

**“NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY
ASSURANCE” FOUNDATION**



**EXPERT PANEL REPORT
PILOT INSTITUTIONAL ACCREDITATION OF YEREVAN STATE LINGUISTIC
UNIVERSITY AFTER V. BRUSOV**

YEREVAN -2013

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BRIEF INFORMATION ABOUT YSLU

Yerevan State Linguistic University after V. Bryusov (YSLU) was established in 1935, February 15th. Initially YSLU was founded as a two-year pedagogical institution to train Russian language teachers.

In 1940 a two-year institution was rearranged into the Yerevan State Pedagogical Institute.

In February 1941 the Yerevan State Pedagogical Institute establishes two-year courses of foreign languages (German, French and English) to provide foreign language specialists for schools.

In 1948 March 1, it was decided to establish the Pedagogical Institute of Foreign Languages on the basis of the Department of Foreign languages of Russian Pedagogical Institute in Yerevan.

In 1962 January the Pedagogical Institute of Russian and Foreign languages was established on the basis of the YSU Russian and foreign language faculties. In 1962 March 2, the Institute was renamed “the Yerevan State Pedagogical Institute of the Russian and Foreign languages after V. Bryusov”.

In the 1980s the Institute had a wide recognition not only in our republic, but also in the whole Soviet Union. Preparation of professional specialists teaching Russian and Foreign languages in schools of Armenia, constantly increasing volume of research activities, active cooperation not only within the Soviet Union, but also with a number of higher educational institutions in foreign countries markedly increased the Institute’s reputation. In 1985 May 14, the Institute was awarded the Order of Friendship of Peoples for contributing to science development and training sinful specialists.

In 1995 March 17, the Institute was renamed into “The Yerevan State Institute of Foreign Languages after V. Brusov, and only 5 years later, in compliance with the RA Government Resolution the Institute was granted the status of “University” and renamed into “The Yerevan State Linguistic University after V. Brusov”.

Throughout its whole history, the University has prepared over 25000 specialists of the Russian, English, French, German, Italian, Spanish languages, as well as specialists in the fields of Political Science, Area Studies, International Tourism, International Journalism, etc.

Currently over 4000 students study at the Yerevan State Linguistic University specializing in different fields. The staff: 383 lecturers including 12-PhDs, 12 Professors, 145 Candidates of Sciences and 81 Associate Professors.

The educational process is coordinated by the Vice-Rector on Educational Matters, and the following departments’ coordination is vested in him – Faculties of Foreign languages, Intercultural communication and Russian language, Department of Master’s Programs, Divisions of educational process coordination and part-time education, Centre for additional and ongoing education and IT Department.

Research and ongoing activities carried out for the development of international relations are coordinated by the Vice-Rector on Science/International relations. International Relations Department, Scientific secretary, Head of PhD Department, Library and Editorial Board are included in this subsystem.

Provision of financial and economic activities is the responsibility of the Vice-Rector on administrative and social matters. Department of building, construction and infrastructure operation, Accountancy, Supply Department, Career Centre, Printing house, Resort House in Tsaghkadzor, Autoeconomy, Med. Point and Canteen are subordinated to him.

The activities of the Personnel and Legal departments, Office and Archive are coordinated by the Chief of the Rector's Office.

Quality Assurance Centre, as well as "Confucius Institute", Russian language and culture center, Public Information Division, Security service are directly subordinated to the Rector.

There are also Student Council, Alumni Association and Francophone Digital Information Centre.

EXPERT PANEL COMPOSITION

Here is the composition of the expert group having implemented external evaluation of YSLU Self-evaluation, educational and quality assurance processes:

- Lilit Zakaryan, Associated Professor, Head of the expert group, RA;
- Professor David Timms, Great Britain;
- Professor Elena Erznkyan, RA;
- Aghavni Hakobyan, Associated Professor;
- Ani Gasparyan, student, RA.

The works of the expert group were coordinated by ANQA's Institutional and Program Accreditation specialist, Associated Professor Mkrtich Ayvazyan.

Appendix 1 contains brief CVs of the expert group members.

PROCESS OF THE EXTERNAL REVIEW

Preparatory phase

For the purpose of passing international accreditation Yerevan State Linguistic University has applied to "National Center for Professional Education Quality Assurance" Foundation (ANQA) completing the application of the prescribed format and submitting the copies of the license and its attachments.

ANQA secretariat reviewed the data submitted in the application, the attached documents and the electronic questionnaire completed by the institution.

After the adoption of the decision on accepting the application a trilateral agreement was signed between ANQA, Center for Educational Programs and the University. Timetable for implementation of activities was prepared and approved.

Within the scheduled time the Institution submitted self-evaluation of institutional capacities in the Armenian and English languages according to the format established by ANQA, as well as the package of accompanying documents.

Self-evaluation of YSLU was carried out by the group formed specifically for this purpose.

After receiving accreditation process coordinator's (appointed by ANQA's director) positive feedback about self-evaluation, it was provided to the expert group, the composition of which had been agreed in advance with YSLU and approved by the order of ANQA's director.

Studying self-evaluation report of the University and package of accompanying documents and getting ready for the visit, the experts completed preliminary evaluation format carrying out initial assessment of self-evaluation, making the list of the problems and issues to be studied, as well as the list of those subdivisions and stakeholders who might give the answers to the questions.

Preparatory visit

On the basis of the questions and issues needed to be studied the Process coordinator together with the expert team leader prepared timetable of the visit that was agreed with the Institution during

their preliminary visit. Guided by ANQA's Assessment Manual the timetable included meetings with all the groups intended by the experts, review of documentation, visits to Institution's Departments, etc. The office rooms, meeting hall as well as necessary technical resources were also agreed.

Site-visit

From May 13 to 17, 2013 within the framework of institutional accreditation the expert group visited Yerevan State Linguistic University (timetable of the visit is presented in **Appendix 2**).

The expert group was led by a senior researcher of RA NAS Institute of History, Head of Quality Assurance Department of Northern University, PhD in History, Associated Professor Lilit Zakaryan.

During this visit the expert group had meetings with following people:

- Rector,
- working group having carried out self-evaluation,
- students,
- lecturers,
- quality assurance center officers,
- Vice-Rectors and Deans,
- heads of chairs,
- international relations department officers,
- officers of Master's Programs Department,
- officers of career center and center for ongoing and additional education,
- representatives of student council:

Another meeting was also organized which gave an opportunity to all those who wanted to meet the expert group. The meeting was attended by over twenty employees of the University, as well as student representatives. During the meetings the employees and students of YSLU raised concerning questions to which the experts had not refer, but in their opinion they were important for the proper understanding of the processes occurring in YSLU.

During the visit, the experts carried out the review of the documentation in the University faculties, Department of Education, General Department, Legal Department as well as in a number of chairs.

Expert panel report

After the visit, the experts discussed each standard of institutional accreditation, some adjustments were introduced into the judgements and conclusions regarding the standards. As a result of the expert's discussion the preliminary version of the report was prepared.

In accordance with "The procedure of state accreditation of RA Educational Institutions realizing professional educational programs and their specialities" the University was given the opportunity to submit observations and arguments with appropriate justifications about the preliminary version of the expert report to ANQA.

After getting acquainted with the comments and objections of the University the expert group made up the final expert report for presenting it to the discussion of the accreditation committee.

BRIEF RESULTS OF YSLU INSTITUTIONAL ACCREDITATION

PRINCIPLE I. MISSION AND PURPOSES:

YSLU's policy and activities are not fully reflected in the University's mission. The mission highlights the linguistic orientation of YSLU's operation; teacher-oriented activities for many years have been ignored. Although NQF levels are not reflected in the mission because it had been approved before NQF's approval, Strategic plan notes that the University organizes education for Bachelor's, Master's and researcher's levels.

The University planning process takes place taking into account the internal stakeholders' needs.

There are no clearly approved mechanisms and procedures of evaluation and improvement of the results of the implementation of mission and purposes.

PRINCIPLE II. GOVERNANCE AND ADMINISTRATION:

YSLU has a clear governance system. There are distinct regulations for the selection of governance bodies, scientific and academic positions. YSLU has necessary human, material and financial resources.

YSLU system of governance provides for student and lecturers input in decision-making in matters directly affecting them through the involvement in Governance, Scientific and Faculty Councils. The University has a strategic plan. But mid-term and short-term programs are not always associated with Strategic plan.

As a result of incomplete studies of the factors affecting the University activities decisions were not based on reliable data.

YSLU policies and procedures are planned and carried out, however assessment processes are partially implemented, and improvement processes are not mainly based on the assessment results.

There are no mechanisms in YSLU ensuring data collection on the effectiveness of the academic programs and other processes, analyses and application of the data in decision-making. At the same time a pilot mechanism was used for evaluation of Master's program of Public Administration.

Although there is a great number of publications of qualitative and quantitative information on the quality of the academic programs offered and qualification awards, but the evaluation mechanisms are not available.

PRINCIPLE III. ACADEMIC PROGRAMS:

There are thoroughly formulated intended learning outcomes in YSLU. However the outcomes are not clearly formulated at general AP level.

Various teaching and learning methods are used in YSLU, which mainly contribute to the formation of learning outcomes.

Theoretical knowledge is mostly assessed in the University.

A complete understanding of academic honesty has not formed yet in the University.

Mobility of students and lecturers is not high at YSLU. At the same time, YSLU takes measures in the direction of internationalization.

YSLU organizes education for profession “Pedagogy”, which is absent in the list of the undergraduate level in RA Government’s decision N 1038 (August 30, 2007). “Pedagogy” profession is not clearly defined in the University’s mission, but it exists in SP.

PRINCIPLE IV. STUDENTS:

YSLU has set mechanisms for promoting equitable recruitment, selection and admission procedures.

YSLU has a number of regulations for revealing and improving students’ needs. YSLU has developed “Student satisfaction assessment” questionnaires, has conducted a pilot survey. The University creates opportunities for additional training and consultation; consultations are carried out in accordance with the schedule. There is such an environment which allows ensuring transparency and availability of information not only at formal, but also at informal levels.

There are special hours and regulation set for students to visit the faculty administrative staff for additional support and guidance, but students do not follow them and apply to administrative staff when they need regardless of the schedule.

YSLU has career center which is very active in promoting employment opportunities and regularly organizes meetings with employers. Career center provides students with information through e: mail or Facebook page.

The University has no clear mechanisms ensuring engagement of students in its research activities.

The Rector, Deans and Student Council are responsible for the protection of students’ rights in YSLU.

PRINCIPLE V. FACULTY AND STAFF:

YSLU has policy and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provisions.

YSLU has not set clear requirements for faculty professional qualities for each AP.

YSLU has well established tools for the evaluation of the teaching staff: class observations, student surveys about teaching effectiveness and quality, individual faculty reports, open classes, etc.

YSLU carries out some work on teacher development, but it is not coordinated. YSLU has not done specific revelation of teachers’ needs. Surveys on training system effectiveness have not been conducted among the teaching staff.

Teacher trainings are not systematic as a result of which there are chairs with a high level of training, but there are also chairs with quite low indicators in this regard. As a rule, trainings are conducted by the faculty initiative within the framework of grants. There are some procedures ensuring professional development of the University teaching staff, which, however, are not available yet.

PRINCIPLE VI. RESEARCH AND DEVELOPMENT:

The University has a certain policy expressing its interests and ambitions in reserach field. Priorities of YSLU in the field of science are reflected in the Strategic Plan. The chairs have research plans, they approve research topics, implement monitoring and discussion. YSLU has published scientific journals, collections, etc.

Annual reports are the only tool for research monitoring. YSLU has medium and short-term programs for research field reflected in lecturers' individual plans, as well as in plans of the chairs, scientific centers. Opportunities of additional funding for research activities or international grant programs are not fully used.

YSLU emphasizes internationalization of its research in its Strategic Plan. In relation to the internationalization of the research the University set up various research centers, organizing ongoing scientific events and ensuring participation of foreign scientists. In order to ensure international cooperation in scientific field joint research is organized with partner universities, the results of which are published in international scientific journals. However, the University has not achieved satisfactory results, as the list of the articles published abroad is relatively limited. Mechanisms for linking research and teaching have not been developed.

PRINCIPLE VII. INFRASTRUCTURE AND RESOURCES:

YSLU ensures a learning environment appropriate to the academic programs offered, which includes building and property conditions, library, information and communication equipment. YSLU has created conditions for health and security, however catering and sports conditions need improvement.

There is a well-established process of distribution of financial resources in YSLU. Expenditure planning is done from the perspective of implementation of purposes, while preparing the annual report the University is not guided by strategic priority areas, and it is based on the proportion of the expenditure and provided revenues of the previous fiscal year. The activity of each financial year is subjected to mandatory external financial audit, the results of which are published on the website of YSLU. The very great majority of the University's income is from tuition fees. At the same time in recent years, steps have been made to find other sources of funding. The University has had some considerable success in attracting support from foreign governments and embassies, which had added resources for students and staff. Some resources have been provided by local businesses. Tools for evaluation of financial resources allocation have not been developed yet.

Since the distribution of the budget is not affiliated with the strategic plan, it is difficult to assess the stability of the system. Documents on financial resources for separate academic programs are not intended in YSLU and individual financial planning with disbursement is not done. Although mechanisms and procedures ensuring implementation and continuity of AP purposes are not formally regulated and coordinated, actually they are functioning in YSLU. There are also security services and civil defense structure. The University does not provide the conditions necessary for students with special needs.

Main mechanisms of evaluating applicability, availability and the effectiveness of the provided resources are surveys, which, however, are not enough for assessing applicability, availability and efficiency of resources.

PRINCIPLE VIII. SOCIETAL RESPONSIBILITY:

YSLU ensures transparency of its operation publishing the Rector's annual reports and all formal documents on its website. The website is also used as a public feedback tool. In order to ensure and develop cooperation with media, YSLU has signed an agreement with Public Television of Armenia.

There are stable mechanisms contributing to the formation of links with society. The University has a Public Relations Unit. The University is actively collaborates with embassies, schools, NGOs and other representatives of society.

There are many various centers which provide courses and facilities for local citizens. As the main mechanisms of transferring knowledge this centers provide the society with the opportunity of additional and ongoing education. In order to introduce an effective system of additional and ongoing education YSLU has developed three courses included in programs – *linguistic competency development, skills enhancement, professional development and training.*

PRINCIPLE IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION:

YSLU emphasizes the importance of partnership relations with local institutions and has found cooperation edges. In 2010 an agreement was signed on the establishment of a networking consortium of higher educational institutions for implementation of linguistic education in RA and development of linguistic policy, which was joined by a number of Universities. According to YSLU Rector's proposal a number of Universities in Armenia have also joined "Yerevan "14 point" declaration on the principles of University cooperation in higher education sphere". Many scientific and practical conferences as well as other events contributed to the development of domestic foreign relations. YSLU has cooperated with different secondary and vocational institutions of the Republic related to language teaching.

YSLU strictly emphasizes the importance of internationalization and has a special section in its Strategic Plan devoted to it. Internationalization process is mainly coordinated by International Relations Department of the University. During the last years the university has made some steps in the direction of enrichment of international relations and has achieved some results. The University makes great efforts for the establishment and maintenance of links with foreign universities. YSLU cooperates with a number of international organizations – European Union, Council of Europe, UNESCO and the structures developing linguistic and cultural policy of CIS.

YSLU mission states the importance of European Integration, but the University has also links in Eurasian area and the East. The lack of financial resources is the main obstacle of the effective collaboration with local and international institutions and organizations. There are lecturers from Austria, Italy, and Iran. As a result of cooperation with Iranian Embassy a cabinet on Iranian studies was created which is equipped with necessary literature. The University cooperates with universities in other foreign countries within the framework of TEMPUS projects.

The University ensures necessary level of students' knowledge of foreign languages. The University supports students winning grant programs for studying abroad. Certification exams at the end of 2d and 3d years of learning are conducted and it contributes to deeper knowledge of foreign languages. YSLU organizes foreign language courses for faculty and staff which contributes to increasing the level of foreign language proficiency.

PRINCIPLE X. INTERNAL QUALITY ASSURANCE SYSTEM

YSLU emphasizes the importance of internal quality assurance system in place. ANQA has developed the strategic plan and action plan of YSLU Quality Assurance Center QUALITY _ 2015, which is a joint document regulating the operation of YSLU Internal quality assurance system. It represents the

policy led by YSLU from the perspective of quality assurance. YSLU Internal quality assurance main procedures and YSLU Internal quality assurance manual are still in the development stage.

In order to provide sufficient grounds for external quality assessment immediately after its establishment YSLU Quality assurance center initiated assessment process of the performance of the strategic plan and self-evaluation reports on institutional criteria and standards.

However, Quality assurance center has not provided sufficient basis for the assessment of external quality assurance processes.

PRINCIPLE I. Mission and purposes	<i>partially compliant</i>
PRINCIPLE II. Governance and administration	<i>partially compliant</i>
PRINCIPLE III. Academic Programs	<i>partially compliant</i>
PRINCIPLE IV. Students	<i>partially compliant</i>
PRINCIPLE V. Faculty and staff	<i>partially compliant</i>
PRINCIPLE VI. Development and research	<i>partially compliant</i>
PRINCIPLE VII. Infrastructure and Resources	<i>partially compliant</i>
PRINCIPLE VIII. Societal Responsibility	<i>compliant</i>
PRINCIPLE IX. External Relations and Internationalization	<i>compliant</i>
PRINCIPLE X. Internal Quality Assurance System	<i>partially compliant</i>

FINAL CONCLUSION

The head of the expert panel and coordinator declare that this report is made on the basis of the reports of the group members. The group reviewed the report and agrees with the assessments noted in it. Group members confirm that the assessment was carried out in accordance with the principle of the independence of experts.

01.08.2013

Associated Professor **Lilit Zakaryan**

Associated Professor **Mkrtich Ayvazyan**

PILOT INSTITUTIONAL ACCREDITATION ACCORDING TO STATE ACCREDITATION CRITERIA

I.MISSION AND PURPOSES

Principle.The Higher Education Institution's (hereafter HEI) policy and activities are in accordance with the stated mission which is consistent with the Armenian National Qualification Framework.

FINDINGS:

1.1 Two previous strategic plans (2006-2010 and 2011-2015) are consistent with the period of self-evaluation done by YSLU; the University's mission is reflected in them, it is quite comprehensive and consistent with YSLU "Charter". The mission highlights the linguistic orientation of YSLU's operation. Although NQF levels are not reflected in the mission because it had been approved before NQF approval, Strategic plan notes that the University organizes education for Bachelor's, Master's and researcher's levels. The University's mission, purposes and objectives have been specified in the Strategic Plan 2013-2017.

YSLU have not yet implemented works for making PAPs in line with NQF. There are discrepancies between YSLU Strategic plan and its activities. Graduates of YSLU have also been awarded teacher's qualification for many years, but the sector of Pedagogy is not indicated in the University's mission.

1.2 The University highlights revelation of internal and external stakeholders' needs. Two strategic plans were widely discussed in the University and the opinion of the staff was taken into consideration.

The results of the revelation of needs were used while developing strategic plan 2013-17. For the development of strategic plan 2013-17 the University invited an external consultant, who organized and hold consultations with students and employers.

1.3 Action plan evaluation of YSLU 2006-2010 Strategic plan and final analysis were conducted. The analysis was made in 2011, but the preliminary analysis should have been ready in 2010 in order to take its results into consideration while developing a new Strategic plan. Evaluation mechanisms of the results are considered to be the Rector's reports represented to the Scientific Council and Governance council, Deans' annual reports represented to the Rector and Scientific Council, and frequent surveys. However, surveys are just tools. There are no clear mechanisms and procedures.

CONSIDERATIONS: YSLU's policy and activities are not fully reflected in the University's mission. Pedagogics sector is not indicated in the University mission. Compliance with NQF is only reflected in the Strategic Plan, and it is not reflected in the mission. No works have been implemented for making PAPs compliant with NQF.

CONCLUSION: YSLU institutional capacity compliance with the requirements of **CRITERION 1**-partially compliant.

RECOMMENDATIONS: It is necessary:

- To clarify the mission, to ensure its compliance with NQF, it is desirable to also ensure its compliance with European qualifications framework, which would ensure the University's competitiveness in the RA NQF elaboration and implementation phase.
- To clarify the provisions relation to "Pedagogical" orientation of the University.
- To develop approved mechanisms and tools of evaluation and improvement of the results of the implementation of mission and purposes.

II. GOVERNANCE AND ADMINISTRATION

PRINCIPLE: HEI's system of governance and administrative structures ensure ethical decision-making and efficient provision of human, material and financial resources to effectively accomplish its mission, educational and other purposes.

FINDINGS:

2.1 Regulations and procedures of YSLU governing bodies are compliant with RA Legislation. The University has a clear governance system: a) governance supreme bodies – YSLU Board, Scientific Council, Rector, Rectorate, b) governing bodies of the departments – Faculty Council, Dean, etc., whose competencies are defined by YSLU Charter and regulations. There are distinct regulations for selection of governance bodies, scientific and academic leadership positions. There are clear policy and procedures used for staff recruitment, relocation, disposal, promotion, incentives and sanctions. However, not all the internal stakeholders are familiar with their content. YSLU has necessary human resources, sufficient educational, methodological, scientific and other personnel capacity. The University has necessary financial resources. The main source of financial resources is tuition fees of the students.

2.2 YSLU system of governance provides for student and lecturers input in decision-making in matters directly affecting them through the involvement in Governance, Scientific and Faculty Councils, which is enshrined in the Charter. YSLU draft Strategic plan 2013-2017 was sent to all the departments for comments and it was also discussed by Student Council. In terms of ensuring transparency it is of great importance that official documents concerning the University processes are published on the website and spread in all the departments.

2.3 The University has strategic plans and monitoring mechanisms but they are all long-term. The University considers its mid-term and short-term planning to be the semester and annual plans of Deans, Heads of Chairs and other Departments, and their reports. But they are not always associated with the Strategic plan.

2.4 YSLU has done study of some internal and external factors affecting its operation. So legislative changes related to the sphere of higher education, decrease in students' number and reduction of financial incomes as a result of transition to 12-year secondary education have been studied. However, such factors are ignored as demographic and changes in labor market, and other economic factors, intellectual environment and technological changes.

As a result of evaluation of some external factors on YSLU operation the Strategic plan 2011-2015 has been changed and the Strategic plan 2013-2017 has been developed.

2.5 During the visit it was not approved that the University has adopted plan-do-check-act principle. Attached materials approve availability of planning and implementation processes. However,

assessment processes are partially implemented, and improvement processes are not mainly based on the assessment results.

2.6 There are no mechanisms evaluating collection, analysis and application of the data on the effectiveness of PAPs and other processes in YSLU. Only for the evaluation of the effectiveness of Public Management PAP a pilot evaluation mechanism was created and applied. An attempt was made to develop a project profile taking into account weak and strong sides, as well as to assess differences between students' perceptions and expectations and actual educational services. YSLU Quality assurance center conducts various surveys and studies which are the tools of evaluation of the effectiveness of different university processes. A deep analysis "Higher education compliance: graduates and market 2011" has been made by YSLU but the analysis is not coherent with the activities of the University. Class observations are used as a means of data collection which are planned in advance by the chairs and then discussed after carrying out. There is information posted on the website on academic programs and lectures of BA and MA, qualifications, training and assessment procedures, available educational opportunities, and educational results.

2.7 The University considers placing of the decisions of Rector, Rectorate, Scientific Council and YSLU Board on the website to be a guarantee of publication objectivity. In addition YSLU Quality assurance center in cooperation with Career Center conducts various surveys and studies, and post their results on the official website. They contain quantitative information. Although there is a great number of publications of quantitative and qualitative information on academic programs and awarded qualifications, but their evaluation mechanisms are not available.

CONSIDERATIONS:

YSLU Governance structure is clear for the internal stakeholders. Activities of Scientific Council and Faculty Council are transparent. At the same time there is a necessity for interaction improvement between different units at different levels.

YSLU Governance system gives an opportunity to students and lecturers to participate in decision-making processes.

YSLU carries out study of the internal factors affecting its operation, but while making decisions it not always relies on the study results of the collected data. The analysis of demographic labor market changes and other economic factors is weak. The University does not have procedures of "environmental scanning".

Plan-do-check-act cycle does not fully function, as the effectiveness of monitoring mechanisms is not high.

The University has relevant tools which give an opportunity to reveal and evaluate the effectiveness of PAPs. Conducted class observations and surveys among students and lecturers are considered to be such kind of tools. Because of the absence of evaluation mechanisms of quantitative and qualitative information on academic programs and awarded qualifications it is impossible to determine the effectiveness of information dissemination, or at what extent they are updated, objective or impartial.

CONCLUSION: YSL Institutional capacity compliance with the requirements of CRITERION 2 - partially compliant.

RECOMMENDATIONS: It is necessary:

- To coordinate and specify effective interaction of all structural subdivisions,
- To develop inter-chair or inter-faculty best experience exchange mechanisms,
- To specify the timetable of the Strategic plan implementation,
- To base short-term and mid-term programs on the timetable of the Strategic plan implementation, thus ensuring effective realization of the latter,
- To study and analyze the external factors affecting the operation,
- To develop an effective Plan-Do-Check-Act cycle. Immediately after the development of the cycle it is necessary to organize trainings for administrative staff, as for the effective governance not only policy and procedures are required, but also staff with proper skills of application of those documents,
- To improve information analysis and application evaluation mechanisms.

III. PROFESSION ACADEMIC PROGRAMS

PRINCIPLE: PAPs are in concord with the mission of the institution, form a consistent part of institutional planning and promote mobility and internationalization.

FINDINGS:

3.1 The University represented PAPs of “Pedagogics”, “Translation”, “Public Administration”, the state educational standards of which are not approved. It is noted in self-evaluation report that the academic programs are compliant with the University mission. Specialty “Pedagogics” has a long history in YSLU, but it is not clearly reflected in its mission. There are thoroughly formulated learning outcomes at general PAP level. It is matter of another fact that learning outcomes at general PAP level are not formulated and their compliance with NQF is not visible. Many professors mentioned that their syllabuses do not meet NQF. Some suggested that, since NQF was under review, it would be preferable to wait for the revisions to be finalised, than to try now to match their programmes against the Framework.

3.2 It is mentioned in the self-evaluation report and then it was approved during the expert visit that various teaching and learning methods are used in YSLU. In case of some subjects (mainly – chairs of Teaching methods of Pedagogy and languages and Education management and planning) teaching, learning methods and intended outcomes are included, but as a result of the meeting with lecturers it turned out that it is not available for all the courses of the University.

The results of the evaluation of lecturers by students are discussed during the chair sessions.

3.3 In YSLU mainly theoretical knowledge is assessed, there are variety of student encouragement and punishment measures, checking of residual knowledge, and research evaluation regulations. YSLU has a common mark scale set at 60 in the past, but recently changed to 50 for the final examination. A complete understanding of academic honesty has not formed yet in the University.

3.4 Mobility of students and lecturers is not high at YSLU. The University has taken some steps to meet the requirement of the Bologna declaration, such as the adoption of a credit system that maps on to ECTS but it does not contribute to student mobility. At the same time YSLU has taken measures in the direction of internationalization, thus organizing oriental languages trainings. In order to contribute to its Internationalization the University organizes additional language courses for students, lecturers and administrative staff.

3.5 All three PAPs represented in the Self-evaluation report used class observations and student surveys as tools for program monitoring and evaluation. Methods used by lecturers were evaluated through class observations. The results were discussed during chair sessions. Discussions allowed seeing the flaws, making necessary adjustments reversing course descriptions and teaching methods.

CONSIDERATIONS:

Syllabuses are comprehensive and described in detail, but profession outcomes are not described.

The University's PAPs are mainly consistent with its mission, but in conditions of the absence of state educational standards it is impossible to determine their compliance and detailed description according to intended learning outcomes of awarded qualifications.

Various teaching methods are used at YSLU. All this surely contributes to student-centered learning. Although the University has a policy of selection of teaching and learning methods, it is impossible to assess their compliance with PAPs intended outcomes because of the lack of the latter.

YSLU has a student assessment policy, but there is no perception that the assessment should be made according to all output results.

There are also penalties for violation of academic honesty. The University does not take steps to inform students about academic honesty.

There is a policy of evaluation and improvement of PAPs' effectiveness, but effectiveness evaluation tools do not cover the whole field. There are many tools but their comparability is weak.

CONCLUSION: *YSLU institutional capacity compliance with the requirements of CRITERION 3 - partially compliant.*

ADVICE: It is necessary:

- To clearly formulate intended outcomes for PAPs of BA and MA and ensure their compliance with NQF,
- To develop a mark system based on the evaluation of the output results of the subjects,
- To develop a clear document regulating issues of academic honesty,
- To develop a clear methodology of implementation of benchmarking.

IV. STUDENTS

PRINCIPLE: HEI has student advising and support services which provide for productive and learning environment.

FINDINGS:

4.1. YSLU has set mechanisms for promoting equitable recruitment, selection and admission procedures, which are implemented on a competitive basis. Admission of students to BA level is implemented by the State; that for MA level – is done by YSLU.

4.2 YSLU has several regulations for revealing and improving students' needs. There is a Health center, which supports those students who have medical needs. Recently, questionnaires "Students' satisfaction assessment" have been developed in YSLU, a pilot survey has been conducted, the results have been analyzed.

4.3 The University provides opportunities for extra-curricular activities aimed at student learning. In addition Center of ongoing education provides additional trainings in different languages, which are also aimed at creating effective learning opportunities for students. The University creates opportunities for additional training and consultation; consultations are carried out in accordance with the schedule. There is such an environment which allows ensuring transparency and availability of information not only at formal, but also at informal levels.

4.4 There are special hours and regulation set for students to visit the faculty administrative staff for additional support and guidance, but students do not follow them and apply to administrative staff when they need regardless of the schedule. Students confirmed that dean offices and lecturers are available which allows them to approach them and get necessary support.

4.5 In order to contribute to students' career the University pays great attention to modernization and improvement of PAPs. Different surveys are conducted representing revealed demands of labor market and society to corresponding departments, trying to ensure effective links between the University students, alumni and employers. YSLU has a Career center which is very active in promoting employment opportunities and maintains strong links with employers. Career center provides students with information through e: mail or Facebook page (for example, about vacancies, events, etc.).

4.6 YSLU ensures its students' participation in research works through guarantying and planning of publication of their scientific articles, research works. However, there is no regulation developed for involving students in research grant projects. In fact, the University has no clear mechanisms ensuring engagement of students in its research activities.

4.7 The Rector, Deans and Student Council are responsible for the protection of students' rights in YSLU.

Members of Student Council actively implement different functions according to responsibilities and assignments distributed between them.

4.8 Students and alumni surveys are considered to be mechanisms of quality assurance and evaluation of educational, consultation and other services. PAPs are evaluated in this way as well. Within the framework of pilot program ANQA in cooperation with the Chair of Education management and planning has implemented evaluation of the academic program of the Master of Education management.

CONSIDERATIONS:

Although the University's recruitment, selection and admission policy was developed the RA Ministry of Education and Science, the University has formed mechanisms contributing to the recruitment of students.

In order to support its students YSLU conducts a specific policy for revealing educational needs, which is enshrined in procedures.

In order to contribute to students' effective learning the University has created additional opportunities for additional training and consultation, clear regulation and timetable for applying to administrative staff, career center and alumni database.

There are also services contributing to students' career, but it is difficult to assess their effectiveness because that system is in the elaboration phase.

YSLU supports students to be engaged in research activities, but it is not one of the University's priorities. Education and research areas of the University are not merged yet.

Students' rights are protected by Deans, YSLU Rector, Student Council.

The University has separate tools for quality assurance and evaluation of educational, consultational and other services. However, these tools have not turned into stable mechanisms: there is no feedback mechanism.

CONCLUSION: *YSLU institutional capacities compliance with the requirements of **CRITERION 4** - partially compliant.*

RECOMMENDATIONS: It is necessary:

- To improve procedures and mechanisms for revelation of students' needs giving them more coordinated character,
- To improve the policy of recruitment of foreign students,
- To involve target employers in the development of PAPs in order to contribute to students' career,
- To develop mechanisms for involving students in the University's research activities.

V. FACULTY AND STAFF

PRINCIPLE: HEI provides for a high quality faculty and staff to achieve the set goals for academic programs and institution's mission.

FINDINGS:

5.1 YSLU has a "Regulation of Faculty formation" and Faculty quality rating assessment procedure". Class observations, discussions of the content of lecturers' work and surveys conducted among students, published works, conference speeches are considered to be the feedback mechanisms for conducting evaluation of professional qualities. For the implementation of academic programs the University has developed a policy of selection of Faculty and staff with required qualifications, some procedures have also been formed.

5.2 YSLU has a "Regulation of Faculty formation", calculation norms of educational works, "Regulation of training and professional development program organization". There are no such regulations set for separate PAPs.

5.3 YSLU Quality assurance center and Education department conduct surveys among students for the evaluation of lecturers' work quality. There are also other tools: a) class observations, the results of which are recorded and discussed during chair sessions: This system was used for quality control. b) student surveys on teaching effectiveness and quality, c) individual reports as a means of assessment lecturers' work: d) open classes, etc.

5.4 Self-evaluation report states that "the University does not have a separate policy and does not provide finances for commercialization of its own scientific research". YSLU has not done specific revelation of teachers' needs. Surveys on training system effectiveness have not been conducted among the teaching staff.

5.5 YSLU Faculty indicators meet the requirements of licensing. Self-evaluation states that YSLU Faculty regularly improve their professional skills and competences in accordance with modern teaching

requirements. Teacher trainings are not systematic as a result of which there are chairs with a high level of training, but there are also chairs with quite low indicators in this regard.

5.6 Professors' progress and professional achievements are not encouraged by salary increase, changes in salary occur only in case of receiving scientific degree or title.

YSLU provides opportunities for publication of research works for the purpose of the development of professional qualities of Faculty. There are some procedures in place ensuring Faculty professional progress.

5.7 Self-evaluation contains no reference to the mechanisms evaluating sufficient number of Faculty and staff for implementation of the Strategic plan, but employees and students stated that they are satisfied with the University support. Electronic learning, publishing, testing and resource center organized trainings for administrative staff on holding electronic registers and entering students' scores.

CONSIDERATIONS:

YSLU has developed policy and procedures for selection of faculty and staff with required qualifications for implementation of academic programs, but there are no specific requirements for faculty professional qualities for each PAP.

There are specific procedures for regular evaluation of Faculty. Faculty evaluation criteria are used but there is no assessment of its effectiveness.

In accordance with the needs revealed as a result of regularly conducted internal assessments the University organizes events aimed at lecturers' professional development, but they do not have a coordinated character. YSLU has a regulation of Faculty training and professional development program organization. YSLU Center for ongoing and additional education does not effectively implement its function of teacher training.

The University takes steps ensuring appropriate teaching staff for PAPs but its stability is still not guaranteed.

There are procedures ensuring Faculty professional progress but no separate brief policy.

The University has administrative and support staff but there was no task to analyse and study availability of the latter for the implementation of the Strategic plan.

CONCLUSION: YSLU institutional capacities compliance with the requirements of ***CRITERION 5*** - **partially compliant.**

RECOMMENDATIONS: It is necessary:

- To develop certain requirements for Faculty for separate PAPs taking into account their peculiarities,
- To reveal the requirements represented to Faculty, necessary for each PAP,
- To plan development of professors' competencies,
- To develop position profiles for Faculty and staff.

VI. DEVELOPMENT AND RESEARCH

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

FINDINGS:

6.1 Priorities of YSLU in the field of science are reflected in the Strategic Plan. In its self-evaluation report the University represented scientific research plans of chairs, main directions, indicators of professors' and students' participation in conferences, published scientific journals, collections, etc. The University has a certain policy expressing its interests and ambitions in research field. The chairs approve research topics, implement monitoring and discussion. The University gives an opportunity to upload conference materials from its website, thus ensuring their availability and accessibility for its stakeholders.

6.2 Annual reports are the only tool for research monitoring. By the way the Rector's annual report is the only tool for measuring the University progress. YSLU has a medium and short-term programs for research field reflected in lecturers' individual plans, as well as in plans of the chairs, scientific centers. Master's program and post-graduate education in 10 specialties have the same purpose. Opportunities of additional funding for research activities or international grant programs are not fully used.

6.3 In order to solve priority research scientific issues some substructure changes have been made, new specialists have been invited, research elaborations have been multiplied.

6.4 YSLU emphasizes internationalization of its research in its Strategic Plan. However, this process does not have a systematic character. The list of the articles published abroad is relatively limited.

In relation to the internationalization of the research the University:

- set up various research centers,
- organizes ongoing scientific events and ensuring participation of foreign scientists: in 2007-2011 some foreign scientists represented their lectures in YSLU,
- In order to ensure international cooperation in scientific field joint research is organized with partner universities the results of which are published in international scientific journals.

6.5 The link between research and teaching is described in self-evaluation. It is highlighted as a priority issue. In this regard, special attention was paid to planning and recording of professors' scientific works, their compliance with science level and methodological standards, however, the link between research and teaching has not been studied yet, it has spontaneous and fragmented nature.

Mechanisms for linking research and teaching have not been developed.

CONSIDERATIONS:

There is a certain policy reflecting the University's interests and ambitions, which is expressed in the Strategic plan. YSLU has long-term strategy and mid-term and short-term programs, which somehow reflect its interests and ambitions in research field, but they need to be clarified.

The University takes measures for involving professors from partner universities, publishing professors' articles in international peer-reviewed journals, organizing joint-conferences, but it should not be stated that adequate measures are taken for the internationalization of research activities. The number of publications in international peer-reviewed journals is quite small.

YSLU has taken measures for linking research and teaching but there are no clearly formulated mechanisms.

CONCLUSION: *YSLU institutional capacities compliance with the requirements of CRITERION 6 - partially compliant.*

RECOMMENDATIONS: It is necessary:

- To develop and apply research effectiveness and actuality assessment tools,
- To ensure links between research and teaching,
- To add relevant financial investments for increasing the University's research effectiveness
- To develop a clear strategy of research internationalization.

VII INFRASTRUCTURE AND RESOURCES

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

FINDINGS:

7.1 YSLU ensures a learning environment appropriate to the academic programs offered, which includes building and property conditions, library, information and communication equipment. According to the results of the analysis lecturer-computer ratio was 14:1. The same picture is in case of students – the availability of computers for them is 16 minutes per day. Computer and technical recruitment process continues. YSLU has created conditions for health and security, however catering and sports conditions need improvement. In order to reveal satisfaction with a learning environment surveys are conducted among the internal stakeholders.

7.2 There is a well-established process of distribution of financial resources in YSLU. Expenditure planning is done from the perspective of implementation of purposes, while preparing the annual report the University is not guided by strategic priority areas, and it is based on the proportion of the expenditure and provided revenues of the previous fiscal year. The activity of each financial year is subjected to mandatory external financial audit, the results of which are published on the website of YSLU. The very great majority of the University's income is from tuition fees. At the same time in recent years, steps have been made to find other sources of funding, for example, banking language pilot courses were organized and paid services were provided by the translation bureau. The University has had some considerable success in attracting support from foreign governments and embassies, which had added resources for students and staff. Some resources have been provided by local businesses. Tools for evaluation of financial resources allocation have not been developed yet.

7.3 Documents on financial resources for separate academic programs are not intended in YSLU and individual financial planning with disbursement is not done. Although mechanisms and procedures ensuring implementation and continuity of PAP purposes are not formally regulated and coordinated, actually they are functioning in YSLU.

7.4 YSLU's existing resource base contributes to the implementation of strategic plan. The University is not fully equipped with necessary technical means, but considerable work has been done in that direction. This is evidenced by the results of recent surveys and meetings of the expert group with students and employees. There is no system for assessing the adequacy of resources to the needs.

7.5 YSLU has "Unistudent" system for student records and some electronic databases were created: .

- In scientific part – on planned and implemented scientific works,
- Education department - on students' number and their performance,
- Career center – on alumni and employers.

At the same time the following shortcomings were stated in the self-evaluation report:

1. Management policy of information and workflow processes is regulated by internal documents, which are not unified at conceptual and procedural levels.
2. Tool features of “Mullberry” electronic system are not fully used.
3. The system of collection, classification and utilization of data related to learning process is not secured from technical failures.

Different units of the University have student databases, and each of them serve specific unit's objectives. Database stored data to some extent coincide, at the same time containing specific information. Each of those databases is not available for other unites. There is no mechanism uniting decentralized bases. There are no information transfer mechanisms for quality assurance purposes.

7.6.YSLU has a civil defense structure. The University has medical, security and guard services. Satisfaction of the Faculty with the services provided by buffet is 45.8%, medical service - 69.7%, security - 84.1%. Students' satisfaction level is as follows: food provision service by buffet - 63%, medical service - 79% and security - 89%. The University does not provide necessary conditions for the students with special needs.

7.7 Main mechanisms of evaluating applicability, availability and the effectiveness of the provided resources are surveys, which, however, are not enough for assessing applicability, availability and efficiency of resources.

There is no documented process of evaluation applicability, availability and effectiveness of resources provided to students and professors.

CONSIDERATIONS:

The University is actively working on improving the learning environment. YSLU allocates appropriate financial resources for implementation of its mission and purposes.

YSLU has financial resources allocation policy, but there is no distribution of funds according to PAPs, so it is difficult to assess if implementation and continuity of the purposes are guaranteed.

Availability of resource base necessary for each PAP is not obvious, as PAPs developed by the University do not carry that information.

Information and workflow processes introduced in YSLU are in the development phase, therefore, evaluation of their management procedures is also in elaboration and correction phase.

YSLU created secure environment for organization of educational process. There is a medical center in YSLU. But there are no conditions available for the students with special needs.

There are mechanisms of evaluating availability, applicability and effectiveness of resources, and they are in elaboration phase.

CONCLUSION: YSLU institutional capacities compliance with the requirements of ***CRITERION 7 - partially compliant.***

RECOMMENDATIONS: It is necessary:

- To improve the University's infrastructure providing funds not only for computer equipment but also for equipping the auditoriums with furniture,
- To create auditoriums equipped with necessary literature and computers providing an opportunity for team working,
- To develop appropriate mechanisms for evaluation of the learning environment necessary for implementation of existing PAPs,
- To implement financial resources allocation monitoring according to purposes and directions of the strategic development plan,
- To ensure necessary environment for the students with disabilities and special needs.

VIII. SOCIETAL RESPONSIBILITY

PRINCIPLE. *HEI is accountable to the government, employers and society at large for the education it offers and the resources it uses to meet these objectives.*

FINDINGS

8.1 Statutory mechanisms for accountability are built into the membership of YSLU's Governing Board. YSLU recognizes and performs its responsibilities but this experience is not formulated in its Charter or Policy. The University has such accountability forms as financial audit reports, provision of a range of data about students and, indeed, ANQA review, itself. The fact of being accountable to State was conditioned by the University's responsibilities regulated by law. In order to ensure societal accountability interuniversity mechanisms were established.

8.2 YSLU ensures transparency of its operation publishing the Rector's annual reports and all formal documents on its website. Transparency and availability of procedures, processes are ensured by publication of all documents regulating the University's operation and inform stakeholders through electronic notification. Website also ensures feedback with society. YSLU puts into practice social networking features in order to ensure publicity of its operation. For ensuring and developing cooperation with media YSLU has signed a collaboration contract with Public television of Armenia.

8.3 There are stable feedback mechanisms contributing to formation of links with society. The University has a Public relations unit. The University actively collaborates with embassies, schools, NGOs and other public representatives. The University publicises its offerings through its website, including its offerings to the general public. As a feedback means YSLU has created alumni database, electronic communication system, and "Alumni Association" in 2007, which received a state registration with the University support.

8.4 In order to introduce an effective system of additional and ongoing education during 2010/2011 and 2011/2012 academic years YSLU has developed three courses included in programs – *linguistic competency development, skills enhancement, professional development and training*.

Skills enhancement program is still in the development process, but in 2011/2012 academic year a pilot program "Banking and accounting basics" was implemented combined with professional language training. Public services are provided through a variety language courses. As main mechanisms of passing knowledge (values) these centers ensure opportunities of additional and ongoing education.

CONSIDERATIONS:

YSLU accountability is ensured by a variety of regulations. Rector's annual reports are regularly submitted. The University ensures transparency and availability of procedures and processes. The University students have started teaching foreign languages for free, which can be observed as a means of transferring knowledge to the public.

The University library also acts an important link, as it is open not only for its students and professors but also for the wide society.

CONCLUSION: *YSLU institutional capacities compliance with the requirements of CRITERION 8 - Compliant.*

ADVICE: It is necessary:

- to develop public relations strategy,
- to ensure continuity of public relations,
- To plan events increasing process effectiveness.

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

FINDINGS:

9.1 There is a separate section in YSLU Strategic plan where its internationalization process is represented. The University's internationalization process is mainly coordinated by the International relations unit. During the recent years the University has made some steps in the direction of enrichment of foreign relations and has achieved tangible results. The University makes great efforts to establish and maintain links with foreign Universities. YSLU cooperates with a number of international organizations – European Union, Council of Europe, UNESCO, structures developing linguistic cultural policy of CIS.

9.2 The International relations unit has a range of functions including promoting international activities and supporting conferences attended by international delegates. The International relations unit assists incoming and outgoing students with visa requirements. IRU is responsible for maintaining international cooperation contracts and assisting members of staff who visit YSLU under the terms of those contracts.

9.3 The University's mission states the importance of the European integration but it has also links in Eurasian territory and East. International collaborative field has not yet received a clear target mapping, and financial resources are not sufficient, as a result of which some international agreements operate partially, both in terms of contextual and temporal aspects. The University cooperates with local and international structures implementing many programs. The University's cooperation with UNESCO's Higher Education Center CEPEC is noteworthy. Lecturers from Austria, Italy and Iran are currently teaching on YSLU courses. YSLU has been very imaginative in exploring Iranian links, for instance, ensuring that course materials are available in English to facilitate study. As a result of cooperation with

Iranian Embassy a cabinet of Iranian studies was created which is equipped with necessary literature. The University has collaborated with other universities in successful TEMPUS projects.

9.4 The University ensures appropriate level of its students' knowledge of foreign language in a few ways. Thus, the University supports students in process of leaving for abroad within grant programs. The fact that certification exams are conducted when 2nd and 3th language courses come to their end also contributes to knowledge of foreign languages. YSLU organizes language courses for Faculty and staff, which contributes to the increase of the level of foreign language knowledge.

CONSIDERATIONS.

The events organized in the University are actually aimed at experience exchange and internationalization. The international relations unit is quite active, and in institutional terms it can be stated that taken steps contribute to the implementation of the above-mentioned purpose. The University is notable for its active cooperation with international organizations and structures.

Limited financial resources are real obstacles for effective cooperation of YSLU with international organizations and structures.

The University ensures the appropriate level of a foreign language for internationalization purposes.

CONCLUSION: YSLU institutional capacities compliance with the requirements of CRITERION 9 - compliant.

RECOMMENDATIONS: It is necessary:

- to develop a clear policy of the University internationalization, procedures and strategic development plan,
- to develop tools for evaluation of the effectiveness of policy and procedures contributing to internationalization, experience exchange and development,
- to reduce the risk of incomplete implementation of cooperation contracts seeking new financial sources.

X. INTERNAL QUALITY ASSURANCE SYSTEM

PRINCIPLE: HEI has internal quality assurance system, which contributes to the continual development of all University processes and Quality culture development.

FINDINGS:

10.1 YSLU quality assurance center was one of the first centers in the Republic. It is represented in the Charter of Quality assurance center as a research center. The University strongly emphasizes the importance of introduction of internal quality assurance system and institutional self-evaluation processes according to European standards and quality assurance center as a relevant structure plays a crucial role. QAC has developed "QUALITY – 2015" strategic plan and action plan of YSLU. It represents YSLU policy

from the perspective of quality assurance. It should be mentioned that YSLU internal main procedures and internal quality assurance manual are in the development phase.

10.2 YSLU QAC was established in 2009 with only one position – Head of the center. In September, 2012 two positions of coordinators were also created. QAC officers regularly conduct surveys among students and hold meetings with Heads of the chairs. Financial, material and Human resources are provided for the implementation of quality assurance purposes. YSLU has no program budgeting system and separate target financial allocations for quality system are not intended in YSLU budget.

10.3 In accordance with the strategy "QUALITY_2015" it is planned to develop a system based on surveys conducted among students, lecturers, alumni and employers. It is intended to achieve involvement of the study of both internal and external stakeholders' opinions.

10.4 Charter of QAC is currently in the elaboration phase. At the time of creation QAC was within the structure of the units controlled by the Vice-rector on Educational matters. The University believes that it was in line with the existing structure. Now it is directly exposed to the Rector. In YSLU there is no clear understanding of functions of QAC. In order to improve the situation it was foreseen to create a consulting group which will discuss and offer a common format of qualifications framework and will develop an action plan together with timetable and list of events.

10.5 In order to ensure sufficient grounds for external quality assessment immediately after the establishment YSLU QAC initiated the process of evaluation of self-analysis reports in the direction of institutional criteria and standards and implementation of the strategic plan.

10.6 Internal quality assurance system is in the formation phase.

CONSIDERATIONS:

YSLU has a quality assurance policy, and the procedures are in the phase of elaboration and specification. Internal quality assurance unified system has not been established yet, and quality assurance manual has not been developed.

The University leadership makes every effort to provide human, material and financial resources for internal quality assurance processes, but the effective use of resources is threatened as a result of a lack of a system.

Separate financial allocations provided to YSLU Quality assurance center are not intended in the University budget.

The head of the center combines his work with teaching. He is also the Head of a Chair, so it is very difficult for him to implement obligations as a head of quality assurance center.

Internal and external stakeholders are not sufficiently involved in quality assurance processes. Participation of internal stakeholders in surveys cannot be considered as evidence of their involvement in quality assurance processes.

Quality assurance center provides some grounds for external evaluation processes, but the lack of quality assurance system hinders both their effectiveness and external evaluation processes.

Posting information on the website is chosen as an indicator of transparency, but it is not enough and cannot serve as proof of transparency.

CONCLUSION: YSLU institutional capacities compliance with the requirements of ***CRITERON 10*** - **partially compliant.**

RECOMMENDATIONS: It is necessary:

- to develop quality assurance concept and policy,

- to formulate internal quality assurance system, which will be compliant with RA state accreditation criteria and ESG standards,
- to develop quality assurance manual,
- to ensure financial independence of QAC and provision of all necessary material resources,
- to create mechanisms for making stakeholders participate in quality assurance processes,
- to develop clear mechanisms which will allow to evaluate and regularly review internal quality assurance system.

APPENDIX 1. BRIEF CVs OF THE EXPERTS

Lilit Zakaryan. In 1988 she graduated from Yerevan State pedagogical institute named after Kh. Abovyan, receiving a qualification of a degreed specialist of a teacher of History and Soviet Law. In 1993 she received a scientific degree of a candidate in History, in 2008 –that of an Associate Professor of “History” specialty. Her scientific research covers topics relating to transformation of political system in Armenia, civil society formation, gender aspects of politics. She taught at Northern University, Yerevan State Pedagogical University named after Kh. Abovyan, Slavonic University. At Northern University she occupied positions of a Dean of the Department of Law and Journalism, Head of the Chair of Journalism and Social subjects, Head of Education Department. She is currently working at the Institute of History of RA NAS as a senior researcher. She is the Head of the Quality Assurance Department of Northern University. In 2009-2010 she participated in program pilot accreditation works at Northern University compiled by ANQA, in 2012-2013 - institutional pilot accreditation works. She attended ANQA’s trainings and was included in ANQA’s expert group to visit a number of Universities of the Republic.

David Timms spent 37 years in full-time teaching, research and management in Leicester University (1972-74); Manchester University (1974-1990) and Bath Spa University (1991-2009). At Bath Spa he was Professor of English and Deputy Vice Chancellor. He became a freelance higher education consultant in January 2010.

From 1995-2010 he worked additionally for the UK Quality Assurance Agency for Higher Education (QAA) in a number of capacities, particularly institutional auditor/reviewer (UK and overseas) and assessor for degree-awarding powers. He also undertook advisory or consultancy roles for many UK universities, including (*inter alia*) Bristol University, UCL, Greenwich University, Nottingham Trent University, Derby University, Southampton Solent University, Worcester University, and University of Wales, Newport.

Since becoming freelance, David continued to undertake UK audits for QAA, was one of the team for the QAA overseas audit in Singapore in 2011, and one of the team of assessors for the degree-awarding powers application of the Royal Academy of Music in the same year. He was also author of QAA ‘Cause for Complaint’ reports on the University of Wales and St Mary’s University during this period, and undertook other work for QAA protected by confidentiality agreements. David is a trained ‘European Expert’ for the purposes of reviews for the European Association for Quality Assurance in Higher Education (ENQA).

Other recent clients and consultancies include:

- (Bahrain) Quality Assurance Authority for Education and Training (QAAET). Review of Bahrain National University. Panel member. (2010)
- Capella University (USA). Academic due diligence review and report, preparatory to major purchase of a UK private higher education provider. (2010)
- (Irish) Higher Education and Training Awards Council (HETAC). Reviews in Limerick (chair) and Galway (secretary and report-writer). (2010-11)
- University of Wales, Chichester University, Bath Spa University, University of the West of England. Evaluations and reports on quality assurance systems, internal and collaborative. (2010-12)
- Accreditation Organisation of the Netherlands & Flanders (NVAO). Review of the Swedish National Agency for Higher Education (HSV) for renewal of ENQA membership. Secretary & report writer. (2011)
- Albania Public Accreditation Agency for Higher Education (APAAL). Report on the readiness of APAAL for ENQA membership. (World Bank funded) (2011)
- University of London. Review and report with recommendations on the University's Framework for International Programmes (with Peter Williams). (2011)
- ENQA. Review of Catalan Quality Assurance Agency (AQU) for renewal of ENQA membership. Chair. (2012)
- Catalan Quality Assurance Agency (AQU). Review of Autonomous University of Barcelona's Study Abroad Programme. Chair. (2012)
- Lithuanian Centre for Quality Assessment in Higher Education (SKVC). Review of Zemaitija College. Chair. (2012)
- Edge Hill University, Newport University, the College of Law, University of Wales Trinity St David, Bournemouth University, Bristol, Falmouth University, Ashridge Management College. Reading and commenting on self-evaluation documents, and training staff at all levels up to vice-chancellor for QAA institutional audit and review. (2010-2013)

Yelena Yerznkyan. In 1975 she graduated from Yerevan State University obtaining a qualification of philologist, degreed specialist of English language and literature. In 1979 she defended her thesis in Moscow receiving a scientific degree of a candidate in Philology. In 1984 she was awarded a scientific degree of an Associated Professor of "Foreign languages" specialty, in 2008 - an academic title of professor of "Linguistics" specialty. In 2012 she defended her doctoral dissertation and received a scientific degree of a Doctor in Philology. Her scientific research covers cognitive linguistics, semantics, comparative linguistics, methods of teaching of foreign languages, as well as topics concerning evaluation and testing of knowledge. She is an author of more than 130 scientific and methodological works, including monographs, dictionaries and university textbooks. She has been working at Yerevan State University since 1979 first as a lecturer of the Chair of Foreign languages, from 1984 to 1993 – as an Associated Professor of the same chair, since 1993 – as a Head of the chair of English language N 2. Since 1995 she has been the chief editor of interuniversity collection of scientific works "Foreign languages in High school", since 2007 - chief editor of a scientific journal "Foreign languages in Armenia". In 2012 she participated in a number of trainings conducted by ANQA.

Aghavni Hakobyan.In 2001 she graduated from Gladzor University obtaining a qualification of an economist-financier. In 2005 she received a scientific degree of a candidate in Economy, and in 2009 – that of Associated Professor of Economy. Her scientific research covers topics relating to economic competition protection. She taught at Yerevan Gladzor University, Yerevan branch of Moscow State University of Economics, Statistics and Informatics, Armenian State University of Economics. In 2007-13 she worked at Yerevan Gladzor University as a Head of Education Department. She works at the department of international relations of Armenian State University of Economics as a leading specialist. In 2009-2010 she participated in program pilot accreditation works organized by ANQA, in 2012-2013 – in institutional pilot accreditation. She attended trainings held by ANQA.

Ani Gasparyan.Since 2009 she has been studying at Yerevan State Medical University, Faculty of General Medicine. In 2010-2012 she was a vice-chairman of the Board of the Faculty of Medicine. In 2010 - got a scholarship named after Levon Paroyan. In 2012 she participated in trainings organized by ANQA.

APPENDIX 2. TIMETABLE OF THE VISIT OF THE EXPERT GROUP

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Որակի արտաքին գնահատման փորձագիտական խմբի հնգօրյա այցի

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13-17 մայիսի 2013թ.

13.05.2013թ.

		Մեկնարկ	Ավարտ	Տևողություն
1	Հանդիպում ռեկտորի հետ	9:30	9:45	15 րոպե
2	Հանդիպում ինքնավերլուծության խմբի հետ	10:00	11:50	110 րոպե
3	Հանդիպում ուսանողների հետ 10-12 ուսանող	12:00	13:25	85 րոպե
4	Ճաշ (փորձաքննության խմբի քննարկումներ)	13:30	14:25	55 րոպե
5	Հանդիպում դասախոսների հետ 10-12 դասախոս	14:30	15:55	85 րոպե
6	Փաստաթղթերի ուսումնասիրություն Կադրերի բաժին, իրավաբանական բաժին	16:00	18:00	120 րոպե

14.05.2013թ.

		Մեկնարկ	Ավարտ	Տևողություն
1	Ռեկտրսների դիտարկում	10:00	11:55	115 րոպե
	Լսարանային ֆոնդ	10:00	10:15	15 րոպե
	Լաբորատորիաներ և մասնագիտական կաբինետներ	10:20	10:45	25 րոպե
	Գրադարան	10:50	11:35	45 րոպե
	Մարզադահլիճներ և մարզադաշտեր	11:40	11:55	15 րոպե
2	Հանդիպում որակի ապահովման կենտրոնի աշխատակիցների հետ	12:00	13:25	85 րոպե
3	Ճաշ (փորձաքննության խմբի քննարկումներ)	13:30	14:25	55 րոպե
4	Հանդիպում ամբիոնների վարիչների հետ	14:30	16:00	90 րոպե
5	Փաստաթղթերի ուսումնասիրություն Քարտուղարություն, Ուսանողական խորհուրդ, Ուսանողական գիտական ընկերություն	16:10	18:00	100 րոպե

15.05.2013թ.

		Մեկնարկ	Ավարտ	Տևողություն
1	Հանդիպում պրոռեկտորների և դեկանների հետ	10:00	11:25	85 րոպե
2	Հանդիպում միջազգային կապերի վարչության աշխատակիցների հետ	11:30	12:55	85 րոպե
3	Ճաշ (փորձաքննության խմբի քննարկումներ)	13:00	13:55	55 րոպե
4	Հանդիպում մագիստրոսական ծրագրերի իրականացման դեպարտամենտի աշխատակիցների հետ	14:00	15:25	85 րոպե
5	Հանդիպում շարունակական և լրացուցիչ կրթության կենտրոնի և կարիերայի կենտրոնի աշխատակիցների հետ	15:30	16:55	85 րոպե
6	Փաստաթղթերի ուսումնասիրություն Ուսումնական գործընթացի համակարգման բաժին	17:00	18:00	60 րոպե

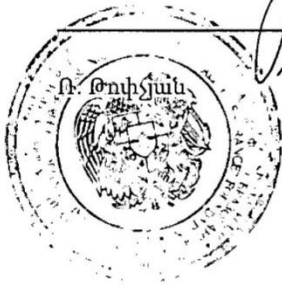
16.05.2013թ.

		Մեկնարկ	Ավարտ	Տևողություն
1	Հանդիպում ուսանողների հետ 7-8 ուսանող	10:00	11:25	85 րոպե
2	Հանդիպում դասախոսների հետ 7-8 դասախոս	11:30	12:55	85 րոպե
3	Ճաշ (փորձաքննության խմբի քննարկումներ)	13:00	13:55	55 րոպե
4	Հանդիպում պրոռեկտորների և դեկանների հետ	14:00	15:25	85 րոպե
5	Հանդիպում փորձագետների կողմից ընտրված կազմի հետ	15:30	16:30	60 րոպե
6	Փաստաթղթերի ուսումնասիրություն	16:40	18:00	80 րոպե

17.05.2013թ.

		Մեկնարկ	Ավարտ	Տևողություն
1	Հանդիպում փորձագետների կողմից ընտրված կազմի հետ	10:00	11:25	85 րոպե
2	Փաստաթղթերի ուսումնասիրություն	11:30	12:55	85 րոպե
3	Ճաշ (փորձաքննության խմբի քննարկումներ)	13:00	13:55	55 րոպե
4	Հանդիպում ինքնավերլուծության խմբի հետ	14:00	15:25	85 րոպե
5	Անհատական հանդիպումներ	15:30	16:30	60 րոպե
6	Հանդիպում ռեկտորի հետ	16:35	17:05	30 րոպե

Մասնագիտական կրթության որակի
ապահովման ազգային կենտրոնի տնօրեն



Երևանի Վ.Բրյուսովի անվան պետական

լեզվաբանական համալսարանի

Գ. Գասպարյան



APPENDIX 3. REVIEWED DOCUMENTS

1. YSLU strategic plans
2. Protocols of Scientific Councils
3. Protocols of Chair Sessions
4. Plans of scientific works
5. Training programs
6. Registers of class-observations
7. Lecturers' personal files in the personnel department
8. Protocols of student council, students' applications
9. Professions' educational plans
10. Course works
11. Diploma works
12. Results of winter examination period of YSLU 2012-2014 academic year
13. Charter of the YSLU scientific-educational center "International tourism"
14. Charter of YSLU educational-scientific center "International Journalism"
15. Charter of YSLU educational-scientific center "International Tourism"
16. Regulation of YSLU scientific-educational center of "Information and public communication technologies"
17. Regulation of YSLU MA scientific-methodological council
18. Regulation of YSLU Master program executive
19. Protocols of the sessions of the chair of Pedagogy and languages teaching methods, syllabuses compiled by the department staff, methodological materials, portfolios.
20. Documents of the workload of the chair of the Armenian-study, research plans, collections of scientific conferences with participation of lecturers and students, protocols of the sessions of the chair, syllabuses compiled by the department staff, reports of the lecturers on the work done out of auditorium during 2011-2012 academic year, lecturers' reports on scientific works, reports of the chair represented to the university leadership.
21. Protocol of providing consultations for YSLU needs
22. Statement given in media on providing consultation services for YSLU needs.
23. Reports of the presidents of state examination committees
24. Timetables

APPENDIX 4. VISITS OF THE EXPERT GROUP

1. Two meetings with the Rector
2. Quality Assurance center
3. Library
4. Personnel department
5. Legal department
6. Department of educational process coordination
7. Auditoriums, laboratories, professional cabinets, gyms, stadiums
8. Meetings with the group having implemented self-evaluation, Vice-Rectors, Deans, Heads of the chairs, students, foreign and Armenian lecturers, representatives of the department of International relations, officers from ongoing and additional center, employees from career center, president of alumni union.
9. Chair of teaching methods of Pedagogy and languages
10. Chair of the Armenian-study
11. Student Council

APPENDIX 5. DECLARATION OF THE INDEPENDENCE OF THE EXPERT GROUP MEMBERS

ՊԱՐՏԱՎՈՐԱԳԻՐ

Ես՝ Լիլիթ Զաքարյանս, հանդիսանալով փորձագիտական խմբի անդամ.

1. պարտավորվում եմ փորձաքննության ընթացքում և դրանից հետո ինձ հայտնի դարձած տեղեկատվությունը, որը համարվում է գաղտնիք մինչև դրա պաշտոնական հրապարակումը, օգտագործել միայն «Մասնագիտական կրթության որակի ապահովման ազգային կենտրոն» հիմնադրամին մատուցվող Ծառայությունների մատուցման համար:
2. Նշված պարտականությունը ներառում է հետևյալը.
 - 1) չգաղտնագրծել ինձ հասանելի դարձած «Մասնագիտական կրթության որակի ապահովման ազգային կենտրոն» հիմնադրամի, ուսումնական հաստատությունների՝ գաղտնի տեղեկատվությունը այլ անձանց,
 - 2) չպատճենահանել կամ այլ կերպ չվերարտադրել կամ այլ կերպ չհրապարակել գաղտնի տեղեկատվությունը,

Ես գիտակցում եմ, որ սույն պարտավորագրով ամրագրված իմ պարտավորությունների խախտման համար կենթարկվեմ պատասխանատվության ՀՀ գործող օրենսդրությամբ:

Ստորագրություն՝

ամսաթիվ

26.03.2013թ.

The Commitment on Confidentiality

I am David Timms, as a member of expert panel is obliged to:

- 1) Use the information, which is considered confidential unless it is officially published according to the RA Civil Code Article 141, only for the provision of services to the client during the service provision period and afterwards.

The above-mentioned obligation implies:

1. Not to reveal to third parties the confidential information made available to me by the Client.
2. Not to copy or publish the confidential information.

I realize that I will be subject to punishment according to the RA Legislation for not meeting the responsibilities stated in this Commitment.

David Timms

Signature

03 April 2013

Date

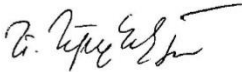
ՊԱՐՏԱՎՈՐԱԳԻՐ

Ես՝ Ելենա Երզնկյանս, հանդիսանալով փորձագիտական խմբի անդամ.

1. պարտավորվում եմ փորձաքննության ընթացքում և դրանից հետո ինձ հայտնի դարձած տեղեկատվությունը, որը համարվում է գաղտնիք մինչև դրա պաշտոնական հրապարակումը, օգտագործել միայն «Մասնագիտական կրթության որակի ապահովման ազգային կենտրոն» հիմնադրամին մատուցվող Ծառայությունների մատուցման համար:
2. Նշված պարտականությունը ներառում է հետևյալը.
 - 1) չգաղտնագրծել ինձ հասանելի դարձած «Մասնագիտական կրթության որակի ապահովման ազգային կենտրոն» հիմնադրամի, ուսումնական հաստատությունների՝ գաղտնի տեղեկատվությունը այլ անձանց,
 - 2) չպատճենահանել կամ այլ կերպ չվերարտադրել կամ այլ կերպ չհրապարակել գաղտնի տեղեկատվությունը,

Ես գիտակցում եմ, որ սույն պարտավորագրով ամրագրված իմ պարտավորությունների խախտման համար կենթարկվեմ պատասխանատվության ՀՀ գործող օրենսդրությամբ:

Ստորագրություն՝



ամսաթիվ

26. 03. 2013

ՊԱՐՏԱՎՈՐԱԳԻՐ

Ես՝ Անի Գասպարյանս, հանդիսանալով փորձագիտական խմբի անդամ.

1. պարտավորվում եմ փորձաքննության ընթացքում և դրանից հետո ինձ հայտնի դարձած տեղեկատվությունը, որը համարվում է գաղտնիք մինչև դրա պաշտոնական հրապարակումը, օգտագործել միայն «Մասնագիտական կրթության որակի ապահովման ազգային կենտրոն» հիմնադրամին մատուցվող Ծառայությունների մատուցման համար:
2. Նշված պարտականությունը ներառում է հետևյալը.
 - 1) չգաղտնագրել ինձ հասանելի դարձած «Մասնագիտական կրթության որակի ապահովման ազգային կենտրոն» հիմնադրամի, ուսումնական հաստատությունների՝ գաղտնի տեղեկատվությունը այլ անձանց,
 - 2) չպատճենահանել կամ այլ կերպ չվերարտադրել կամ այլ կերպ չհրապարակել գաղտնի տեղեկատվությունը,

Ես գիտակցում եմ, որ սույն պարտավորագրով ամրագրված իմ պարտավորությունների խախտման համար կենթարկվեմ պատասխանատվության ՀՀ գործող օրենսդրությամբ:

Ստորագրություն՝



ամսաթիվ

26. 03. 2013