NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE, FOUNDATION

ANQA

EXPERT REPORT

INSTITUTIONAL ACCREDITATION OF EURASIA INTERNATIONAL UNIVERSITY

YEREVAN – 2015

INTRODUCTION

The institutional accreditation of Eurasia International University (hereinafter EIU) is carried out on the initiative of the EIU and in accordance with the application of the latter. The accreditation process was organized and coordinated by the National Centre for Professional Education Quality Assurance Foundation (ANQA).

In its operations the ANQA has been guided by June 30, 2011 RA Government Decree N 978-N on approval of the Statute on State Accreditation of Tertiary Level Institutions and Academic Programmes in the Republic of Armenia and June 30, 2011, N 959-N Decision on approval of the RA Educational Accreditation Criteria.

The expertise has been carried out by the independent expert panel comprised of four local and one foreign expert from Belgium and formed in compliance with the requirements set forth by the "Statute on Expert Panel Formation" of National Centre for Professional Education Quality Assurance Foundation.

Institutional accreditation is aimed not only at external evaluation of quality assurance but also at continuous amelioration of institution management and quality of academic study programs and research. Hence, local and foreign experts had two missions:

1. to realize expertise of institutional capacities in compliance with state criteria for accreditation.
2. to realize expert evaluation from the perspective of reaching international standards and integrating into European Higher Education Area.

This report refers to the expertise of institutional competences of the EIU in compliance with state criteria and standards for accreditation and to peer review on the basis of international standards.

Contents

SUMMARY OF EVALUATION

EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO ACREDITATION CRITERIA

The expertise of EIU has been carried out by an independent expert panel[1] formed in compliance with the requirements set forth by the "Statute on Expert Panel Formation" of National Centre for Professional Education Quality Assurance Foundation. The evaluation has been realized in compliance with 10 criteria of institutional accreditation approved by 959-N Decree of the RA Government, 30 June 2011.

When carrying out the evaluation, it has been taken into account that the EIU, as stated in its Mission, strives for "Teaching students to become individuals ready to change and be innovative, competitive and socially responsible professionals and exemplary citizens". The Mission of the EIU is highlighted in three main directions:

Education:
- Teach according to national quality assurance standards.
- Implement higher and postgraduate education in the Humanities, Social Sciences and IT sectors targeted at labor market demands and needs.
- Create a collaborative environment for stakeholders' education ensuring relevant knowledge and encouraging transfer and dissemination of skills, as well as abilities.
- By means of collaborative learning methods develop learning skills, as well as willingness to adopt novelties among students in constantly changing environment thus promoting their competitiveness.

Research and development
- Conduct researches on educational content modernization and internationalization, as well as on constant development of the University.
- Conduct applied research aimed at the socio-economic development and internationalization of RA.

Services to society
- Familiarize wide layers of the society with the results achieved within the spheres of teaching and research, thus spreading positive experience and acquired knowledge.

The EIU underwent accreditation in 2002 in accordance with national criteria and regulation on accreditation valid until 2011. The EIU has participated in the current accreditation process based on its own application.

The EIU is licensed to carry out 4 BA and 4 MA programs in tertiary education, however currently it has 3 BA (Management, Jurisprudence and Foreign Languages) and 2 MA (Management and Jurisprudence) academic programs. The MA program of Jurisprudence is not accredited. The process of describing the courses in line with learning outcomes (knowledge, competences and skills) has just initiated. In reality it is only the academic BA program of Jurisprudence that is elaborated decently which is due to an external grant program. The academic and course programs, as well as teaching and evaluation methods are not clearly aimed at learning outcomes.

During the recent years the student-teacher ratio was 13-15 per teacher, however, at present it's but 11 per teacher. Such developments are worrisome, especially taking into account

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[1] APPENDIX 1: THE CURRICULA VITAE OF THE PANEL MEMBERS

the fact that the EIU has financial shortage which impedes the recruitment of high-qualified professionals. The medium age of teachers is 44,7 and yet it has registered an increase in the recent years (e.g. in 2011 it used to be 36.3). The number of specialists having scientific degrees or academic ranks is limited. Among the staff there are the ones who teach a number of courses. Sometimes contractual specialists are invited bringing in their elaborated disciplines, which not always are in line with the demands of the curricula of academic programs.

The subdivisions and resources of the University currently satisfy education provision. Though the University has expansion opportunities, at present there are certain difficulties related to space; the conditions are not well enough whenever the sports hall is concerned, studies are conducted in two shifts, alongside the classes of high school[2] and university are organized simultaneously on the same floor. The main source of financial resources is the education fees, which are mainly spent on salaries. The small number of students and hence the teacher-student low ratio urges to seek for alternative sources of funding. In this respect the administration of the University is worried about the problem of diversification of financial entries.

The EIU underlines the importance of learning, the student-oriented environment and the opinion of the students referring. To the education provided. The flow of students is composed by the alumni of the Basic College and by transition from part-time to full-time modes of studies. The entrance exams (for part-time and MA studies) at the EIU are carried out in the form of interviews. By means of surveys, the University manages to reveal the education needs of its students, however, further actions aimed at satisfying the said needs are not regulated and targeted. There are certain problems in the procedure of providing additional consultation and assistance to the students. Overall, the students are contented with the University environment, their education and they value the aspiration of the University to provide practical education.

The scientific goals of the EIU are pretentious albeit not precise. The research is generally not regulated and is circumstantial; there are no topics in the Chairs that will be in direct link with the implementation of academic programs. Though certain steps are undertaken at the University, the participation of students in research is yet small, which is accounted for by the fact, that research constituted but a small portion in the University. The efforts exercises toward internationalization in the sphere of research are noticeable, and yet the results are not tangible. Sufficient financial resources are not allocated and the research does not ensure financial flows.

The EIU administration underlines the importance of international cooperation. The EIU wants to position itself as an institution which has a high degree of internationalization. The visits and trainings organized throughout the recent years within the framework of International consortiums, contracts of cooperation as well as grant projects have contributed to the development of education environment, acedemic programs and methods of teaching. Teaching in foreign languages is quite limited and the level of foreign language acquisition continues being the major issue impeding the process of internationalization.

The current system of administration is typical to HEIs and is acceptable. It overall corresponds to the strategic goals and issues of the EIU. And yet separate subdivisions face the problem of not having sufficient human resources. Certain problems are also present on administrative levels related to the division of functions. The transparency of administration and

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[2] Has been modified based on the comments of the University.

the accountability are ensured by the availablity of documents, internal system of communication and via web site. The involvement in different councils, the surveys, regular meetings, the oportunity to apply to different subdivisions and administrative bodies allows to state that both the teachers and the students have an opportunity to express their opinions on administrative procedures. The University underlines the importance of examining the factors and internal environment affecting its operations, it has the necessary toolkit for that and has started carrying out evaluations.

The EIU administration and staff underline the importance and provision of the quality of education provided, though currently it is more conditioned by the accreditation demands. The system of internal quality assurance is in its formation. The Quality Centre has necessary resources acquired within the framework of a grand project "Quality of Education and Compliance" and yet there is a lack of human resources both in the Centre and in other subdivisions. The policies and regulations of quality assurance are presented in the Quality Assurance Guide. Having the elaborated documents the University can implement regulated procedures aimed at quality assurance.

Strengths of the Institution:

1) Reviewed Mission Statement with action plans.
2) Acceptable structure of governance typical to university settings with necessary subdivisions aimed at realizing strategic goals.
3) Student involvement in different bodies of governance.
4) The readiness of administrative and teaching staff, as well as that of the students to change and improve.
5) Procedure of multifunctional evaluation of teaching staff: self-evaluation coupled with student surveys and evaluation of the Heads of Chair.
6) Annual scientific conferences and publication of the results in manuals.
7) Necessary conditions (auditoriums, technology, library and else) for ensuring the organization of education process.
8) Aspiration for transparency of operations and insurance of publicity and an active implementation of the website aimed at the aforesaid.
9) Noticeable practical steps aimed at services rendered to the society.
10) Aspiration for the establishment of external connections and internationalization.
11) Availability of the policy of quality assurance and adopted procedures.

Weaknesses of the Institution:

1. Absence of mid-term and long-term planning resulting from the Strategic Planning.
2. Overlapping of functions of administrative bodies.
3. Weak correspondence between teaching and evaluation approaches and methods with the outcomes of academic programs.
4. Lack of sufficient teachers having academic degrees and ranks.
5. Vague pretensions and interests in the field of research.
6. Weak involvement of students and teachers into the research.
7. Lack of research element within the framework of cooperation with other HEIs.
8. Lack of financial means and no financial planning in accordance with strategic goals.

9. Lack of determined directions or priorities in international cooperation and lack of general policy.
10. Limited financial and human resources in quality assuranace system.

Main recommendations:

Mission and Goals

1) To determine a Mission which will reflect the main directions of development of the University and will be orientational for the reforms carried out in the University.
2) To re-elaborate the Qualification Framework of the EIU, to review and determine the Mission of the University, to re-elaborate the action plan. Fully determine the targeted values of orientation indicators. To re-elaborate strategic indicators and the mechanisms aimed at effective evaluation of implementation of strategic goals.
3) To make precise the mechanisms aimed at elaborating, discussing and approval of the Strategic Plan. To organize social discussions with the involvement of vast cycles of stakeholders (except for the staff involved in the Administrative Council, other potential employers, alumni, NGOs and else). To determine and review the scheme of strategic planning and reviewing, to describe it more precisely involving mechanisms of responsibility and accountability.
4) To ensure the close link of the Centre of Career Development and Relation with Employers, the Centre of Quality Assurance, the Department of Public Relations and Advertising, all the Chairs with external stakeholders contributing to revealing their needs and their participation.

Governance and Administration

5) To determine the functions of the Board of Founders and Administrative Board by broadening the scope of authorities of the latter.
6) To link the budget of the EIU with Strategic goals in order to minimize the risks of implementation failure.
7) To carry out research and analysis aimed at the effectiveness of the system of governance and the necessity of corresponding reforms.
8) To regulate the procedure of applying to different administrative bodies and subdivisions (reception hours, reply deadlines and else)
9) To make precise the mechanisms aimed at assessing and improving the effectiveness of the procedures of internal stakeholders' involvement.
10) To turn to multilevel approach of planning by elaborating programs of different duration.
11) Except for regular holistic analysis, to elaborate and implement regulations on monitoring most important factors. To review the frequency of examination and analysis of factors affecting the University.
12) With the aim of further improvement of the quality of document administration to elaborate and implement measurable indicators of evaluation, which will reflect the quality of documentation.
13) To implement mechanisms of accountability in all the levels.
14) To foresee regular, comparative analysis of operations carried out in the University aimed at objective evaluation and improvement of their effectiveness.

15) To elaborate mechanisms of evaluating the level of being informed. To make the information referring to not only the content of academic programs but also their quality accessible.

Academic Programs

16) To determine the learning outcomes of academic programs and to ensure the link of the disciplines taught with these outcomes.
17) To give detailed information about the assessment, learning/teaching methods and to ground their compliance in academic programs.
18) To ground the weight of assessment components. To make the assessment system and criteria in concord with learning outcomes.
19) To elaborate a fundamental procedure of regular review of academic programs with implication of benchmarking. To carry out the procedure of revealing the needs of partner universities or joint research on the compliance of the content of academic programs.
20) To determine the principles of GPA calculation.

Students

21) To analyze the composition of applicants and to direct the actions aimed at promotion of admission mostly towards potential applicants. To carry out qualitative examination of the mechanisms of admission and recruitment with the aim of evaluating the effectiveness of the applied policy.
22) To review the procedures aimed at regulating the process of revealing the academic needs of the students by elaborating a precise schedule, trustworthy toolkit and by determining the mechanisms of affecting decision-making. To carry out analysis aimed at evaluating the effectiveness of mechanisms of revealing the needs of the students.
23) To determine a regulation and schedule for applying to the administrative staff. To elaborate a precise regulation on accepting oral and written appeals from the students, the discussion of the latter and provision of the feedback. Also, to elaborate mechanisms for the evaluation of these procedures, to carry out analysis with the aim of revealing the effectiveness of corresponding policy.
24) To elaborate a precise mechanism for involving the students into scientific-research undertakings. To elaborate mechanisms of encouragement for those students who are involved into the research. To found a Student Scientific union.
25) To reveal and analyze the reasons of low level of being informed and satisfaction among the students and to elaborate a program of improvement in accordance with the gained results.
26) To elaborate a mechanism of accountability of the operation of the Ombudsperson which will make it possible to register the results of her operations.
27) To elaborate and implement alternative approaches aimed at evaluation of the quality of services rendered to society which will either ground or correct the results of the surveys.
28) With the aim of promoting the career of the students as well as raising the quality of other academic services rendered, to formulate a structure which will unite all the alumni.

Faculty and Staff

29) To carry out the review of current requirements, by determining the professional qualities to be applicable to the faculty in accordance with requirement of academic programs.

30) To elaborate a mechanism aimed at evaluating the trainings of the faculty with the aim of revealing to what extend it promotes teaching.

31) To elaborate mechanisms aimed at evaluating the operations of administrative employees and the staff and ensuring their development and promotion.

32) To elaborate professional indicators of accreditation of the administrative employees and the staff and mechanisms of improvement.

33) To examine the necessity of founding Trade Unions.

Research and development

34) To elaborate a separate policy on scientific-research operations of the University.

35) To activate the implementation of programs carrying an applied nature viewing the latter not as bringing about expenses, but rather as actions that will bring income. From this prospective to elaborate mechanisms aimed at evaluating the effectiveness of implementation of research programs at the same time evaluating the formation of research competences among the learners.

36) To pay more attention on carrying out joint research programs.

37) To review the allocation of responsibilities for carrying out scientific-research activities by considering the opportunity of founding new cycles.

Infrastructure and resources

38) To elaborate mechanisms aimed at examining the level of satisfaction of the staff with resources.

39) To carry out financial planning (in concord with strategic direction and foreseen operations) adjacent to the Strategic Plan also foreseeing financial entries.

40) To elaborate mechanisms aimed at determining the priorities of financial allocation.

41) To carry out analysis through which it will be possible to ground the correspondence of resource-base of the University with the academic programs and the requirements of the realization of Strategic Plan.

Societal responsibility

42) To determine and regulate the mechanisms of accountability of lower administrative employees and the staff.

43) To carry out examination of the needs of the layers of society (not only students) with the aim of evaluating the mechanisms of publicity insurance.

44) To elaborate mechanisms of promoting feedback, especially on the part of the employers.

45) To elaborate ways to evaluate the effectiveness of mechanisms and achievements in formulating links with the society.

External relations and internationalization

46) With the aim of promoting the internationalization of the EIU to elaborate statutes or a policy on internationalization which will results in concrete working plans of the subdivision in charge of internationalization. These plans will also include short and long-term operations and the methodology of monitoring of the latter.

47) To pay greater attention on the cooperation with Armenian institutions; in the first place with prospective employers and scientific-academic institutions. To determine the policy of establishing links with local idem organizations.

48) To elaborate mechanisms aimed at ensuring and evaluating the purposefulness of external links and their connection with the academic process.

System of Internal quality assurance

49) To implement a determined policy on quality assurance and evaluation of the effectiveness of procedures. To carry out analysis of effectiveness of quality assurance system.

50) To involve representatives of teaching staff and the students in the procedures of quality assurance. To cooperate with the Student Council and the alumni. To broaden the participation of external stakeholders (employers) in the procedures of quality assurance. To carry out analysis and examination aimed at revealing the needs of external stakeholders.

51) To carry out analysis and examination of the needs of administrative employees and the staff.

52) To carry out analysis of the effectiveness of mechanisms aimed at disseminating information about quality procedures.

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

The international expert is convinced that the global report and this addendum will be used by all stakeholders of the Eurasia International University for continuous development.

Permanent growth can be obtained thanks to the intrinsic quality of the EIU stakeholders.

I Mission

The EIU can use in the Mission Statement the information, available in the Foreign Language Department about the Taxonomy of Bloom, to prove that EIU focuses in Education on more than "knowledge" and clarify the distinction between "skills" and "abilities". Specific attention could be given to the concepts: attitudes, competences, expected/intended learning outcomes.

It would be interesting to make a distinction in the Mission between the educational goals and the used methods.

The EIU should argue in its Mission Statement why EIU focuses on "applied" research. More remarks can be found under chapter 6.

The EIU can use the available competences in the Marketing Dept and the Foreign Language Dept to set up a unique yearly communication system to spread the Mission towards the different internal and external stakeholders.

The Rector should stress in his Annual Report what is the genesis of Mission, how it will be reviewed and what has (not) been obtained last year and why and what will be the focus for the next year.

II Governance and administration

The EIU must analyze the effect of very to extreme small student groups on the learning and teaching conditions and the financial resources. The EIU must define the critical number of students in each specific course.

The EIU must find a solution if the positions of key functions are not occupied for a long period. The headship Strategic Planning (vice rector) and the directorate Quality Assurance are such key functions.

Internet communication and volunteering work done by students is not a workable solution. The EIU needs in these cases temporary replacement by qualified personnel.

III. Academic Programs

The Chairs of the Academic programs can agree on the timetable for major adaptations on programs and courses, based on the PDCA-cycle that implies to foresee enough time for the implementation of novelties.

The Rector and the Vice-Rector Academic Programs should inform the teacher staff that a student-centered approach is more than the use of active methods. The student-centered approach must especially focus on the answer to the educational needs of the students (the program takes into account the obtained competences and the professional expectations of the student).

The EIU must take decisions in the offer of different disciplines in the Management program: the disciplines that are offered must be organized!

Apart from that, the expert notices that Management goes for generalism. This seems to be caused by the specific economic priorities of Armenia. The Armenian society is not promoting professionalism in the SME's. Maybe the Dept Management should activate this domain be offering two priorities: or generalism, or specialism.

The EIU, together with the dept Foreign Languages and the professional field, must clarify the "non-teacher" discipline and adapt the program to the demands of the professional field.

As suggested in the final meeting with the Rector, the assessment can be proved competence -based, if each examiner proves in a matrix which question meets which competence and all the questions meet all the competences of the course.

The Chair of the Academic Program can influence the level of competence-based evaluation, by analyzing the matrix.

The Vice-Rector Academic Planning can optimize the use of assessment criteria of the thesis in a Department.

The (internal/external) evaluators need a template for evaluating the thesis, in order to be sure that the assessment is competence based / based on expected learning outcomes.

The expert is surprised to hear from the professors that standards are set by 'Government'. Professors give the impression that the governmental decision making happens

without consultation or influence from the University world. A more proactive position of the EIU is more than desirable.

Normally one could think that bachelor students are more prepared to practice while master students are prepared for research. The stakeholders of EIU seems to have the opposite opinion and appreciate the practical competences of the masters.

A problem seems to be the civil appreciation of the Master degree in Jurisprudence. This degree seems to give no significant advantage comparing with the bachelor diploma, except for a few legal functions and the possibility to start as an independent!

IV Students

Concerning the actual numbers of students, there are only two possible consequences:

- or EIU can stop this negative evolution in the near future;
- or EIU must consider to cooperate with another university with either complementary Academic Programs or other recruitment areas

EIU has the duty to benchmark on an objective way, the evolution of the number of students with the Armenian situation.

V Teaching and Support Staff

The EIU should find a solution to select valuable candidates for the teaching staff. The actual system where EIU pays more to some new candidates than to the actual staff causes too much discontent.

The dedication of the "Award of the Best Professor at the EIU" is a technique that has in Western Europe no added value for the whole team of professors. It refers, from our point of view, to Stachanov. It has, according to us two possible side effects:

1. the selection can be based on popularity, not on competence;
2. very few professors will find additional motivation for upgrading their competence when they are not elected.

The EIU must define an effective minimum standard for the general EIU teacher/student ratio and an absolute minimum number of students for each course.

VI . Research and Development

Research and Development seems to be the structural weakness of the EIU.

In order to overcome this weakness in a short period of time EIU can start with a few actions:

1. It seems desirable to dedicate the final responsibility for the research and development policy to a Vice Rector, who has only this domain to manage.
   A 50% FTE seems necessary.
2. In each Department, research and development needs an antenna. A 20% FTE seems necessary.
3. The 3 antennas, together with the Vice Rector R&D are the heart of the R&D Council. This council his different from the Scientific Council. The Scientific Council can better be renamed to Academic Council. By doing this, it is clear that the Academic Council is responsible for the Academic Programs and the R&D council is responsible for R&D.
4. This R& D council consist of 3 representatives of the professional field, experienced in research and therefore recognized in Armenia.
5. the R&D council consist of two master students and a 3rd - or 4th - year bachelor student Foreign Languages.

Besides the installation of a R&D council, the Rector can ask each course responsible to deliver a list with the following elements:

1. the references of historical research that is discussed with the students during the course;
2. the references of actual (the last 10 years) research that is discussed with the students during the course;
3. interesting research topics that can be chosen by students and professors for research in the near future.

The EIU can define a few domains, that have priority for research. These domains can be defined according to the mission of the EIU, the needs of the Armenian society, the actual competence and motivation of the professors and students, the possibility to finalize and implement the results of the research in society.

The theses evaluation is too often not valid, referring to the own formal and non-formal instructions.

The two evaluators must prove their final judgment referring to the EIU-instructions. A template can in these cases be helpful.

The main focus of the thesis evaluation is the verdict whether the student has obtained the competences / expected or intended learning outcomes that are dedicated to the educational activities that surround the writing of a bachelor/master thesis.

The actual reports of the two evaluators are too general and these reports do not give the fundamental elements for the final score.

VII . Infrastructure and Resources

The IT-component is highly appreciates (2 classrooms, 2 smart boards, projection possibilities, the library, WiFi, Moodle, ...).

The class rooms are perhaps too sober. The Chairs of the Dept. can be asked to make the class rooms more cozy and to create simulation rooms for Management (e.g. mini-enterprise) and Foreign Languages (e.g. language lab).

The international expert is worried about the reducing of the budget for subdivision. This reduction of about 20% in three years is in direct correlation with the reduction of the number of students.

The expert hopes that the accountant informs the Rector and the Board very open about the risks of this evolution, in order to take the necessary measures to protect students and personnel.

VIII. Social Responsibility

The Annual Report can be more complete, more concrete and more attractive and should be presented and published also through the Armenian Press.

EIU can be presented as an example of preparing students for responsible citizens. In a world where egocentrism seems the common standard for success, the volunteering activities gives human oxygen to the global society. The international expert is touched by this approach and its effect on students, staff and society.

IX. External Relations and Internationalization

EIU can create a database with the capacity to communicate in foreign languages of each member of EIU.

Since the data about the participation on internationalization are not reliable in the SER, the intention to double the participation is difficult to put in a PDCA-cycle.

A possible standard could be 20/20/20 : 20% students and 20% EIU personnel participate in internationalization in 2020.

EIU should collect data and set up goals for internationalization @home ?

X. Internal Quality Assurance

If Quality Assurance is a priority for the EIU, than EIU must foresee the replacement of the Vice Rector Strategic Planning and the Director QAC during their absence in order to be sure that the QAC activities continue.

Some representatives of the professional field seems to promote the ISO-system. I suppose there are other systems for quality assurance that are more appropriate to Universities. Although ISO can be useful for administrative and technical work flows.

The expert suggests to inform the Student Council about the Student inquiry results and the measures that are taken to overcome the weaknesses.

Maybe EIU should set up a procedure to help professors in their professional use of social media.

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Head of the Exert Panel   Secretary to the panel

18.07.2015

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL[3]

The external evaluation of the EIU institutional capacities was conducted by the following expert panel (see Annex 1 for the curricula vitae):

— **Tigran Mnatsakanyan**: PhD in Economy. Armenian State University of Economics: Chair of Management. *Head of the Expert Panel.*

— **Romain Hulpia,** Doctor of philosophy and pedagogy. Expert of VLHORA and VLHUR quality assurance organizations of Belgium and the NVAO in the Netherlands. . *Member.*

— **Mkrtich Avagyan:** PHD in Philosophy, associate professor. Armenian State Pedagogical University after Kh. Abovyan: Head of the Department of Education Reforms and Quality. *Member*

— **Gagik Ktryan:** PhD in Mathematics. Military Aviation Institute after A. Khamperyants. Head of Department, Division of Quality Assurance and Analysis of the Department of Teaching Methodology.

— **Astghik Petrosyan:** 1st year MA student. Armenian State Pedagogical University after Kh. Abovyan: Education Management. *Member.*

The composition of the panel was agreed upon with the EIU. The panel activities were coordinated by Anushavan Makaryan.

The minutes were taken by Srbuhi Dgandgughazyan and Ani Yekhtaryan.

The translation was provided by Zaruhi Soghomonyan.

All panel members and the secretary signed a statement of independence and confidentiality.

PROCESS OF THE EXTERNAL REVIEW

The application for state accreditation

EIU applied for pilot institutional accreditation by submitting to ANQA the application form, the copies of the license and respective appendices on 8th of October 2014.

The ANQA Secretariat checked the application package against the ANQA requirements: the data presented in the application form, the appendices and the ANQA electronic questionnaire completed by the university.

According to the decision on accepting the application request made on the 10th of November, 2014 an agreement was signed between the ANQA and Eurasia International University.

The timetable of activities was prepared and approved, respectively.

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[3]APPENDIX 1. The autobiographies of the panel members

Preparatory phase

The EIU initiated the SER in 2013 within the framework of grant project "Implementation and Further Development of Intrauniversity Internal Quality Assurance System".

The reviewed SER and the package of appendices were handed over to ANQA on December 29, 2014. The ANQA coordinator checked the application package against the ANQA requirements. The Armenian and English version of the SER and accompanying documents were accepted by ANQA on January 30, 2015 after the positive endorsement of the coordinator.

On February 23, 215 the SER was handed over for preliminary evaluation to the expert panel composed on the order the director of ANQA on February 12, 2014. The evaluation was carried out from February 24 to April 12, 2014. Throughout the said period of time the expert panel underwent 5 trainings sessions by having regular meeting once per week with the aim of discussing the SER and accompanying package of appendices. The problems revealed by the international expert were included into the text of preliminary evaluation. As a result, the problems in need for clarification and targeted groups were decided.

Based on the issues and problems highlighted, the coordinator, together with the Head of the Expert Panel, elaborated the agenda of site visit. The agenda involves meeting with all the groups foreseen by the panel, document and resource observation, visits to subdivisions and else.

SER of the University

In general terms the criticaly presented SER was quite useful in harvesting information about the EIU and getting ready for organizing the discussions. However, certain parts of the SER were not precise enough and there was a need for additional clarifications throughout the meetings. In the appendices of the SER a vast number of documents were dated December 2014 and it was evident that they were prepared in order to have sufficient grounds for elaborating the SER.

Preparatory visit

On the 30th of April 2015 the ANQA coordinator together with the head of the expert panel, paid a visit to the university to finalize the site-visit agenda[4].

Arrangements were made about the facilities for the visit. The University presented the list of the documents to be observed, the subdivisions which expert panel members would like to visit. Different other organizational and technical questions were discussed throughout this meeting.

The site-visit

The day prior to the actual visit to the university all the panel members convened at ANQA. The expert panel exchanged their initial impressions and discussed the list of the issues as well as target groups for the sessions. Further, the discussion among the expert panel members elaborated on the evaluation framework, which evolves around a two-level evaluation scale: (1) does not meet the criterion, (2) meets the criterion.

The site-visit lasted from 11th to 14th of May 2015.

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[4]APPENDIX 2. agenda of the site-visit of the expert panel for pilot institutional accreditation

The site visit started and ended with the meeting with the Rector. The other meetings were held with the governing board representatives, deans, chair holders, teaching staff and students, the professional field. The panel members selected all the target groups to have meetings with on a random basis.

According to the agenda, an open meeting was organized, however no person registered for individual discussions.

Apart from the meetings with different target groups, during the site visit the panel conducted document review and observed the facilities[5] .

The panel appreciated the open discussions with all representatives.

The information obtained during the different interview sessions and the major findings from the document review and observations were summarized during the closed meeting at the end of each day. During the final closed session the panel discussed the integral findings and reached consensus about the score on the criteria and standards for the pilot accreditation.

Expert panel report

After the site visit, the head of the expert panel and the coordinator prepared the preliminary accreditation report. All the experts have contributed with their observations and evaluations per criterion. Alongside, all the experts gave feedback on the first draft of the report. The comments of the experts have been taken into account when drafting this report.

The international expert has prepared the conclusions and a separate document of peer evaluation. Both documents have been translated and handed in to the Head of the Expert Panel. The responsibility of involving the opinion and the approach of the international expert into the report are put on the Head of the Panel and the Coordinator. The Peer Review has been thoroughly involved into the current document. The preliminary report endorsed by all local experts, has been translated and sent to the international expert. Based on the remarks of the international expert the preliminary report has been reviewed and includes the main results, observations and recommendations.

The preliminary report was sent to the University on July 3, 2015.

Comments of EIU were received on 17.07.2015. The comments of the University, given to the ANQA in Armenian and English, were handed over to Armenian and foreign experts. The reply of the foreign expert has been translated and handed over to the members of the Expert Panel and the Head of the Expert Panel has included the letter in their reply. On July 24, 2015 the ANQA has organized a meeting of the representatives of the HEI and the Expert Panel during which the reply of the panel was presented. Taking into account the comments and observations of the University the Expert Panel has come up with the final version of the report, which was rectified by the Panel on July 28, 2015. The changes are reflected in the footnotes of corresponding pages.

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The signature of the coordinator

28.7.2015

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[5]APPENDIX 3. reviewed documents
APPENDIX 4. resource observations and visits to units

HISTORY: Eurasia International University was founded in 1996 as a "Mkhitar Gosh" International University. It was awarded state accreditation in 2002 by the RA Ministry of Education and Science. Likewise, it has been authorized to award state diplomas. In 2004 the University was renamed to Eurasia International University following its previous strategy.

The University regards the organization of education in line with the national criteria of quality assurance, realization of research and as a results services rendered to the society as its mission.

The University runs three BA programs:

- Law,
- Management,
- Foreign languages.

From 2004, the University runs MA courses in "Management" and "Law". In the same year the University moved into a new venue, the building being the property of the owner. In 2005 the University adopted the credit system.

Since 2013 a PhD is organized in the EIU the directions being:

"Economy, economics of its branches and management" (Ը 00.02),

"Germanic Languages" (ԺԲ00.02),

"Public Right /constitutional, administrative, financial, municipal, preservation of nature, European Right, State governance" (ԺԲ02.07)

The self-analysis, strategic plan and other documents determine different statements which reflect the inclinations and priorities of the University in different spheres.

EDUCATION: Taking into account the procedure of creating common European Higher Education Area, the University considers the continuous improvement of its education quality and their correspondence to national and European quality assurance cycles as its main aim. Accordingly, the University has determined the following problems:

- Implementation of mechanisms aimed at modernization, amelioration, assessment of existing academic programs as well as that of implementing new academic programs.
- Implementation of mechanisms aimed at continuous amelioration of education quality, professional and methodological training of the teaching staff and PhD students.
- Creation of internal system of academic quality assurance and evaluation with the elaboration of corresponding policy and realization of monitoring.

RESEARCH: With the aim of stable development of scientific potential, assurance of applicability of research and innovation the University underlines the importance of elaborating research outcomes aimed at social-economic development of the RA, the formation of research culture and the development of new areas of cooperation with external stakeholders.

The University strives to ensure the development of research potential and innovations by encouraging the research activities of its teaching staff and by promoting their innovative undertakings. Likewise, the University strives to augment the involvement of the students into research and innovative operations.

It is foreseen, that the results of research will be implemented into the academic process.

INTERNATIONALIZATION: The international pretensions of the University are mainly determined within the framework of "Broadening of International Cooperation" in the Strategic Plan of the University. It is foreseen that the quantity of programs bearing academic and scientific nature will be augmented. Likewise, the University strives for broadening the opportunities for international mobility of the students, PhD students, teaching staff and administrative employees not only unilaterally but also bilaterally.

QUALITY ASSURANCE: The University tries to formulate an environment encouraging the spread of quality culture. In this respect, the University strives for the elaboration and implementation of mid-term and annual programs emerging from the strategic plan, as well as the monitoring of its realization.

The University tries to implement an electronic system aimed at the implementation of its internal operations and to increase the effectiveness and transparency of the realization of its operations. It is foreseen, that the aforesaid actions will be realized through the implementation of accountability mechanisms of external stakeholders. The University also strives to enlarge the participation of external and internal stakeholders in the processes of governance.

The Expert Panel, while assessing, was guided by the principle of "correspondence to the aims" and has considered the aforesaid information as main pretensions and aims of the University.

I.MISSION AND PURPOSE

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

FINDINGS

1.1. The University tries to carry out its operations in concord with its Mission and Vision as well as through the implementation of purposes and issues emerging from the latter. The fundamental document to be accounted for the development of the University is the Strategic Plan which emerges from the Mission of the University. The University has planned its operations through the elaboration of 2014-2018 Strategic Plan with an indication of strategic goals, including continuous improvement of quality of education, steady development of scientific potential, insurance of application of research and innovation, broadening of international cooperation, insurance of promoting subdivisions for education and financial independence, formation of encouraging environment aimed at culture dissemination.

The University has settled strategic problems as well as program of operations and actions aimed at their solution. In the Action Plan adjacent to the Strategic Plan, the responsible subdivisions and deadlines, as well as performance indicators meant for evaluation are presented.

1.2. The University conducted analysis of its internal environment and external environment of its operations, as well as a number of surveys which were taken into account

when elaborating the Strategic Plan, hence, taking into account the opinions of stakeholders and ensuring their participation in the elaboration of the Strategic Plan, the Management Board of the University, which discusses and adopts the Strategic Plan, involves representatives of internal and external stakeholders; students, teachers, administrative staff, representatives of employers and public administrative bodies. With the aim of evaluating external environment, analysis of external indirect influential factors has also been conducted by means of PEST tool.

1.3. For the evaluation of the implementation of Strategic goals, the University planned and elaborated an action plan with an indication of operations to be carried out, expected outcomes, indicators, deadlines and risk factors. This document aims at ensuring the participation of each subdivision in the process of implementation of strategic goals. Likewise, it is aimed at becoming a foundation for the implementation of monitoring. The University strives for evaluating the implementation of its goals using the orientation indicators as settled in the action plan, as well as taking into account the information received through the feedback of stakeholders. The University has a set schedule for accountability and conduction of surveys for different subdivisions, in accordance with the importance and urgency of data received. The main tool (system of indicators) aimed at evaluating the outcomes of goal implementation is being implemented for the first time (it was not included into the previous Strategic Plan) and their effectiveness is not yet evaluated.

CONSIDERATIONS

The formulation of the University Mission does not clearly indicate what the University is striving for. The Mission promulgates the role of the University and its usefulness, however, the formulated Mission and Vision do not reflect its current real goals, as for instance, the preparation of specialists who will be endowed with practical and theoretical knowledge and skills (both BA and MA). The determined goals involve the main directions of the University operations and the existence of the Action Plan facilitates the realization of the issues. It is of importance to note, that there is no emphasis of internationalization either in the Mission or the Vision of the University. Indication about internationalization can be found only in the field of research, however, the University both by its name and its brief description emphasizes the role of internationalization not only in the field of research but also in organization of education and quality assurance. Taking into account the fact that the Mission has not undergone changes after reviewing (the format was changed), it can be stated that neither the opinion of stakeholders, nor the outcomes of analysis had an essential impact on the University Mission. On the other hand, the observations revealed that the Mission, Vision an Strategic Goals are nor perceived by the University staff as an orientation for operations. The main emphasis is on "preparation of specialists with practical skills". The Action Plan is also incomplete. In particular, the indicators evaluate only whether or not the outcomes have been achieved; that is to say an approach aimed at outcomes is implemented when evaluating operations. No indicators aimed at on-going evaluation are foreseen, that is to say no monitoring of the process or evaluation of effectiveness is realized. Alongside, intended outcomes are mere actions and there is no planning aimed at overcoming risk factors. The latter can result in a situation when in case of a failure the University will have to limit itself by merely indicating risk factors.

Being involved in the Managing Board, internal and external stakeholders have an opportunity to present their interests in the process of formulation of goals. And yet throughout observation, it became evident that in the process of formulating and determining strategic

goals, the foundation of stakeholders participation are not sufficient. At the same time, the stakeholders are not well-aware of strategic goals. No thorough examination of the needs of external stakeholders is carried out and hence their reflection in the Strategic Planin is quite weak.

However, by means of surveys that are implemented and through the calculation of the results of the latter, the University could ensure the concord of the needs of its internal stakeholders.

In the meanwhile, it is mostly a general description about the strategic planning and review of operations that is present. Neither the responsibilities per each cycle, nor corresponding mechanisms of accountability of the steps undertaken are mentioned in the QA Guide. However, it is worth mentioning that a useful analysis of internal and external environment has been carried out which includes the results of the research done via different tools.

As a basis for the policy and procedures of evaluating the outcomes of Mission and the goals, the University mentions the 6th part of the Guide on QA and yet this part does not include similar policies and procedures. In part 15 of the said guide, the main strategic indicators of the University are mentioned by which the effectiveness of the operations of the University is evaluated. However, these indicators cannot describe the effectiveness of implementation of all strategic goals of the University, moreover, they need specification. As a result, the indicators of the implementation of strategic goals, by which the University is guided, are not in harmony with the goals. The policy and procedures of evaluating the outcomes of implementing the goals and the Mission do not exist.

The indicators given in the Action Planing do not allow evaluating the quality of goals implemented. However, the approach problem-operation-outcome-indicator, which is foreseen by the academic programs is quite a functioning one, especially taking into account the fact that it indicates both the implementation and the deadlines. The mechanism of evaluation becomes more precise based on the fact that the abovesaid indicators are measurable. However, targeted values of these indicators are nor present; as a result the vagueness of goals and subsequently that of evaluation of their implementation is increasing.

The budget of the EIU is not linked with its strategic Planning, which can result in the failure of the implementation of strategic Plan.

Considering all the evidence, taking into account the structure and all-embracing nature of the Strategic Plan and the Action Plan adjacent to it (in essence, the existence of goals and issues related to all the fields of operation) as well as the undertaken analysis of internal and external environments, which has been taken into consideration while projecting the strategic planning, the Mission and the goals ensure satisfactory level of strategic planning and are in line with national framework of academic qualifications of the RA[6]..

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

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[6] The changes were introduced after the comments of the university.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The TLIs' system of governance, administrative structures and their practices are effective and ensure the accomplishment of its mission and purposes keeping the administrative ethical rules.

FINDINGS

2.1. The University ensures the procedure of making and implementing its decisions through the organizational structure of its governance, the functions and the correlation of the components of which are regulated with corresponding documents. According to the planning, the governance of the University is carried out in accordance with the RA Constitution and the statute of the EIU, with the integration of the principles of individual governance and collegiality and with the realization of the functions of the Council of Founders, Managing Board, Scientific Council and Rectorate. The procedures of governance are carried out in accordance with adopted regulations and procedures. The recruitment of human resources in the system of administration is carried out in accordance with corresponding regulations. There is a reflection on the policy of financial allocation and audit in the guide, however, budget allocation per directions settled in the strategic plan is missing. Throughout the elaboration of 2014-2018 Strategic Plan the organizational structure of the University has been reviewed, new structural subdivisions have been created or the old ones have been reviewed, the operations of which result from the Strategic Plan and the preconditions of its realization.

2.2. Based on the current procedures, the University tries to involve internal stakeholders into the decision-making procedure, as well as to try to take into account their opinions by means of different channels of feedback. The teachers and the students are involved into the Managing Board and Scientific Council. Both the teachers and the Students can apply to subdivisions of the University in case of having corresponding issues, and in case when these are not resolved – to the rector. A draft of the policy on governance and administration has been elaborated by the University which includes statements on ensuring transparency and accountability. The said documents also includes partial descriptions of evaluation and monitoring.

2.3. The University implements its long-term, mid-term, short-term planning through its Strategic Plan, in particular through the Action Plan adjacent to it. In essence, long-term, mid-term and short-term programs are all included in one document. The mechanisms of program implementation and monitoring are also included into the same document which foresees the people responsible for the operations, the results, deadlines and evaluation indicators. The Action Plan includes one-year, three-years and four-year deadlines. The role of each subdivision, the deadlines of realization and evaluation indicators are all included.

2.4. The University carries out the examination of the factors affecting its operations by the methods of examination of internal and external factors and corresponding analyses described in the QA Guide. According to the said guide, the University is planning to carry out analysis of internal and external environments based on the five-year review of the system of quality administration. A general analysis has been carried out including the analysis of factors of direct and indirect influence on external, as well as internal environment. Also, a holistic

survey has been carried out by the quality assurance centre of the University with the participation of the students. Two more examinations were carried out in 2014.

2.5. The University tries to ensure the effectiveness of administration of elaborated policies and procedures by its system of quality administration. In accordance with the policy of quality assurance, the aims of quality assurance are;

a) to implement and improve the system of quality administration in accordance with the standards of the National Centre for Professional Education Quality Assurance and European standards and guidelines for Quality Assurance,

b) to ensure mechanisms aimed at maximum participation of stakeholders in the operations of quality assurance and dissemination of the culture of transparency and accountability,

c) to monitor the effectiveness of University operations ensuring continuous improvement of services.

As a procedure of monitoring and reviewing the system of quality assurance by the administrative cycles of the University, realization of monthly and trimestral meetings is foreseen. A draft of the Policy on Governance and Administration has also been elaborated in the University.

2.6. Data collection of the effectiveness of operations is first of all carried out through surveys, the results of which must be analyzed by the Centre of Quality Assurance and be taken into account throughout further review of operations. In 2014 a procedure aimed at the development and monitoring of academic programs was elaborated and adopted and as an outcome the University must carry out on-going examinations, annual audits and long-term (4-5 years) examinations based on the standards of external accreditation. Action Plans aimed at improvement, must be elaborated based on the results of on-going, annual and long-term monitoring, the realization of which must be carried out by the rector of the University. The procedure of the development and monitoring of academic programs still does not function thoroughly.

2.7. The University ensures the dissemination of the informtion about its degrees awarded and academic programs mainly through its web page. All the documents related to the system of quality management (operatios, reports, analysis) are accessible through the internal information system. The University periodically publishes information about its operations through its web-site, social web-sites and mass-media. In the web-site of the University one can find infomation per separate professions. The dynamics of the web-site visits is also examined by the tool Google Analitics which is under the direct surveillance of the Department of Public Relations and Advertising. The University has implemented an electronic system of the governance of academic procedures (StudentM) which ensurance accessibility of information for the students.

CONSIDERATIONS

The University organizational structure of adminsitartion is generally based on the principles of division of subdivisions and systematizing of the operations which is quite effectively carried out. At the same time the function division of the Board of Founders and Managing Board are not precise, in particual the authorization of making decisions of institutional nature. Alongside, the observations have revealed that the operations of the University are based on separate individuals who are qualified in their fields, in particular, when the Strategic plan, the Centre for International ties and research and the one of Quality

Assurance is concerned, there is no exchange of experience to other professionals and assistants of the University, which will promote the stability of operations and continuation in case of the absence of the aforesaid individuals.

Generally speaking, the system of governance of the EIU is acceptable and typical to University settings. There are necessary subdivisions in accordance with the needs of the University. The scheme of the University structure is quite comprehensive because of relatively small size of the University. Within its subdivisions corresponding centres and departments are founded aimed at implementation of strategic goals. Rules of ethics operate at the University, which must be followed by the administration, employees and the students.

The recruitement of vacancies is carried out in accordance with corresponding procedures. However, the strategic goals of the University lack priorities of raising the effectiveness of governance and hence they lack a corresponding program of improvement. This is accounted by the fact that no precise analyses are undertaken aimed at revealing the effectiveness of the system of governance. The University is of the opinion that the functioning system of governance satisfies its requirements (surveys aimed at evaluating the effectiveness of the operations of subdivisions are carried out, however, they lack mechanisms of calculation of the results).

There is no financial planning as per strategic direction, which does not allow to evaluate the effectiveness of financial policy. In accordance with current regulation, the internal stakeholders of the University (students and teachers) are involved into governing bodies of the University, which ensures participatory governance. The transparency and accountability of adminsitration ensure the accessibility of documents through the internal information system and web-site. The University has mechanisms aimed at ensuring the participation of teachers and students in decision-making. Involvement in different councils, surveys, regular meetings, the oportunity to apply to governing bodies as well as other subdivisions allows to jump to the conclusion that both the teachers and the students have opprotunities to protect their interests in administrative operations. However, the observations have revealed, that in essence the stakeholders are very passive in making use of the opportunity of decision making; in many cases their participation bears but a formal nature. In essence, no multilevel planning is carried out at the University. The operations resulting from aims and issues are not prioritized in accordance with the deadlines. Instead, they are all inncluded in one document. As a result, the implementation of Strategic Plan of the University is made difficult. Also taking into consideration the fact that the formulated vision of the University does not reflect the tendency of improvement, it can be stated that the planning of the development of the University is not carried out enough effectively.

The analysis of internal and external environments, which has been carried out based on the information received from different sources, statistic data and indicators, possible previsions and research carried out has been used as a foundation for he implementation of the strategic plan of the University. In accordance with the QA Guide, the University foresees carrying out analysis of internal and external environments based on the five-year review of the system of quality assurance. However, it must be mentioned that the five-year difference in the analysis of internal and external environments is quite big and the possible risks emerging throughout the said period of time may fail being taken into consideration. However, irrespective the fact that the principles of holistic examination and accountability of internal and external environments have just been implemented and the monitoring approaches of affecting factors are not yet

precise, the observations witness that the University fully realizes and underlines the importance of examining the factor affecting its operations and has the necessary toolkit meant for that.

In general, it can be seen that the implementation of the cycle of governance had been rooted since 2014, when new guides on Strategic Plan and QA were elaborated. Though the mechanisms of implementation of thorough cycle of quality management are not yet precise, the University realizes the improtance of the effectiveness of governance and certain improvements are in process. That is to say only the part of "plan" and partially the one of "do" is present at the University. The mechanisms aimed at collecting, analysing and implementing information on the effectiveness of operations are still novel and certain basis about these can be found only in the documents adopted by the end of 2014.

The University has not yet implemented regulated procedures on collecting, analyzing and evaluating data on the effectiveness of implementation of academic programs. Discussions are being held with the participation of external stakeholders (mainly with the employesr who are members of the Managing Board and who cooperate with the aim of organising internships) and in certain extent their opinions are taken into account when implementing changes or improvements in academic programs. As a result, certain courses, which have been valued by the employers have been implemented. Anyway, the involvement of external stakeholders is relatively weak. At present certain mechanisms have been planned with the aim of activating this procedures. However, the University possesses the necessary toolkit for collecting and analyzing data on the effectivenesss of procedures, though the mechanisms of taking the gained results into account are not precise. Moreover, no comparative examinations are carried out aimed at different procedures.

The official web-site of the University is considered to be the main mechanism of disseminating information. The web-site allows to get necessary information about academic programs, degrees awarded and other services rendered. At the same time, though the University disseminates information about its academic programs and degreees awarded through its web-site and other media, no mechanisms aimed at publishing up-to-date information is at use. The effectiveness of using the web-site has not been analyzed. No tools aimed at ensuring the objectiveness of information disseminated are used.

Considering all the evidence, taking into account the all-embracing nature of the organizational structure, the existence of subdivisions emerging from the goals and issues, the opportunities provided to the teachers and students to take part in the decision-making of the issue related to them, the existence of the norms of ethics, the regulated nature of the circles, the examination of the factors influencing its operations, the governance and administration of the University promote the implementation of the aims on a satisfactory level.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

III. ACADEMIC PROGRAMS

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

FINDINGS

3.1. Descriptors of specialization were elaborated in the EIU to ensure that academic programs are in concord with its mission and academic standards. These descriptors involve the problems of academic programs per specialization, the learning outcomes, admission requirements and recruitment opportunities, teaching/learning methods, requirements on the part of the teachers and else. The University has 3 BA (Jurisprudence, Management, Foreign Languages) and 1 MA (Management) accredited programs. There is also the academic program of Jurisprudence (MA) the graduates of which are granted a state diploma on the decree of the Minister of Education and Science (for participating in the first cycle of accreditation and leaving it unfinished). There are also specializations (for each profession there are 2-5 specializations, however, because of the small number of students not all of them function). The academic programs are developed not only based on national standards, but also on the examination of programs of cooperating HEIs. An examination of international experience and benchmarking of the academic program of Jurisprudence was realized within the framework of grant project "Implementation and Further Development of Intrauniversity Internal Quality Assurance System". This experience can be used for reviewing other academic programs.

3.2. The University strived for the implementation of teaching methods which will guarantee the acquisition of learning outcomes of academic programs. These methods are determined in documents related to quality management and academic programs. Meanwhile, teachers are granted the freedom of choosing corresponding methods. At the same time, from the very start of its formation and development, the University adopted creative thinking, teamwork, innovation and initiative as values, which has had an enormous impact on choosing teaching methods which in its turn is reflected in the Mission and Strategic Plan of the University. Interactive methods are highlighted when talking about student-oriented approach; these being used for accomplishing the goals of the program. Teaching methods are described in descriptors of profession, as well as in academic programs. Student surveys are conducted on teaching procedures and results. There are also lesson-observations, as well as analysis of results of focus groups aimed at raising the effectiveness of teaching methods. The results of the surveys and lesson observations are discussed with the heads of the chairs and teachers, based on which teaching methods can be reviewed.

3.3 There is an established procedure for student assessment. The University has a regulation on "Academic Honesty and Prevention of Plagiarism". The methods of assessment, the components of grades are regulated. Assessment standards are determined. The students are familiarized with the regulation beforehand. Each discipline is graded with a 100 scale system (40 is the threshold). The assessment system is available for internal stakeholders. The exams are organized orally, in written form, electronically (iTest) or combined (electronic (iTest) and in written form). The format of each exam is proposed by the chair and involved into the academic program. Through the surveys the University is striving to find out the effectiveness of used methods and check for academic honesty. The exams process is being monitored by the chair. A regulation on appellation is at stake, however, in reality only technical issued are appealed. For the improvement of assessment system the following steps are foreseen:
- To elaborate examples of tools meant for assessment (rubrics and else).
- To train the staff on the methodology of assessing skills, competences and knowledge.
- To review the regulation of distribution of final theses.

- To ameliorate the procedures aimed at organizing and carrying out exams.
- To review the technical problems emerging throughout the exams.

3.4. The University strives to ensure the concord of its academic programs with the ones of other institutions through cooperative programs by ensuring experience exchange and at the same time promoting mobility and internationalization. Broadening international cooperation is considered to be one of the strategic goals of the University around the scope of which the University cooperates with a number of foreign Universities (exchange, double diplomas and other programs). The Academic Programs of the University are anchored on the ECTS which allows the mobility of the students by signing agreements of bilateral credit recognition with a number of European Universities. Throughout the implementation of academic programs, the ones of partner universities were examined, with the aim of comparing, mutual recognition of credits and internationalization. In order to foster the international "transparency" of qualifications and to improve the honest academic and professional recognition, a diploma supplement is handed to the students. The latter corresponds to the format rectified by the European Committee and the UNESCO/CEPES. With its new Strategic Plan the University strives for broadening the opportunities of mobility of its students and teachers.

3.5. Regarding the continuous amelioration of quality teaching as an important goal of 2014-2018 Strategic Plan, the University considers that its important issues are the modernization, improvement and evaluation of current academic programs, as well as the implementation of mechanisms aimed at implementing new academic programs. The monitoring, evaluation of effectiveness and amelioration of academic programs is carried out through the regulation on elaboration and monitoring of academic programs, which includes the main directions and stages of improvement. The monitoring policy of the academic programs is anchored on the opinions of stakeholders: different surveys are conducted with the participation of various stakeholders, among the latter the ones with the participation of the students are given special importance. Both on-going and annual monitoring of academic programs is carried out. Likewise, a long-term monitoring was undertaken prior to accreditation. A separate questionnaire aimed at evaluating separate courses was also elaborated. The formats of curricula have been improved. Overall, the policy of monitoring, evaluation of effectiveness and improvement of academic programs is still a novelty and has not yet been evaluated and reviewed.

CONSIDERATIONS

Out of three academic programs elaborated based on deliverables, it is only the one of Jurisprudence which is more or less precise. This, most probably, is accounted for by the activity of the Chair of Jurisprudence and the opportunities provided by external grants. The rest two are incomplete and lack meticulous descriptions, for instance, the link between the learning outcomes and the taught disciplines and methods used is not thorough.

The link between the disciplines and learning outcomes of academic programs is not visible. No policies and regulation are used for carrying out the benchmarking. There is a lack of elective courses, however the realization of the latter is objectively limited with a small number of students.

Though the University lack a precise policy of selecting teaching methods and evaluating the effectiveness, the used methods and the regulations of reviewing are aimed at

ensuring the intended outcomes of academic programs. Overall, the data received through feedback ensure evaluation of the effectiveness of methods applied. Generally, it can deduced, that the University tries using teaching/learning methods aimed at student-centered approach, striving for creating cooperative environment between the teachers and the students. There are planned actions aimed at improvement of methods. Certain works are carried out aimed at a more active implementation of interactive methods on the part of the teachers. In teaching and learning the application of modern information technologies is being promoted. However, it's worth mentioning, that under "student-centered teaching" the staff of the University perceives but the implementation of interactive methods. In particular, students' evaluation of lectures is quite negative and they always try avoiding the usage of the said method by the teachers. This can impede the teaching process of certain disciplines, where the implementation of this methods is vital for achieving the learning outcomes. Hence, it can be deduced, that the selection of teaching methods at the EIU is not carried out based on intended learning outcomes, but on the intention to make courses easier to learn and more interesting for the students. All academic programs involve information of intended learning outcomes. Alongside, the corresponding base for ensuring the link between the learning outcomes and the methods and approaches of teaching is incomplete and does not ensure the effectiveness of the said procedures. The policy and procedures aimed at modernizing teaching materials and resources are not at present.

The system of student assessment and the adopted policy makes it possible to evaluate learning outcomes. The surveys conducted among the internal stakeholders allow to get a picture of the effectiveness and certain drawbacks of the assessment system of the University. Yet, the assessment methods per each academic program need description with the emphasis of learning outcomes. The University has implemented a thorough procedure of student assessment, which facilitates both the process itself and the perception of the procedure by the students. Of importance is the existence of main criteria of knowledge assessment. However, the grounds of the existing mechanisms are incomplete, mainly the weight of assessment components. The teachers have the opportunity to carry out assessment of demands based on the outcomes of the course (including in-class activity, extra-class works, mid-term exams, final exams, except for presence). The University lacks the norms of calculating the GPA (Grade Point Average). However, notwithstanding the fact that there is an assessment policy, the observations carried out at the University witness that the assessment is mainly viewed not from the prospective of promoting learning outcomes, but rather for differentiating students in accordance with their knowledge. There is a set procedure of appellation of marks as an important component for maintaining academic honesty. Certain steps have been undertaken as means for maintaining academic honesty and struggle against plagiarism. Said steps include corresponding regulation and other steps aimed at improvement.

Separate attention should be paid on the problem of assessment of graduation papers and MA theses. The requirements are defined with appropriate methical indications, and yet, in practice, they are not always kept. The topics of MA theses are not problematic, moreover, the theses which have been examined do not present valuable conclusions. Their reviews are mainly superficial.

Within the framework of ERASMUS MUNDUS and TEMPUS projects the academic programs of cooperating universities have been examined with the aim of making the academic programs of the EIU in concord with them. In particular, an enormous work has been carried

out when the academic program of Jurisprudence is concerned; the academic programs of different countries have been observed, a benchmarking has been carried out and as an outcome the existing program was localized and reviewed. However, the transfer of experience (good-practice) to two other academic programs of the University is not yet carried out decently. As an result, the University underlines the importance of internationalization of its students and teachers, and yet does not consider the improvement of academic programs as an initial factor of internationalization.

Mechanisms aimed at monitoring and assessing academic programs are present, however, they are mainly based on subjective assessments and are not flavored with objective measurements. The mechanisms of improvement of academic programs are based on the principle of taking into account the opinions of stakeholders. The University's policy on monitoring and assessment of academic programs has somehow been made precise from 2014, when the new regulation was adopted and the QA Guide was prepared. Previously, the assessment and monitoring of academic programs was carried out upon necessity, based on the issues revealed throughout the surveys or suggestions on the part of the teachers.

When necessary, a working group was created on the order of the rector to examine the said issues. Alongside, with the aim of improving and assesing the academic programs discussion were organized and suggestions were accepted from collaborating employees and as an outcome certain changes and improvements have been introduced. Hence, it can be stated that the University has recently implemented and made precise regulated procedures on monitoring and assesment of academic programs. A new regulation was elaborated. However, the scheme of carrying out monitoring and assesment still needs reviewing and specification.

Considering all the evidence, taking into account the current state of affairs of the academic programs elaborated by the University, the lack of regulated procedures aimed at systematized and periodic monitoring and evaluation of programs, weak link of learning outcomes of academic and course programs, the incomplete concord of teaching and assessment methods with the outcomes, lack of substantiation of assessment system, the superficial approach towards the accomplishment and assessment of graduation papers and MA theses it can be stated that the academic programs of the EIU do not encourage the mobility and internationalization of the University as well as the implementation of its mission and the needs and need reconstruction[7].

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **negative.**

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[7] The changes were introduced after the comments of the university.

CRITERION: The TLI has student support services that provide for productive learning environment.

FINDINGS

4.1. The admission of full-time students to BA studies is organized in accordance with the regulation on admission to state and private HEIs of the RA, whereas the admission of part-time students and the one to MA studies is carried out in accordance with the regulation elaborated at the University. The Basic College of the University is an importance source of student recruitment. The three-month preparation courses are also important mechanisms promoting the admission. The students do not have to pay for the said courses, in case he/she is willing to continue education at the EIU. The admission of part-time and MA students is organized through the committees formulated in the University. The current selection of students is based on their academic progress. In order to promote the increase of the number of applicants, the University disseminates information through its website, social media and advertisement. The University also possesses mechanisms of awarding scholarships and discounting education fees. The effectiveness of methods of students recruitment and selection is mainly measured by the dynamics of the number of students. The University analyses the reasons of the change in student number.

4.2. The University reveals the education needs of the students through surveys. Different surveys, targeted at various groups of students and on a number of topics, are carried out by the University (evaluation of teachers by the students, evaluation of courses, evaluation of academic environment, also alumni suerveys and else).
The surveys aimed at evaluation the needs of the students have continuously been improved and the outcomes of the latter have been discussed, taken into account when making decisions and sometimes even served as tools for penalties (?) or promotions. The evaluation of surveys as a mehanism of revealing the needs of students generally is not carried out. The students have alternative ways of voicing their needs first of all due to their involvement in Governing Bodies. Focus groups are also organized.

4.3. The University tries to ensure necessary consultation and organization of additional courses by allocating corresponding hours in course programs and by monitoring their impementation. Likewise, consultations are organized prior to exams. The assistance shown while carrying out graduation papers and research is also considered to be type of consultation. The Career Centre of the EIU regularly organizes Career days, different seminars, courses, consultation meetings, individual consultations aimed at raising the competiteveness of students and alumni in the labormarket. In the present environment of interactive communication, teachers try to make use of the opportunities of MOODLE virtual auditorium for compulsory and additional literature, other necessary materials, moreover, they provide consultations via emails. In accordance with the decision of the Methodical Council, dated 2012, within the framework of the disciplines taught, the hours allocated to the consultation of the students have been augmented, moreover, the Heads of the Chairs were assigned the task of monitoring the hours of consultations provided by the teachers.

4.4. The University lack regulation and schedule for applying to the administrative staff. With the aim of providing information to the students, during the first day of each academic

year, "Orientation Days" are organized during which the main regulations, rights and responsibilites of the students, operating subdivisions, their functions, international programs are presented. All students are registered in the MOODLE virtual auditorium, where they can find not only all course programs, but also course materials and questionnaires. The students are also registered in StudentM internal information system. The students are informed about all the events via their personal mails too.

4.5. The University promotes the career of its students through the establishment of links, seminars, organization of conferences, dissemination of job announcements, organization of internships. The main aim of the Centre of Career Development and Relation with Employers is "to promote the development of competitiveness of University students and alumni in labour market, the reinforcement of the continuous link of the University and the alumni and the development of cooperation". The functions of the Centre also include organization of regular meetings with the participation of the students, alumni and employers. Alongside, throughout the last year of their studies students undergo internships. Law Clinic operates in the EIU which is another platform for organizing internships for the students of Jurisprudence Department. The Centre also organizes an event called "Career Days" with the participation of external stakeholders, among them the Union of Employers of the RA, agencies of employment and else, as well as internal stakeholders (students, administrative staff, teaching staff and else).

4.6. In accordance with its Strategic Plan, the University must contribute to the involvement of students in research and innovative undertakings, promoting joint innovative undertakings between the students and PHD candidates and the teachers. A Centre for International Relations and Research operates in the University, which regularly organizes student scientific conferences, and publishes manuals based on the outcomes of the conference.

4.7. The University ensures the protection of student rights through the student autonomy, involvement of the latter in decision-making, as well as through the bodies aimed at protection of students' right in academic settings. In accordance with the regulation of the EIU on the Students' Rights Ombudsmen, the said protection is being implemented via an independent body, which discusses and resolves all complaints addressed to it being guided with the principles of honesty and philanthropy as well as through the laws of the RA and EIU legal acts. From the very start of its foundation Student Council operates at the University. The Student Council of the EIU actively participates not only in the process of raising problems associated with the internal stakeholders, organization of events, it likewise establishes and develops links with external stakeholders. The Students' Rights Watcher, which operates from 2013, is elected every year and is there to carry out the protection of the rights of the students and presentation of their interests in the upper circles of administration. The Student Council and the Students' Rights Ombudsman do not have a budget. The students are represented in the Governing and Scientific Councils of the University. There are regulations aimed at appealing the exam results. The University conducts surveys aimed at revealing the level of being informed as well as the satisfaction of the students. In 2014 the regulation of discussing the appeals of the students was established, however, it does not operate.

4.8. The evaluation of academic, consultative and other services is carried out through surveys by implementing quantitative and qualitative evaluation. The University conducts surveys with the participation of students and alumni with the aim of evaluating teachers, the course and other services rendered by the University as well as the competitiveness of alumni in the labor market. A deadline is determined for certain surveys, in particular, the evaluation of

teachers is carried out each year. The analyses are presented to the governing bodies with the aim of undertaking corresponding improvements. Throughout time the mechanisms aimed at evaluating the services rendered to the students have been improved and made precise by the Quality Centre, new questionnaires have been elaborated.

CONSIDERATIONS

The University carries out the recruitment and admission of the students based on adopted regulations. It strives for becoming "a HEI offering high quality education" with this increasing the flow of students. Throughout the recent years, the overall number of students has faced a decrease as a result of centralized exams. The University does not think that this is related to the ineffectiveness of its policies but rather to the application of the same competitive policy "towards HEIs which do not have equal conditions" and to the "traditional" orientation of the students and their parents towards state universities. But at the same time it mentions that the number of part-time students as well as the ones transferring from part-time to full-time mode of studies (started from the 2nd year) has increased. The entrance exams (part-time and MA) are de facto carried out in the form of interviews. The University tries to promote recruitment through cooperation with high schools, its Basic College, and preparatory courses. The regulations aimed at ensuring the honesty and transparency of the admission to part-time studies are incomplete. Overall, all the regulations aimed at admission are regulated and accessible for the applicants. However, mainly being dependant on the flow of the applicant from the Basic College, the admission approaches of the University are noticeably "delegated" to the Basic College.

The University strives for revealing the needs of its students through qualitative and quantitative research. For the realization of the latter surveys and focus groups are carried out. The results are made public and discussed. In certain cases an attempt is made to implement improvement steps based on these results. However, no essential improvements have been made based on the needs revealed, the mechanisms aimed at implementing the results of service assessment are incomplete. It's also worth mentioning that no analysis has been carried out so far aimed at the effectiveness of applied mechanisms. Hence, through surveys the University really manages to reveal the academic needs of the students and yet further procedures aimed at satisfaction of these needs are not regulated.

The academic programs and each course description foresee additional consultation services, which can be initiated on the suggestion of the student. Different subdivisions and bodies are operating in order to render consultation services. According to the data presented, the number of students who make use of theses services and the level of satisfaction is quite high. However, in practice the students seldom get additional consultations. In particular, when talking about drawbacks, the students mentioned the fact, that the duration of the lesson is not long enough for harvesting necessary knowledge, which, in essence, is not compensated by additional consultations. That is to say, the mechanism foreseen in the academic programs does not function. As a result, in its documents the University foresees the opportunities of additional lessons and consultations, however de facto the regularity of its realization is not presented. Likewise, the University lacks the mechanisms aimed at monitoring the procedure of carrying out additional lessons as well as rendering consultation services.

The University lacks regulations on how and when the students can apply to the rector or any other member of administrative staff. The issues related to additional assistance or guidance on the part of the students are raised on the level of course monitors, who verbalize the issue in front of chair monitors, which later transfer the message to the Student Council which later can present the problem to higher levels of governance of the University. However, this mechanism does not guarantee a rapid reaction and solving the problem which the student faces. Alongside, not all questions reach their destination depending on the results of bodies involved in the discussion. Hence, the University has certain regulations on applying to the staff, however, the mechanisms aimed at applying to the administrative staff do not function.

The University highlights the importance of actions aimed at career development of the students. This can be proved by certain undertakings of the University, among which are annually organized "Career Days", the work undertaken by the Chairs directed towards the effectiveness of internships as well as the training bearing the name "From education to Labour-market" upon the termination of which a certificate is awarded. This training is organized with the joint efforts of the Centre for Professional Orientation of the RA. As a result, the University implements the procedures aimed at promoting the career of the students, however, it does not evaluate their effectiveness. The career services rendered are mainly directed towards ensuring employability of the students in the venues where the internship was carried out. Career promoting seminars are sometimes organized by these organizations. At the same time, the employers prefer selecting their prospective employees themselves.

The students of the EIU are mainly not included into scientific-research activities, in particular in BA. The issue is that the aforesaid activities constitute but a small part. However, it must be mentioned that the University finds ways of developing research skills of the students. In particular, students take part in scientific conferences, the teachers present their research results throughout their lessons, the MA students take their scientific-pedagogical internship in the EIU by presenting their own work to the students during the classes of their supervisors. No mechanisms of encouragement, which will ensure the involvement of students into research are operating. It is more acceptable to link the scientific-research undertakings of students with their graduation papers or MA theses. The University lacks Students Scientific Union, the Institute of Scientific Consultants, regulation of procedures.

The protection of students' rights is mainly carried out through the Student Council and the Students' Rights Ombudsman in accordance with the adopted regulation. The rights and responsibilities of students are involved in the signed contracts as well as in separately elaborated document called "Students' Rights and Responsibilities". Hence, it can be stated that the University possesses enough subdivisions and corresponding documents for carrying out the protection of the rights of students, however, the presentation of the works undertaken so far is incomplete. The regulation of formation of the Student Council is based on the principle of student autonomy, in particular, mechanisms of election are operating. However, the conducted surveys prove that students are not that much contented with the operations of the bodies in charge of their protection. Throughout the observation it became evident that the Ombudspersons also a member of the Student Council and hence cannot be considered as an independent body. On the other hand, the anonymous appeals on the name of the Ombudsperson are not taken into consideration which can impede the process of revealing major problems. That is to say, the Ombudsperson deals not with issues but rather with people. What is more, it is stated that the Ombudsperson is not accountable to anyone, which is not a

taken of independence. Hence, it can be stated that the body in charge of the protection of students' rights in the Student Council and yet the said body has not yet verbalized issues that the students have faced and the solution of which will bring about essential improvements.

The University carries out quantitative and qualitative research aimed at evaluation of services rendered to the students and quality assurance. Throughout the recent years, these examinations are carried out on regular basis (annually). The results and the analysis are summarized and handed over to governing bodies. Notwithstanding, the procedures of improvement based on the results of the said research is quite slow and the only thing that can be stated is précising documentation. On the other hand, the students are not informed about the results of the research. Hence, certain mechanisms are operating at the University through which the students evaluate the quality of the services rendered, however, the usage of the results of evaluations is incomplete. What is more, the University lacks approaches aimed at grounding the effectiveness of surveys.

Considering all the evidence, taking into account the existence of procedures of student recruitment, revealing and satisfaction of their needs and the results of implementation, the approaches aimed at career promotion of the students, the existence of the bodies responsible for the protection of the rights of students (Student Council, Ombudsman), the satisfaction of students with academic environment, it can be concluded that the University provides sufficient assistance to the students with the aim of ensuring the effectiveness of academic environment.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

V. FACULTY AND STAFF

CRITERION: *The TLI provides for a highly qualified teaching and supporting staff to achieve the set goals for academic programmes and institution's mission.*

FINDINGS

5.1. The policy and procedures aimed at selecting the faculty of the EIU is determined by the "Regulation of Faculty Staff Formation". The said regulation determines the procedures and conditions of tender-based selection of the staff and allocation of positions, qualitative and quantitative descriptors of different categories, as well as the criteria aimed at allocation of positions are presented in a separate part of the aforesaid document. The general regulation on recruitment, firing and transfer to other jobs is being regulated by an Internal Regulation of Work (rules on discipline). The procedure of election of the Heads of the Chairs is being determined with a separate document. The insurance of the concord of the requirements of separate academic programs is foreseen through job descriptions.

The tender-based recruitment is considered to be the cornerstone of taking on staff and the results of the said tender are being discussed in the Chair. The candidates are being presented throughout the meeting of the Scientific Council, where the allocation of the positions is being decided through a close voting.

The University carries out a multifactor evaluation of its staff, which must serve as a basis both for encouragement (bonuses, remuneration) and penalties (including being fired).

5.2. The requirements presented to professional qualities of the staff are being determined through job descriptions. The minimum requirements presented to the positions of the faculty are being elaborated by the Department of Human Resources by taking into account the demands handed in by the Heads of the Chairs, which are responsible for the implementation of academic programs, as well as the strategic goals of the University. The questionnaires meant for evaluating the teachers by the students include questions which are aimed at revealing the opinion of the students referring to professional and methodical preparation of the teacher. The outcomes of the surveys are handed in to the heads of the Chairs, and are then discussed either individually or throughout Chair meetings. Moreover, professional requirements presented to the staff are included into the descriptions of academic progarms which have been elaborated following the new format.

5.3. The University carries out the evaluation of its faculty with a combination of on-going and regular means of evaluation. In particular, a regulation on «Lesson Observation and Discussion» has been elaborated by the QA Centre of the EIU with the aim of evaluating professional qualities. According to the said regulation, it is the responsibility of the Head of the Chair to carry out lesson observations and to ensure the discussion of the outcomes with the aim of ensuring continuous improvement of quality. With the aim of ensuring continuous improvement of professional and methodical qualities of the staff, the QA Centre has also elaborated a "Regulation of Faculty Staff Evaluation and Supplementary Remuneration". The said regulation foresees the classification of the teachers on competitive basis with the aim of determining remunerations. According to the regulations set in the University, a multifactor evaluation of teachers must be carried out; self-evaluation coupled with student surveys and evaluation of the Heads of the Chairs. Hence, the academic-methodical work of the teacher must be evaluated (self-evaluation, evaluation on the part of the Head of the Chair or the Methodical Council, evaluation of the course by the students), scientific operations (self-evaluation) and societal operations (self-evaluation). Corresponding regulations are elaborated with the aim of formulating each component of the evaluation. The evaluation must be carried out based on the concord of foreseen operations, work plans and practical results of their implementation, as well as based on self-evaluation, lesson observation and the results of evaluation surveys by the students.

The multifactor approach of evaluation has not yet been tested thoroughly and no mechanism aimed at evaluating its effectiveness has been elaborated so far.

5.4. One of the Strategic Goals of the University is to implement mechanisms aimed at continuous improvement of education quality by encouraging the improvements of professional and methodical qualifications of the faculty and PhD students. The Regulation on Training of the Staff has been elaborated by the QA Centre. Following the said regulation professional, methodical, research and administrative trainings are organized. The last two ones (research and administrative trainings) have mainly been organized through individual consultations. The teacher trainings are mainly organized by the QA Centre of the University, Chairs, the Centre for Research and International Relations, as well as through the joint efforts of the aforesaid subdivisions. There is no direct evaluation of the effectiveness of the trainings, however, their necessity and effectiveness is partially evaluated with the realization of the needs of internal stakeholders and the analysis of internal environment which is carried out by the QA Centre.

5.5. The University tries to ensure the stability of its faculty by elaborating mechanisms of encouragement. The "Regulation of Grant Provision fostering the EIU Research Operations" was elaborated in 2014 by the EIU. The University has certain steps of encouragement meant for ensuring the stability of the faculty. The steps mentioned above include trainings abroad, grant allocation aimed at carrying out research operations, remunerations. The University grounds its monitoring of the faculty stability mainly on statistical data by analyzing the correlation of employees within the last three or more years. There are no essential improvements of applied mechanisms which is accounted for by financial opportunities of the University.

5.6. The University tries to ensure the professional progress of the faculty by carrying out on-going evaluation of operations, calculating the results as well as through trainings. The University plans to ensure the continuous qualitative improvement of its faculty, the activity of scientific-research works, out of class activities with the students, educative-methodical and scientific-methodical works, involvement in the improvement of the effectiveness of the operation of subdivisions of the University based on the differentiated system of payment of the staff. A "Regulation of Faculty Staff Evaluation and Supplementary Remuneration" has been elaborated through multifactor evaluation of which bonuses will be awarded to the staff.

The "Regulation of Grant Provision fostering the EIU Research Operations" has also been elaborated. The effectiveness of implemented operations has not yet been evaluated, since they have not been thoroughly implemented. The trial and thorough application is aimed to be implemented in 2015-2016 academic year.

5.7. The University tries to determine and ensure the necessary administrative staff and faculty by the structure formulated as a result of work division as well as by documents precising the responsibilities. The organizational structure includes administrative and staff subdivisions in accordance with the functions of the University. The functions of administrative employees and the staff is regulated by job descriptions. All main functions are evaluated by the students. The main mechanism of evaluating the staff, is the evaluation carried out by the students or direct talks with the Department of Human Resources and the Rector or with an immediate supervisor (the carried out works for the last trimester as well as planning for the coming trimester). Hence, the level of assurance of the results is evaluated and yet the University still lacks procedures aimed at evaluating, encouraging and ensuring the progress of the staff.

CONSIDERATIONS

The policy and procedures of faculty selection emerge from the requirements of academic programs. The selection is carried out on tender basis in accordance with the requirements of the University set per different faculty categories. The multifactor approach exercised by the QA Centre is directed towards the objective evaluation of the faculty. And yet, the policy aimed at faculty selection is not thorough. At present, the regulation of faculty selection is still in its embryo stage.

The requirements set towards the professional qualities of faculty are included in the job descriptions that are being elaborated at the University, and generally speaking, they emerge from the Academic Programs. However, it's worth mentioning, that the descriptions of the said

requirements refer to the categories of faculty in general, and there is no highlight as to the requirements set per Academic Program.

The approaches exercised towards faculty evaluation are quite thorough, precise and documented. However, the evaluation of effectiveness of said approaches is not precise. Though at present no thorough implementation of the elaborated regulation has been carried out (mostly because of financial reasons), it is aimed at ensuring the objective evaluation of the faculty based on the opinions of the students and the Heads of the Chairs as well as self-evaluation. One the other hand, lesson observations are regularly organized.

The University has elaborated regulations on training and corresponding operations are undertaken. During the selection of training topics, the calculation of the results of internal and external evaluations are partially considered. Nevertheless, it became apparent during the observations, that not the results of internal and external evaluations but rather current opportunities are taken into account. Generally speaking, there is no evaluation on the part of the effectiveness of trainings, the supposed increase of the overall multifactor evaluation of the teachers can be considered as such. However, the University tries to improve the quality of its faculty through adopted regulation, by implementing not only in-service (interuniversity) trainings but also joint training projects with other Universities. Overall, it can be stated that both inside the University settings as well as outside certain trainings are being organized, however, they are not based on internal and external evaluations and the needs revealed.

The University has a teaching staff formulated for the realization of its aims and tries to ensure its stability by creating favorable conditions as compared with competitive Universities, also by encouraging the faculty. However, no practical steps are undertaken aimed at ensuring the stability of the staff in concord with the academic programs. In particular, it is stated by the Department of Human Resource Management that currently the University faces the problem of recruiting high-quality staff, since the latter is already recruited and the University does not have enough financial resources for ensuring their involvement. In the meanwhile, among the teachers there are the ones who teach a number of disciplines. This is again an indicator of staff stability. There are certain cases when contractual specialists are being invited together with the disciplines they teach which not always emerge from the curricula of academic programs, which, of course, affects negatively the insurance of the staff. The involvement of specialists who have scientific degrees is also problematic.

The University has elaborated regulation of faculty evaluation and based on the latter that of promotion.

However, scientific achievements of the teachers are in the basis of professional development, which, alas, are still on a very low level. But the University tries to promote that. The financial state of the University does not yet allow implementing the elaborated procedures.

The University has tried founding subdivisions aimed at implementing Strategic Goals. The employees per each subdivision are determined. However, the observations have revealed that the administrative employees and the staff do not encourage the implementation of strategic goals, first of all because the overall number of people recruited for administrative and staff positions is not big enough to ensure effective operations and second, the responsibilities are delegated on separate individuals and no knowledge transfer to others is carried out. As a result, the cooperation of said cycles for the implementation of Strategic Goals becomes ineffective. Surveys aimed at the quality of operations of the staff have been carried out. No mechanism aimed at staff promotion and encouragement is elaborated. Likewise, professional

indicators and mechanisms of improvement of administrative employees and the staff are not yet elaborated.

Considering all the evidence, taking into account the mechanisms applied for the formation of high-quality faculty aimed at the insurance of implementation of academic programs and the dangers of stability, insufficient number of the staff having scientific degrees or awards, the approach to training based not on needs but opportunities, the absence of structures aimed at professional improvement, low level of saturation of administration and staff with human resources, it can be concluded that the current number of administrative employees and the staff is not enough for the realization of Strategic Goals and the implementation of Academic Programs.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **negative.**

VI. RESEARCH AND DEVELOPMENT

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

FINDINGS

6.1. One of the Strategic Goals of the University is the development of the research potential, the insurance of application of research and innovation and two issues are singles out on achieving the aforesaid:
a) to promote the development of research and innovation,
b) to promote the integration of the students into research and innovation initiatives.

From the very start of its foundation, the University has adopted innovation as a value, moreover, innovative approaches referred both to teaching methods and administration. At the same time the University has positioned itself as a HEI which highlights the importance of practical competences and skills. In the Action Plan adjacent to the Strategic Plan, corresponding actions are foreseen per criteria. The realization of the importance of research and the attempts aimed at implementing promotion schemes and mechanisms can be considered as an improvement and yet the University still lacks essential improvements.

6.2. The University tries to regulate its research activities by the strategic Plan and corresponding Action plan referring to the sphere of research which are integrated into the Strategic Plan adopted in 2014. The University tries to promote scientific-research potential and the development of innovations by trying to implement thematic internal and external grand programs, organizing scientific conferences, encouraging research undertaking of the staff. "The main issues and priorities of RA socio-economic developments" have been singled out as a main inclination of research and annual scientific conferences are organized around the said topic. The Chairs, within the limits of their operations, organize scientific conferences, round tables and discussions. One of the functions of the Centre of Research and International Relations is the organization of the process of internal grand allocation. Certain results of

research are published as well as presented throughout conferences. No other mechanisms aimed at evaluating the effectiveness of implementation of research programs are used. The University is planning to carry out the implementation programs aimed at research by indicators stated in the Action Plan of their new Strategic Plan.

6.3. The University tries to regulate its operations by a number of documents elaborated by him. Except for such main documents as are Strategic Plan, the Action Plan adjacent to it, the Guide of Quality Assurance, the "Regulation of Grant Provision fostering the EIU Research Operations" has been adopted by the University. Moreover, there are also the Regulation of Publishing research outcomes, Revealed Data Ratification and Publicizing, the Regulation of Unit Publication, the Regulation on Academic Honesty and Struggle against Plagiarism. It is by these regulations that the mechanisms referring to the sphere of research and development are determined.

Periodic scientific conferences organized by the Centre of Research and Development of the EIU promote the scientific activation of its staff. The teachers of the Chairs participate in annual conferences, the results of which are published in separate manuals. The MA and BA students present their works throughout student conferences. The reports of the students who are on the last year of studies mostly refer to either their graduation papers or their MA theses.

6.4. The University tries to ensure the internationalization of its research operations by participating in international scientific conferences, publications in scientific manuals, establishment of cooperative links with foreign HEIs. The planned actions referring to the sphere of international research and adjacent to the Strategic aims and issues are the following:
a) to raise the recognition of scientific conferences organized by the Research Centre of the EIU by promoting the increase of both local and foreign participants,
b) to raise the awareness of the EIU oversees by increasing the number of partners and the opportunities of collaboration.

The main operations undertaken in this respect are the organization of joint trainings and conferences and participation. A number of teachers and students have undergone trainings in a number of Universities abroad. The staff of the University has certain publication in reviewed magazines abroad.

In 2011 EIU and Mykolas Romeris State University (Lithuania) have jointly launched 'Electronic Business Administration' double diploma MS (Master's) program supported by 'Microsoft' Armenia and Union of Information Technology Enterprises (UITE).

No mechanisms aimed at evaluating the effectiveness of research activities are applied.

6.5. The University tries to ensure the link between the research and academic operations by integrating BA and Ma students into research as well as by adding research components into academic process. The teachers of the University implement the results and especially the experience of their research in corresponding academic programs especially in course description of MA studies. The internships of BA and MA students are organized taking into account the topics of their graduation papers or theses with the aim of conducting practical research. Each year a student's conference is being organized where BA and MA students read out their reports. The main part of the reports refer to the topics dwelled on in graduation papers or MA theses. The research component is evaluated and reviewed as a part of an entire academic process, that is to say the same mechanisms are applied as in case of academic programs. With the aim of raising the weight of research component, a course paper worth 2 credits has been implemented in second and third years in all specializations and all the

curricula in the scope of which the students get acquainted with the main methods of research, the requirements of writing a course paper, including the rules on making references and struggle against plagiarism. Within the framework of course paper writing, the students choose a topics from their preferred disciplines and implement their knowledge in writing the paper. With the aim of further development of research skills the University has implemented a course called "Introduction to Research Methods" in BA curricula and "Methodology of Scientific Research" in the MA.

CONSIDERATIONS

The University stresses that it has always positioned itself as a teaching University which repeatedly underlines the importance of practical skills and competences and as a result the scientific traditions have not been developed equally. The scientific interests of the University are quite vague and corresponding directions are not outlined.

The importance of research development has been underlined especially throughout the recent years. It is also very important to note that the governing bodies of the University fully realize the priority of research directions. Goals and problematic referring to the said directions have been outlined in the new Strategic Plan of the University. However, the University still lacks strategic approach for the development of the research field. Though a Regulation on Internal Grant Allocation is elaborated, no similar programs have been implemented in the University so far. The number of research projects and the percentage of involvement into these programs is quite low. In the meanwhile, the University considers that graduation papers and MA theses are research operations. However, the mechanisms aimed at ensuring their quality and publication of the results are not complete which impedes regarding these operations as thoroughly research.

In broad terms, the University still does not have directions aimed at the development of research and hence no mid-term and short-term programs have been realized so far. The research directions of the Chair are not determined.

Generally taken, the University regards certain regulations which have been elaborated as a policy ensuring the implementation and development of research. However, these have not yet been fully implemented and the operations aimed at evaluating their effectiveness have not been carried out. Alongside, the present documents and operations do witness about certain procedures and yet not about a policy. Besides, the latter are in need of précising and targeting as well as making them in concord with the interests of the University.

The University underlines the importance of international operations and strives for cooperating as much as possible with foreign universities. However, the research component of the said cooperation is rather small. Mostly trainings, exchange of experience are organized but no joint research. The internationalization of the results of their own research is quite low, which can be proved by the low number of publications in foreign manuals. The University also lacks mechanisms aimed at evaluating the internationalization of research.

In general the University underlines the importance of bilateral link of education and scientific operations by involving the students into the research programs and scientific conferences on the one hand, and adding research component into the academic process on the other hand. New disciplines have been involved into the curricula which are aimed at examining research methods. Annual scientific conferences are organized with the participation

of the students as well. The University strives for emphasizing the research component either in graduation papers or MA theses. Throughout the lessons of their supervisors, the MA students organize a seminar for the students about the topics of their theses.

Considering all the evidence, taking into account the vagueness of interests and pretensions of the University in the sphere of research, the low number of mid and short-term programs aimed at research, the low level of involvement of students and the staff in applied research and innovative undertakings, the low level of research internationalization and the application of the results in academic programs, it can be concluded that the implementation of research operations and their link with education are in urgent need for improvement.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **negative.**

VII. SUBDIVISION AND RESOURCES

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

FINDINGS

7.1. With the aim of ensuring favoring environment and financial independence, the University strives for creating subdivisions aimed at the implementation of strategic goals and raising the effectiveness of their usage. The University has furnished auditoriums, fixed projectors are set with the aim of organizing presentations, each Chair has portable computers and projectors. Except for that, two computer auditoriums, conference hall and library function at the University. The library possesses main manuals, practicums, legislations, normative juridical acts and other manuals foreseen by the academic programs both electronically and paper-based. The site of the University is functioning. The University has conducted surveys with the aim of revealing the level of satisfaction of the students per separate component of academic environment.

7.2. The Chairs and Departments present their budgets in accordance with the priorities and the directions of Strategic Planning. These budgets are discussed, reviewed and adopted by the Rector. Until 2014 the planning and allocation of financial means was mostly carried out based on the annual planning carried out by the accountancy of the University.

In fact, no planning based on the direction of the Strategic Plan has been carried out. In accordance with the QA Guide, elaborated in 2014, the University has made the policy of financial planning more or less precise. The financial monitoring of the University is carried out by the Rector of the University jointly with the Department of Financial Management. The Department of Financial Management presents on-going reports to the Rector and Annual Report to the Managing Board. The Management Board also decides on carrying out internal and external financial audit in that particular year.

7.3. Until 2014 the planning and allocation of financial means was realized based on the list of resources foreseen in the formats of academic programs and as demanded by the people responsible for their implementation, demands presented by the employees, the surveys

conducted by the QA Centre and else. In accordance with the QA guide and in line with new approach, the Chairs and Departments are to summarize the lists and quantity of human and material resources needed for each academic year. The lists are handed in to the Rector. The analysis of admission indicators of previous year and forecasts for the coming year serve as a base for the planning. From the prospective of its financial independence at present the University finds it extremely important to ensure a stable flow of applicants on the one hand and to ensure alternative sources of financing on the other hand. The realization of gaining necessary resources for ensuring the on-going operations of Chairs is carried out in accordance with the procedure of "Organizing Purchase". Taking into account the reducing amount of students throughout the recent years, the University has implemented involvement of alternative sources of financial entries.

7.4. The University tries to ensure its resource base by planning taking into account the demands handed in by the employees, the resources necessary for the implementation of academic programs, the reports on the part of QA Centre aimed at services rendered, the results of audit and surveys implemented among the stakeholders. Annual inventory is carried out with the indication of people responsible per each department. Surveys are regularly conducted by the QA Centre. Based on the discussions of the survey results, the administration of the University undertakes certain corrections.

7.5. The management of operations of information and documentation is carried out in accordance with the regulation on "Documentation" and the procedure on "Document Management". Thorough and trustworthy information about the services rendered is disseminated to external stakeholders through the EIU web site, in separate cases also by means of publications, through Mass Media.

An internal information system aimed at management of academic process called Students M operates in the University. The employees and the students are given mail accounts. The MOODLE virtual auditorium is applied. An internal net is present. The surveys are carried out electronically. The effectiveness of the tools is being evaluated by the monitoring carried out by the QA Centre (undertaken regularly) as well as by having separate questions in the surveys conducted among the alumni. The latter is aimed at evaluating separate components of information technologies. The general orientation when document flow is concerned is electronalization, within the framework of which corresponding tools have been implemented and broadened. Certain operations have already been automated when heading for the implementation of 2010-2015 Strategic Goals.

7.6. The University is striving for creating safe environment by rendering services aimed at healthcare and security through corresponding positions. A security service, anti-fire system function at the University, also video-recording of the building is carried out. The University also possesses a psychologist, who renders services both to employees and the students in case of necessity.

Within the scope of international cooperation, the University in involved in "The Integration of People with Special Needs into the Society" (ASPIRE) and TEMPUS IV programs.

Except for the development of academic programs, the University has carried out the training of employees on how to work with people having special needs as well as how to ensure comfortable conditions for the education and work of the latter.

7.7. The evaluation of applicability, accessibility and effectiveness of resources rendered to teachers and learners is carried out by means of surveys. The frequency of conducting the surveys and the methodology used is being regulated by QA documents. However, there is no survey aimed at evaluating the resources rendered by the teachers. The trustworthiness and effectiveness of surveys used as mechanisms and electronic questionnaires used as tools have not yet been carried out.

CONSIDERATIONS

The University has undertaken certain investments and improvements aimed at creating necessary environment for the realization of academic programs (actions aimed at ensuring general comfort of the auditoriums and technological saturation). There is a description of resources necessary for academic process in the new formats of academic programs. The raise of the quality teaching and the broadening of cooperative methods is viewed by the University as a main aim of resource insurance. The reflections on the part of stakeholders are only from the students, whereas the reflections of the teaching staff and the revealed needs are not less important, which has been foreseen in the planning of 4.3. Issues as seen in the new Strategic Plan, however, it has not yet been implemented. The administration of the University finds that the current number of auditoriums is enough for the present number of students. However, on one and the same floor the classes of the high school[8] and the University are carried out. Technical saturation is more or less satisfactory yet the students see the necessity of its augmentation. The library fond is both qualitatively and quantitatively enough for the natural flow of education process. Having good opportunities for development, the University still does not evaluate the purposefulness of its resource usage.

The resource base of the University is enough for the implementation of academic programs and the strategic plan. However, the latter are being elaborated taking into account the current resource base and as a result the resource base of the University limits its academic operations (e.g. not all auditoriums are saturated with technology). On the other hand shortage of financial resources impedes broadening the said base.

Until 2014, the financial planning of the University was carried out upon the necessity and not in accordance with strategic directions. The financial indicators of the recent years are presented, however, no analysis aimed at revealing how consistent the expenditures were with the implementation of University goals was not carried out. The administration of the University also stresses that current financial resources are not satisfactory for the effective operations of the University and in this direction there is a necessity of involving new resources of financing. Though the University is striving for diversification of incomes, the concrete inclinations are not highlighted.

The University tries to make the financial planning more precise by the QA Guide published in 2014, however, it has not yet implemented financial planning in accordance with the corresponding procedure.

There are certain procedures aimed at financial resource allocation, however the University lacks precise policy; the priorities of resource allocation or the principles of their

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[8] The changes were introduced after the comments of the university. In the preliminary report it used to be "**school, college** and university"

selection are not determined. The Strategic Plan is somehow considered as a basis for financial resource allocation.

The document flow is carried out based on elaborated procedures. The operations of internal and external information flow are based on certain principles; accessibility, transparency, comfortability and else. It is a positive trend that the University has created joint centralized information system and ensured the accessibility of the latter both for the staff and the students. Throughout the recent years essential changes have been implemented in the University regarding information dissemination and facilitation of information flow. The following systems have been implemented; Student M – internal information system of the management of academic process, planning of electronic communication, MOODLE virtual auditorium, electronic tests, internal net, electronic surveys and database. Based on the aforesaid systems, the University tries to ensure the information dissemination and document flow in electronic version, which allows making the said operations more effective. However, it became apparent during the observations that the internal system of document flow is not yet implemented and the database still needs data entry. That is why the data collection, analysis and effectiveness management is still on a low level. There are also certain problems related to the function distribution between the subdivisions.

The University has services and systems aimed at safety provision, including provision of healthcare. However, throughout the observation it became apparent that the University does not have a medical centre and a corresponding employee under its subdivision. There is a separate Medical Centre in the territory of the University which, however, is not considered an subdivision of the University and does not have such responsibilities towards the students. The University tries to make its subdivisions convenient for the students with special needs by rendering academic services accessible for them. There are no academic materials meant for students having special needs and only the subdivision is made convenient for the students who are in wheelchairs.

The University carries out the evaluation of the applicability and effectiveness of the resources to students and teachers mainly through surveys and discussions. However, the effectiveness of their application is not yet examined.

Considering all the evidence, taking into account the academic environment with auditoriums, technical saturation and library fond, the inclination towards the diversification of financial resources, the organization of the academic process, the applicability of electronic systems of communication and document flow, the existence of security system, the realization of surveys directed towards revealing the needs aimed at resources, it can be concluded that the University possesses necessary resources for the insurance of academic environment and implementation of strategic goals.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

VIII. SOCIETAL RESPONSIBILITY

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

FINDINGS

8.1. The University is striving for raising the transparency of the EIU operations by implementing accountability mechanisms of degrees awarded, scientific-research works and elaborations and services rendered. The accountability of the University is ensured through the internal system of information. The external accountability is mainly ensures through publishing the information of services rendered in the EIU web-site. The University Rector presents an annual report to the Management Board on the operations undertaken.

In the summative report of the Rector the reports of all subdivisions are involved. The accessibility of publications and their objectivity, as well as the quality of different services rendered is evaluated by the regular surveys conducted by the QA Centre. The directions of internal and external communication, the main mechanisms of transparency are ensured through the QA Guide.

8.2. In accordance with the policy of QA, transparency is considered to be the main principle of the operations of the University. The University tries to ensure the transparency and accessibility of its procedures and operations through disseminating holistic and trustworthy information in its web site, Facebook page, other social sites, publications, mass media. The web site of the University envelops information and materials on the structure of the University, academic programs, news, events realized, international cooperation and else. Corresponding changes are regularly implemented, the materials are periodically reviewed. The regulations, procedures and other normative acts aimed at University operations are published in the web site. The documents are accessible for the internal stakeholders also through the electronic register of documents. Suggestions on making changes in the said documents can also be presented through the same register (through the forum functioning in the system). Surveys among internal stakeholders are being carried out with the aim of evaluating the effectiveness of the site and other media. The University also monitors the statistics of visits to its internet resources.

8.3. The University tries to ensure the feedback promoting the establishment of ties with the society through the operations of its subdivisions in accordance with separate groups of external stakeholders. The Centre for Career Development and Relations with Employers is the main linking cycle between the internal stakeholders of the EIU, alumni and the employers. The University also undertakes certain events aimed at the participation of other universities, schools, VETs (Vocational Education and Training). The Department of Public Relations and Advertising ensures active cooperation with internal and external (local and international) stakeholders directed towards the research undertaken by the University and development orientations. The Centre for QA ensures the data collection on the opinion of internal and external stakeholders referring the academic services of the EIU and ensures their active participation in the QA procedures. It likewise ensures the continuous increase of the effectiveness of internal and external communication canals, follows the maintenance of accountability and transparent administration of governing bodies.

The main mechanisms aimed at ensuring the feedback are:
a) the publicity of contact data of employees,
b) electronic mails (including the opportunity of sending anonymous letters),
c) periodic reviews carried out by QA Centres,
d) participation of internal and external stakeholders in governing bodies.

8.4. One of the three domains of the EIU is the 'Assurance of Societal Services', the Vision of the University is 'Teaching students to become individuals ready to change and be innovative, competitive and socially responsible professionals and exemplary citizens'. Different subdivisions of the University have functions aimed at rendering societal services, they periodically implements certain events for different groups of the society. The Legal Clinic has been functioning from 2011, which on the one hand helps the students to develop their practical skills and on the other hand supports the stratum of the society which does not have enough financial means. The University has a Centre of Courses, which operates as a separate subdivision. This Centre organizes short-term and long-term courses per different specializations aimed at continuous improvement of competences of both internal and external stakeholders. The University organizes annual trainings for the pupils of the schools of Yerevan, Ararat and Kotayq regions and for the learners of state colleges with the aim of developing soft skills (team work, effective communication and else). The Debate Club is functioning at the University and is open for all those who are interested. A Manual meant for Debaters has been elaborated and published by the Club and is disseminated among different academic institutions and interested people free of charge.

The University periodically organizes training courses (free of charge) for teachers of Universities and VETs with the aim of transferring the experience around cooperative methods of teaching.

The events undertaken are evaluated by the EIU Centre of QA by means of questionnaires delivered to the participants upon the termination of trainings.

CONSIDERATIONS

One of the core mechanisms of accountability is the annual report presented by the Rector, which includes information about all operations of the University undertaken in the current year. However, it can be noted that the mechanisms of accountability of lower cycles and that of administration are not precise, the mechanisms of their periodic presentation and regulation are not elaborated. The web site is actively used with the aim of providing information to external stakeholders. Hence, it can be stated that internal accountability is somehow regulated in the University and bears periodic nature and broadly speaking is an annual procedure. The external accountability is not regulated, however, the University strives for ensuring it by using current opportunities.

The University strives for ensuring the publicity of its operations mainly through its electronic resources, including the web site and the electronic register of documents. The web site includes all regulations, procedures and other normative acts referring to the operations of the University. The University web site is being periodically updated, and periodically certain materials are being made public there with the aim of making the operations of the University more transparent and accessible for the public. On the other hand, the University also highlights

the importance of making its Strategic Plan public and related to the presentation and dissemination of the annual report of the Rector.

The University has a couple of centers, aimed at encouraging the establishment of the ties with the society and the insurance of feedback. The Centre of Career Development and Relations with Employers is most active. On the other hand this Centre provides the insurance of feedback from the employers who are in cooperation with the University. The acting mechanisms of feedback are applied for the realization of corresponding analysis. Hence, the University has formulated opportunities for the application of feedback, however, broadly speaking, the mechanisms aimed at promoting the feedback are not used.

The University tries to broaden the scope of events aimed at transferring to the society the knowledge and values formulated in the University. Though the University tries to evaluate the effectiveness of such events for different cycles of stakeholders, the mechanism aimed at its further development based on the said evaluation is not precise.

Considering all the evidence, taking into account the adopted regulation on internal accountability and the results of their implementation, the satisfaction of main stakeholders with the transparency of operations and the accessibility of procedures, the existence of subdivisions establishing ties with external stakeholders, the existence of the culture of rendering different services to the society, it can be concluded that the University ensures a satisfactory level of accountability to the state and the society.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

FINDINGS

9.1. The University ensures the establishment and encouragement of its policy on external relations on the Strategic Plans and the Action Plans emerging from the latter, as well as by the regulation of the Centre of Research and International Relations. The University views the broadening of international cooperation as its strategic goal and states that it is going to build its strategy on internationalization on the solution of the below-given issues:

a) to promote the increase of international cooperative programs in education, research and else,

b) to broaden mobility opportunities of the EIU students, staff, PhD students and administrative staff towards foreign partner universities and also to stakeholder organizations and the reverse.

9.2. The University foresees the coordination of the procedures aimed at implementation of the policy encouraging the establishment of external links through the Centre of Research and International Relations. The Centre strives for establishing links of cooperation and signing agreements with different institutions and academic centers. Alongside, the Centre carries out

long and short-term exchange programs among the students, encourages the participation of the University in different international consortia, establishes ties with international and local grant organizations, renders support to the teaching staff while applying to different scholarships and else.

International cooperation is mainly carried out based on projects and the coordination of separate programs is being carried out by the responsibles and coordinators of the projects, who are appointed by the Rector on the proposal of the Vice-rector in Charge of Strategic Development Issues. The University tries to encourage the participation in different international processes, by appointing the initiators of the said processes as coordinators or supervisors of the project thus allowing them to have additional income. The evaluation of the operation of the Centre for Research and International Relations is carried out based on the contract of each separate project mainly by the donors or the coordinators of the project.

9.3. The University tries to promote the ratification of international academic, scientific and other cooperative projects, in particular to broaden the international cooperation with foreign stakeholders (HEIs, research organizations, public institutions, state bodies, entrepreneur cycles and else). The University has series of Cooperation Contracts and forms part of student and staff exchange programs. Reciprocal visits have been carried out to the work places with the involvement of external stakeholders. The Action Plan of the University foresees schedules of result evaluation, mainly the number of contracts and agreements with foreign HEIs, Research organizations, public subdivisions, state bodies and corporations, increase in the number of teaching staff participating in international projects on research and innovation, the increase in the number of joint Academic Programs together with foreign Universities and the augmentation of the number of foreign students and PhDs in the EIU.

9.4. With the aim of enlarging the participations in international projects of cooperation, the University tries to ensure an appropriate level of foreign language acquisition among its students, PhDs and teaching staff by organizing trainings aimed at it. Both the administration and the teaching staff mainly dominate a foreign language, since foreign language acquisition is one of the criteria of recruitment. The University periodically organizes courses of foreign languages acquisition (free of charge) for all those who are eager to participate in international programs of exchange.

The University received the consent of the Ministry of Education and Science to teach courses in English within the framework of ERASMUS Plus aimed at foreign students (the courses are being organized by the EIU teachers who dominate the language). The University carries out surveys aimed at revealing how much the foreign language impedes the participation in international programs.

CONSIDERATIONS

Though the University does not have separate documented policy and procedures aimed at ensuring the establishment of external ties, the corresponding formulations of the Strategic Plan provide sufficient grounds for guiding the experience exchange, development and internationalization. The University highlights the importance of internationalization and establishment of external ties through its operations by establishing favourable conditions for the external recognition of the University and insurance of its mobility. At the same time, the pretensions of cooperation and the corresponding policy of the University towards local

organizations are not precisely determined. It can be overall stated that the steps undertaken by the University and leading towards internationalization are mainly anchored on the participation in grant projects, which alongside being an alternative source of financing can impede the development of the University policy and lead the factual procedures not towards the needs of the students revealed based on the analysis but rather towards the realization of the aims of the project.

In its new Strategic Plan the University highlighted the aim of 'Broadening the Scope of International Cooperation' as an aim, around which the corresponding issues and action plan have been determined. This, in its turn, can be a guiding basis for the regulation of further actions.

The University managed to develop the cooperation with international HEIs throughout the recent years. This has been mostly promoted by the operations of the Centre for Research and International Relations and the participation in grant projects. Other subdivisions are also encouraged for the international cooperation. In broad terms, the operations are sufficiently decentralized and at present envelop almost the whole structure of the University. As a result, certain scopes of cooperation have been outlined, joint projects with foreign universities have been established and certain mobility has been achieved. Reciprocal visits and the works carried out towards the involvement of external stakeholders have had certain impact on the development of academic environment, academic programs and methods of teaching. However, it cannot yet be stated that there is a precise correlation and noticeable developments between the education rendered and the procedures of internationalization. Though the University underlines the importance of international cooperation, the purposefulness of this cooperation and the link with the academic process are not yet precisely determined. The mechanisms aimed at evaluating the effectiveness of cooperation are incomplete.

Broadly speaking, the University provides an opportunity for internal stakeholders to improve their knowledge of foreign language at the same time providing some minimal threshold when recruiting staff and carrying out the admission of the students. However, teaching in English is quite limited. The observations carried out in the University state that the knowledge of foreign language continues being the main hindrance towards internationalization and the foreign language, organized by the University, have not had noticeable impact on resolving the aforesaid issue.

Considering all the evidence, taking into account the inclination of the University towards internationalization, the participation of the staff and the students in a series of exchange programs, the existence of the subdivision of research and international relations and the impact of its operations of the academic environment, academic programs, development of teaching methods, the steps undertaken towards raising the knowledge of foreign language it can be stated that the University promotes its internationalization and establishment of external ties in a decent way.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

X. INTERNAL QUALITY ASSURANCE

CRITERION: *The TLI has an internal quality assurance system, which promotes establishment of a quality culture and continual improvement of all the processes of TLI.*

FINDINGS

10.1 The University has described its pretension related to QA in the 'Policy of QA' adopted in 2012. Except for the said policy the main documents on QA are the Strategic Plan, which determines the aims of the University, the Guide on QA and the Regulation on the operations of the Centre on QA. The Policy on QA determines the regularity of its reviews. The effectiveness of the implementation of the policy is carried out annually through the summative meeting of the Managing Board. The current approaches which are determined in the Guide on QA have not yet been thoroughly implemented and evaluated. The Guide was elaborated in 2014 within the framework of grant project 'Quality of Education and Correspondence'.

10.2 The QA Centre is the main subdivision aimed at administering the operations of internal QA. The Centre has necessary space and material-technical resources, which was received within the framework of the grant project 'Quality of Education and Correspondence'. The Centre has a head and an employee, the requirements towards these posts are determined by corresponding job descriptions. For regulating separate issues, working groups are formulated in the University. The budget does not foresee expenditures related to the operations of the QA. However, material and financial resources are allocated based on written demands. The system of the QA is still in its embryo stage and the University has not yet carried out monitoring of the functioning of the main mechanisms. In accordance with the Guide on the QA, internal audit is foreseen with certain periodicity.

10.3 Participation of internal and external stakeholders in the QA procedures is mainly being ensured through surveys, the aims and regularity of which are determined in the Guide for QA. Discussions in focus groups are also organized. In particular, the QA Centre of the University has carried out analysis on the evaluation of institutional competences, surveys of recent graduates, comparative analysis between the chairs, deep surveys amongst the teachers. No examination of the needs of external stakeholders has been carried out. The University lacks examinations on the needs of administrative employees and the staff. In fact, internal and external stakeholders have a weak understanding of procedures and aims of QA carried out in the University. The direct involvement of external stakeholders in the procedures is also weak.

10.4 The University tries to carry out the periodic review of the system of QA by the procedures foreseen in the QA Guide as well as by benchmarking. The guide foresees 4 periodic cycles of review of the system of quality governance: one per 4-5 years in accordance with the review of Strategic Plan, annual - in accordance with the application results of annual plans, through trimestral and monthly discussions of current questions. The QA system is being put in concord with ENQA and ANQA requirements and criteria.

The first factual review of QA system was carried out in 2010, when the Centre for QA and academic evaluation was transformed into QA Centre. The functions of the Centre were thoroughly modified, trying to make them more in concord with national and European guidelines of QA. The policy on QA of the EIU was adopted in 2012. The Guide of the EIU QA was published in 2014.

10.5 The University tries to ensure sufficient grounds for the procedures of external evaluation by its QA system and self-assessment. While formulating sufficient documentary and informative grounds for external evaluation, the University is guided by the requirements of institutional accreditation criteria and standards, by the quantity of data as presented by the self-evaluation format and by the ANQA methodology aimed at analyzing the said data.

10.6 In accordance with the QA policy, the EIU regards transparency as one of its main principles and tries to make all its policies, procedures, accountability and other documents accessible for stakeholders. Whenever external stakeholders are concerned, the University tries to ensure the dissemination of holistic and trustworthy information about its operations through its web-site, Mass-media and publications, whereas with internal stakeholders it is mainly done through the integration of the latter in the system and procedures. The annual report of the Rector is published in the web site, whereas the results of surveys are accessible for internal stakeholders.

CONSIDERATIONS

The policy and procedures on QA are presented in documents which include QA pretensions, principles, procedures per fields, people responsible and else. The published Guide on QA has played an important role in the process of formation of internal system of QA. Broadly speaking, being guided with the elaborated document base the University can ensure regulated procedures on QA.

The QA subdivision is at present saturated with necessary technical means and the venue. Material and financial means, which are necessary for the realization of operations, are given in accordance with the needs and opportunities and are of sufficient amount. Notwithstanding the fact, that in certain procedures of internal quality assurance automated tools are used (surveys, analysis), there is still lack of human resources in the QA Centre. The functions of the Centre are mainly carried out by the Head of the Centre and this is the reason why the effectiveness of the Centre decreases when the Head is away for a long period, which was the case during the site visit. There is an urgent need of QA specialist. The insufficient number of human resources could have been compensated in case other employees had assisted and had been attached to the Centre. However, there were only two instances of creating similar working groups: one was within the framework of 'Quality of Education and Correspondence' and the second one while elaborating 2014-2018 Strategic Plan. On the other hand, the involvement of human resources could have been favorable in case the teaching staff and the students had a permanent participation in quality assurance procedures. The University states itself that it faces similar problem, "one of the main risks while carrying out regular examination and analysis of the needs of stakeholders is the small number of human resources of the Centre".

Internal stakeholders have an intermediate participation in the QA procedures by means of surveys and feedback, being involved into governing bodies as well as being integrated into working groups. As far as external stakeholders are concerned, the University attaches importance to the examination of the requirements put forward by the employers and the level of their satisfaction with the knowledge, competences and skills of the alumni. Hence, while the participation of internal stakeholders is insured not only as a source of information but also as participants of QA system, the participation of external stakeholders is extremely limited. The

fact that certain representatives from employers and state governing bodies are represented in the Managing Council can be considered as an example of the policy of EIU to involve external stakeholders.

The University has carried out examination aimed at revealing the needs of students, teachers and the alumni only. However, these examinations are not precise, in particular, certain analysis are only from the Chair of Management. No examination aimed at revealing the need of external stakeholders has been carried out, notwithstanding the fact, that the Centre of QA considers this a main issue. Likewise, there are no grounds aimed at examining the needs of the administrative staff and the faculty.

On the other hand it could be noted that quality examinations of the procedures carried out in the University (through surveys, focus groups and other tools) have not had any targeted direction. This is proved by the fact that no further noticeable improvements have taken place based on the results of the analysis. There are no sufficient grounds which will allow seeing the main issues revealed based on the analysis and the results of the operations aimed at resolving the said issues. In the analysis of its internal environment, carried out in 2014, the University mentions certain issues revealed through the examinations (e.g. increasing the level of foreign language acquisition of the students and the faculty, organization of trainings for the faculty, application of promoting mechanisms) and the operations aimed at overcoming the said issues are still in the embryo stage. The link between the QA Centre and the Student Council is not yet regulated. No improvements have been undertaken in the University based on alumni initiatives.

The University foresees mechanisms aimed at periodic review of its QA system with the aim of insuring the flexibility of the system. The University carries out benchmarking, the results of which are implemented as appropriate and in concord with resource opportunities. The policy on QA has been adopted, the functions of the QA Centre and certain regulations have been reviewed making them in concord with accreditation standards.

Self-evaluation is the main tools used as a ground for external evaluation of QA. Self-evaluation is in concord with accreditation standards and criteria (both the format and volume of information).

The EIU tries to make its policy, procedures, accountability and other documents accessible for the stakeholders. The web-site and the opportunities provided by internal information register implemented in 2014 are used for carrying out the aforesaid operations. However, the internal information register does not yet fully operate, the document base is not fully uploaded. Due to the web-site of the EIU the regulatory documents of the EIU are accessible for the stakeholders.

The evaluation of the transparency related to quality operations of the University are insured by students surveys. However, with the existing questionnaires, it is quite difficult to clarify to what extent transparency and accessibility is achieved or to what extent are the opportunities of the web-site used by the students with the aim of acquiring information. Broadly speaking, it is not analysed what the percentage of the faculty and the students who make use of the site with the aim of receiving information about QA is and to what extent the mechanism serves its purpose.

According to the ranking of the Ministry of Education an Science, the University has registered certain success with certain indicators which can also be considered as a result of productive work.

Considering all the evidence, taking into account the fact that the QA system is still in its embryo stage, the existence of documents describing the policy and procedures, the existence of a number of mechanisms of QA system which are elaborated and implemented, the results of operations carried out with different regularity and the procedures of reviewing the system, the steps of the University aimed at insuring the transparency and accountability, using the opportunities of the web-site and internal information register, it can be concluded that the internal quality assurance system can ensure formulation of quality culture in future and can encourage the continuous improvement of the operations.

CONCLUSION: The correspondence of institutional capacities of the University to the requirements of criteria is **positive.**

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
I. Mission and purpose	Positive
II. Governance and administration	Positive
III. Academic programmes	Negative
IV. Students	Positive
V. Faculty and staff	Negative
VI. Research and development	Negative
VII. Subdivision and resources	Positive
VIII. Social responsibility	Positive
IX. External relations and internationalization	Positive
X. Internal quality assurance	Positive

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The signature of the head of Expert Panel

28.07.2015

APPENDICES

APPENDIX 1: CVS OF EXPERT PANEL MEMBERS

Tigran Mnatsakanyan – In 2008 graduated from the Armenian State University of Economics, specialization of Management. In 2011 was awarded a PhD in Economics with the specialization of "Economics and Management of Economy and its Branches", the topic of the dissertation being "The direction of Raising the Effectiveness of Public Administration (case study of Armenia)". The sphere of research includes public administration, strategic administration, administration of risks and etc. Since 2011 has been an assistant in the Chair of Management of the ASUE. From 2008 till 2010 was a president of the student scientific council of the ASUE. Has published scientific articles about the theory of administration, history of public administration, modern problems and the methodology of effective assessment of public administration. Has participated in the conference devoted to the question of raising the quality of higher education. Since 2013 has been involved into the expert panel of ANQA as an expert. He is the vice-president of the Yerevan club of intellectual games.

Romain Hulpia – born 21.04.1946, is an MA of Psychology and Pedagogy, has a qualification equivalent to the Doctor of Philosophical and Pedagogical sciences awarded by the University of Ghent taking into account the number of his scientific articles.

Throughout his career has occupied a number of posts among which: consultant in Psycho MedicalSocial Centre, banking service – officer of infantry, later officer of the centre of recruitment and selection of potential candidates, tutor of management, trainer at "General Motors" in Antwerp (1970), has been the responsible of the courses "Policy of Education" and "Experience of Education" for about 21 years in the faculties of Psychology and Education Sciences of the University of Ghent, the head of the implementation of IT programme of Flemish education, member of the implementation group of "Quality Assurance System" of the Universities located in Bosnia and Herzegovina, as well as head of two site visits in the sad countries. Expert of VLHORA and VLHUR quality assurance organizations of Belgium and the NVAO in the Netherlands

Mktrich Avagyan – in 1977 graduated from the State Linguistic University after V. Brusov (specialist of English and French). In 2000 undertook a retraining in the State University of Illinois, Chicago (American Studies). Holds PhD in Philosophy, associate professor in linguistics. The topic of his PhD thesis was "Argumentation and Language".

Since 1979 till 2010 was teaching at Yerevan State Linguistic University after V. Brusov. From 2010 till now is in Armenian State University of Pedagogy after Kh. Abovyan Since 1987 was a Head of Education Department of Yerevan State Linguistic University after V. Brusov, then Dean of the Faculty of Foreign Languages, Vice-Rector. From 2011-present is in Armenian State University of Pedagogy after Kh. Abovyan: Head of the Department of Education Reforms and Quality

Is an author of two university manuals and one book meant for schools. Has more than 30 articles on argumentation, American studies, British studies and education management.

Has been a member of ESML of the EC (2008-2010), association of linguistic universities of the CIS (2010), Education directorate of the EC, within the framework of

UNSCO, TEMPUS projects has participated in approximately 30 international conferences devoted to modern reforms of education, the problems of quality improvement.

Has participated in the works undertaken within the framework of self-evaluation of ASUP.

Gagik Ktryan – in 2007 graduated from the Yerevan State University with an MA in Informatics and Applied Mathematics. Throughout 2007-2010 was a PhD student in the Chair of Numerical Analysis and Mathematical Modeling. In 2010 defended his PhD Thesis (candidate of physical-mathematical sciences). Has 5 articles published, 3 out of which are in well-known international journals. In 2011 participated in the 5th international conference "Harmonious Analysis and Approximativeness".

In 2010 was awarded a prize for winning in the contest "Scientific-technical and scientific-research projects of the Youth" organized by the Ministry of Youth and Sport of the Republic of Armenia.

Since 2008 till present teaches in the University after Movses Khorenatsi of Yerevan. Throughout 2012-2014 was also teaching in the MA of Yerevan State University. In 2011-2015 had been a head of the Centre of Quality Assurance and a Vice-Rector of Education Reforms of Movses Khorenatsi University. Since 2015 holds the post of Military Aviation Institute after A. Khamperyants, Head of Department, Division of Quality Assurance and Analysis of the Department of Teaching Methodology.

In 2013 and 2014 was heading the process of self-evaluation in the University of Movses Khorenatsi. Has participated in the three-stage training organized by the ANQA devoted to the reforms of education system and quality assurance.

Astghik Petrosyan – is a second year MA student in Armenian State Uiversity of Pedagogy after Kh. Abovyan (specialization: Education Management). Is the assistant of the rector of Yerevan State Institute of Theatre and Cinematography. Is a member of Armenian Red Cross. Has participated in "Education Quality and Relevance" (EQRP) organized within the framework of the cooperation between Kh.Abovyan Armenian State Pedagogical University and the University of Oulu (2013), International conference "Chess in Schools" (ICCS) (2014), international conferences, the Week of Quality (2014), "Reinforcement of quality culture in the system of tertiary system of the RA" third conference of stakeholders. Has volunteered in the works undertaken within the framework of institutional self-evaluation of Armenian State Pedagogical University after Kh. Abovyan. Is a participant of the courses organized by ANQA aimed at preparing student-experts.

A G E N D A
of site visits of the Expert Panel in charge of institutional accreditation of Eurasia International University

11.05.2015.–14.05.2015

	11.05.2015	Start	Finish	Duration
1	Meeting with the Rector of the University	9:30	10:15	45 minutes
2	Meeting with Vice-Rectors	10:30	11:30	60 minutes
3	Meeting with the working group in charge of self-evaluation	11:45	12:45	60 minutes
4	Break: discussions of Expert Panel (EP)	13:00	13:45	45 minutes
5	Document examination, resource observation	14:00	15:00	60 minutes
6	Meeting with alumni	15:15	16:15	60 minutes
7	Meeting with the representatives of employers	16:30	17:30	60 minutes
8	Discussions of the EP	17:30	18:30	60 minutes

	12.05.2015	Start	Finish	Duration
1	Meeting with lecturers	9:30	10:30	60 minutes
2	Meeting with the Heads of Chairs	10:45	11:45	60 minutes
3	Document examination, resource observation	12:00	13:30	90 minutes
4	Break: discussions of the EP	13:30	14:15	45 minutes
5	Meeting with the Heads of divisions	14.30	15:45	75 minutes
6	Open meeting with the EP	16:00	16:30	30 minutes
7	Close meeting of the EP	16:30	18:00	90 minutes

	13.05.2015	Start	Finish	Duration
1	Meeting with the members of the SC (Student Council)	9:30	10:30	60 minutes
2	Meeting with BA students	10:45	12:00	75 minutes
3	Document examination, resource observation	12:15	13:45	90 minutes
4	Break: discussions of the EP	14:30	14:45	45 minutes
5	Meeting with MA students	15:00	16:00	60 minutes
6	Meeting with the students' rights' defendant	16:15	16:45	30 minutes
7	Close meeting of the EP	17:00	18:30	90 minutes

	14.05.2015	Start	Finish	Duration
1	Meeting with the Centre for Quality Assurance	9:30	10:30	60 minutes
2	Document examination, resource observation	10:45	12:00	75 minutes
3	Meeting with the staff pre-selected by the EP	12:15	13:15	60 minutes
4	Break: discussions of the EP	13:30	14:15	45 minutes
5	Meeting with the staff pre-selected by the EP	14:30	15:15	45 minutes
6	Close meeting of the EP	15:30	16:15	45 minutes
7	Meeting with the Rector of the University	16:30	17:15	45 minutes

8	Close meeting of the EP	17:30	18:30	60 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

| N	NAME OF THE DOCUMENT	CRITERIA
1	EIU self-assessment of institutional capacities	1-10
2	EIU Charter	1, 2
3	EIU Scope of Qualifications	1, 3
4	EIU Strategic Plan for 2014-2018	1-10
5	Minutes of the EIU Management Board meeting	1-10
6	Evaluation of Internal and External Factors Affecting the EIU Operations	1-10
7	The EIU Quality Assurance Manual	1-10
8	Examples of questionnaires	1-10
9	The EIU Rector's Annual Reports	1-10
10	The EIU Strategic Plan for 2010-2015	1-10
11	The EIU Management Board Activity Regulation	2
12	The EIU Scientific Council Activity Regulation	2
13	Minutes of the EIU Scientific Council Meetings	2, 3, 5, 6
14	The EIU Rector Election Procedure	2
15	The EIU Chair Activity Regulation	2
16	The EIU Chairman Election Procedure	2
17	The EIU Method Council Activity Regulation	2
18	The EIU Administration Regulation	2
19	Regulation of the Students Ombudsman Activity	2, 4
20	The EIU Student Council Charter	2, 4
21	Regulation of Quality Assurance Center's Activity	2, 10
22	Regulation of Financial Management Department's Activity	2, 7
23	Regulation of HR Management Department's Activity	2, 5
24	Regulation of PR and Advertising Department's Activity	2, 8
25	Regulation of Center for Research and International Relations	2, 6, 9
26	Regulation of Center for Career Development and Relations with Employers	2, 4
27	Regulation of Library Operations	2
28	Work, Work Ethics and Code of Conduct	2, 5
29	Internal Disciplinary Rules for Employees	2, 5
30	Regulation of Faculty Staff Formation	2, 5
31	EIU Document Management Procedure	2
32	The EIU Quality Assurance Policy	2, 10

33	Project of Regulation of Developing and Monitoring Educational Programs	2, 7
34	Minutes of the Meetings of the Council of Founders	2, 7
35	Regulation on Elaboration and Monitoring of Academic Programs	3
36	Management' Degree Program Description	3
37	Jurisprudence' Degree Program Description	3
38	'Foreign Language' Degree Program Description	3
39	Regulation of Students' Knowledge, Competency and Skill Assessment	3
40	Course Plan Template	3
41	Academic Program Template	3
42	Examples of a course plans	3
43	Minutes of Method Council meetings	3
44	Regulation of Law Clinic Activity	3
45	Regulation of Academic Honesty and Plagiarism Prevention	3
46	Regulation of Organizing Internships	3
47	Curricula	3
48	Diploma Supplements	3
49	Contracts, agreements and Memos with other Organizations	3, 8, 9
50	Methodical Guidelines for Organizing BA Term Papers Preparation and Defense	3
51	Methodical Guidelines for Organizing MS Thesis Preparation and Defense	3, 6
52	Meetings of Chair Meetings	3, 5
53	Examples of BA Term Papers and MS Theses	3, 6
54	Intenship programs and Accountability	3, 4
55	Workload of the Faculty	3, 5
56	Regulation of Admission	4
57	Regulation of Rendering Assistance	4
58	Regulation on Tuition Fee Reduction	4
59	Examples of Contracts with the Students	4
60	Regulation on discussing Appeals	4
61	Rector's Decree on Conducting Free English Language Courses	4, 5, 8, 9
62	Examples of Decissions made over the Exam Test Results	4
63	Job Descriptions of EIU Administration and the Staff	5
64	Job Description of Heads of Chair	5
65	Regulation on Student Evaluation of Teachers	5
66	Examples of Labour Contracts	5

67	Faculity List	5
68	Administrative Staff List	5
69	Regulation of Faculty Staff Evaluation and Supplementary Remuneration	5
70	Regulation of Teacher training	5
71	Job Description of the EIU Faculty Staff	5
72	Results of Lesson Observations by the Chair Heads	5
73	Policy on Staff Formation, Evaluation and Development	5, 10
74	Regulation of Grant Provision Fostering the EIU Research Activity	6
75	Regulation on Publishing	6
76	Regulation of Publishing research outcomes, Revealed Data Ratification and Publicizing	6
77	The EIU Office Building Plan	7
78	EIU Purchasing procedure	7
79	Compiled report for current purchase needs: Template	7
80	Template for purchase request	7
81	EIU Financial Reports	7

APPENDIX 4. RESOURCES OBSERVED

1) Yard
2) Debate Club
3) Medical Centre
4) Buffet
5) Centre for Career Development and Relations with Employers
6) Library
7) Chair of Jurisprudence
8) Auditoriums
9) Chair of Management and IT
10) Conference Hall
11) Computer Rooms
12) Meeting Hall
13) Sport Hall
14) Centre of Research and International Relations
15) Server of intranet
16) QA Centre
17) Elevator
18) Banners
19) Student Council
20) Education Department
21) Chair of Foreign Language and Literature
22) Auditorium of French

APPENDIX 5. THE ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION
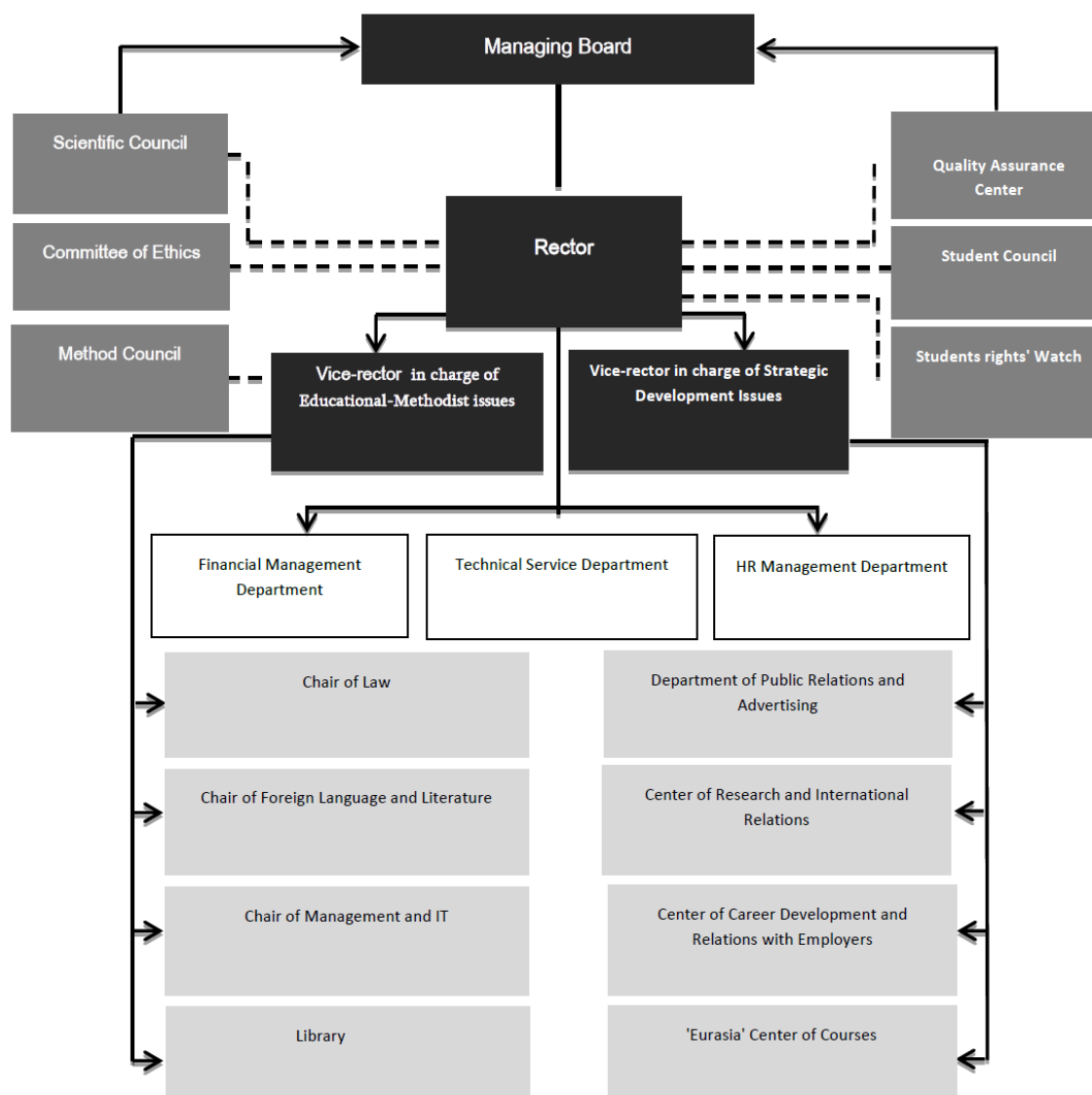
APPENDIX 6: ABBREVIATIONS

HEI – Higher Education Institutions

EAHE – European Area for Higher Education

TSITC - Yerevan State Institute of Theatre and Cinematography

EU-European Union

EIU-Eurasia International University

EC – European Council

YSLU- Yerevan State Linguistic University

YSU –Yerevan State University

MM – Mass-media

RD –Rights' Defender

OPI –Office of projects implementation

MES –Ministry of Education and Science

ASUE – Armenian State University of Economics

RA- Republic of Armenia

AP- Academic program

GPA - Grade point average,

TLI- Tertiary level institutions

QA- Quality Assurance

QANC – Quality Assuranace National Centre

QAC – Quality Assurance Centre

NQF – National Qualification Framework

QMS - Quality Management System

TS – Teaching staff

MD – Ministry of Defense

PCDA – Plan-check-do-act

SP – Strategic Plan

Ltd -   Limited

IT – Information technologies

SSU - Student Scientific Union

SC– Student Council

ECTS - European credit transfer and accumulation system