. <ul style="list-style-type: none"> <li>○ There are set mechanisms evaluating quality of teaching and learning approaches. (3.3)</li> </ul> </li> <li>• <b>QUALITY ASSURANCE.</b> The programme has internal quality assurance system that promotes its maintenance and continuous improvement. <ul style="list-style-type: none"> <li>○ The programme collects reliable information about the implemented processes through feedback mechanisms, which is evaluated for the improvement programme’s goals and processes. (7.3)</li> </ul> </li> </ul>
<b>1.8 Public information</b>	<b>Institutional accreditation standards</b>

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

**Guidelines:**

Information on institutions’ activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used the pass rates and the learning opportunities available to their students as well as graduate employment information.

- **SOCIETAL RESPONSIBILITY.** The TLI is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.
  - The TLI has clear policy on institutional accountability. (8.1)
  - The TLI ensures transparency of its procedures and processes and makes them publicly available. (8.2)
  - The TLI has sustainable feedback mechanisms for establishing relations with society. (8.3)
  - The TLI has mechanisms that ensure knowledge transfer to the society. (8.4)
- **INTERNAL QUALITY ASSURANCE.** The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.
  - The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders. (10.6)

**1.9 On-going monitoring and periodic review of programmes**

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

**Guidelines:**

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society;
- The students’ workload, progression and completion;
- The effectiveness of procedures for assessment of students;

**Institutional accreditation standards**

- **ACADEMIC PROGRAMMES.** The programmes are in concord with the institution’s mission, form part of institutional planning and promote mobility and internationalization.
  - The academic programmes of the TLI are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff. (3.4)
  - The TLI has policy ensuring academic programme monitoring, effectiveness assessment and improvement. (3.5)
- **STUDENTS.** The TLI provides relevant student support services ensuring the effectiveness of the learning environment.
  - The TLI has policies and procedures for revealing student educational needs. (4.2)
  - The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services. (4.8)

- The student expectations, needs and satisfaction in relation to the programme;
  - The learning environment and support services and their fitness for purpose for the programme.
- Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

- Programme accreditation standards**
- **ACADEMIC PROGRAMME DESIGN AND APPROVAL.** The academic programme is in concord with the Armenian National Qualifications Framework (ANQF), national qualifications descriptors, and state academic standards as well as is in line with the institution’s mission.
    - The programmes of the TLI are contextually coherent with other relevant programmes and promote mobility of students and staff as well as internationalization. (1.5)
    - The programme learning outcomes meet the needs of the students and other stakeholders. (1.6)
    - There are set mechanisms and procedures in place to ensure development, approval, monitoring and periodic review of the academic programme. (1.7)
  - **TEACHING AND LEARNING PRACTICES.** The teaching and learning practices used within the academic programme ensure the achievement of intended learning outcomes.
    - There are set mechanisms evaluating quality of teaching and learning approaches. (3.3)
  - **QUALITY ASSURANCE.** The programme has internal quality assurance system that promotes its maintenance and continuous improvement.
    - The programme collects reliable information about the implemented processes through feedback mechanisms, which is evaluated for the improvement programme’s goals and processes. (7.3)
    - The programme ensures dissemination of good practice to other relevant programmes. (7.5)

**1.10 Cyclical external quality assurance**  
 Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.  
**Guidelines:**  
 External quality assurance in its various forms can verify the effectiveness of institutions’ internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information

- Institutional accreditation standards**
- **INTERNAL QUALITY ASSURANCE.** The TLI has an internal quality assurance system for promoting establishment of a quality culture and continuous improvement of all the processes of TLI.
    - The internal quality assurance system provides valid and sufficient background for the success of the external quality assurance processes. (10.5)

to assure the institution and the public of the quality of the institution's activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

