



CONCLUSION

on

Accreditation of Institutional Capacities of

INTERNATIONAL SCIENTIFIC EDUCATIONAL CENTER OF RA NATIONAL ACADEMY
OF SCIENCES

General Information about the Institution

Full name of the Institution: International Scientific Educational Center Of Ra
National Academy Of Sciences
Official address: 24, Marshall Baghramian Ave. 0019 Yerevan,
Republic of Armenia
Previous accreditation decree and Not available
date:

LEGAL BASIS

Guided by the regulation on “State Accreditation of RA Institutions and Their Educational Programs” approved by the RA Government decree N 978-N as of 30 June 2011; by RA Government decree N 959-N as of 30 June 2011 on “Approval of RA Accreditation Standards for Professional Education” as well as by the Procedure on the Formation of expert panel of “National Center for Professional Education Quality Assurance” (ANQA) foundation, ANQA discussed the ANQA's draft conclusion on the institutional capacities of International Scientific Educational Center of RA National Academy of Sciences (hereinafter referred to as the Center or ISEC of NAS RA) on the basis of self-evaluation presented by ISEC, expert panel report, ISEC Action Plan on the elimination of shortcomings mentioned in the expert panel report as well as expert panel opinion on the ISEC's Action Plan with the participation of the ANQA representatives, expert panel, and ANQA coordinator of the accreditation procedure.

As a result of the discussion the following was registered:

The main phases of accreditation procedure were carried out within the following time periods:

Submission of application	8 September 2015
Submission of self-evaluation report	01 March 2016
expert panel site-visit	10-13 May 2016

Submission of expert panel report	15 November 2016
Submission of action plan on elimination of shortcomings	27 December 2016

RESULTS OF PEER REVIEW

The expertise was carried out by an independent expert panel¹ formed in compliance with the requirements set by the ANQA regulation on "Formation of expert panel". The evaluation was carried out according to the 10 criteria² of institutional accreditation approved by the RA Government decree N 959-N as of 30 June 2011.

BRIEF SUMMARY

While carrying out the evaluation the expert panel took into consideration that International Scientific Educational Center of RA National Academy of Sciences is an educational scientific and cultural institution having national and regional role and its mission is "to promote social-economic development of the country and integration into international educational area, to ensure quality and competitive education fostering continuous development of an individual as well as smooth and interconnected transition from education to science".

Until 2011, according to the state accreditation standards and procedures, the ISEC did not receive accreditation. The Academy has participated in the current accreditation process according to his request.

The Center provides 26 MA programs 23 of which are in full time and 11 in part-time modes of study. The academic programs are structured based on the credit system and according to the state educational standards. They were reviewed in 2014 by adapting academic programs of some leading countries with the technical and human resources of the Center and the programs are aimed at preparing specialists with definite scientific-educational directions.

The Center has an experience of implementing academic programs in foreign language however currently it does not have any such program neither joint programs with other institutions or double diploma awarding programs. The programs linked with industry are limited. The expert panel is positive about the fact that the Center implements some interdisciplinary MA programs however the panel has noticed problems in defining learning outcomes for both the academic programs and separate courses.

¹ Appendix 1: Expert panel composition and ANQA support staff

² Appendix 2: Evaluation according to accreditation criteria

The Center is provided with teaching staff with high research skills which are formed on the basis of RA NAS staff on a contractual base. Qualitative criteria for the selection of the teaching staff and procedures on the selection are not applied. Evaluation of the teaching staff is carried out through student surveys, class observations and attestation and the trainings are organized according to the possibilities of the Center. The teaching staff has participated in trainings on quality assurance in the higher education system, and the involvement of the teachers in the leading scientific research project of the institutions of RA NAS ensures their professional development in practice.

Stabilization and rejuvenation of the teaching staff is carried out through the involvement of Ph.D. students in the teaching process.

Current classroom, laboratory and library resources and teaching staff of the Center and the Institutes of RA NAS create an effective learning environment and foster the formulation of the main outcomes of the programs. Financial revenues are formed from the state funding, students' tuition fees, extra-budgetary funds as well as scientific research and grant projects. Financial support for the modernization of technical equipment and the implementation of the research components of academic programs is provided by the Institutes of RA NAS and the Center provides resources for the organization of educational process and for paying the salaries of the teaching staff. Currently, sufficient resources for the stable implementation of the academic programs are under the disposal of the Center.

The operating mechanisms of student recruitment and admission give the Center an opportunity to ensuring a stable number of students during recent years. The number of dismissed students who do not diminish for years is troublesome. It shows that steps taken by the Center in this respect do not serve their purpose. Education processes in the Center are organized in the academic environment-with small groups and directly involving students in research activities which fosters students centered learning and the acquisition of learning outcomes. The expert panel gives importance to the fact that according to the students teaching staff and supervisors of the thesis papers are always available for them.

Students become aware of the assessment system through the academic program guidebooks and the availability of mechanisms of assessment appeal and preventing plagiarism promote academic honesty, transparency of assessment process and impartiality.

Expert panel finds it problematic that the assessment methods for practical and laboratory works, internship, and participation in the seminars, group and individual works are not clarified in the assessment system.

Interests and ambitions of the Center in the research sphere are limited in short-term and long-term projects which are carried out by the staff members of professional chairs in the Institutes of RA NAS within the frames of the topics implemented by the institutes. However taking into account the fact that scientific components should be one of the main directions of Research University, the Center should officially define its own primary goals and objectives

in research sphere. Operating in the leading research environment of RA NAS the students of the Center have a unique opportunity of effectively combining research and learning.

The management of the Center gives much importance to international cooperation considering the internationalization of research outcomes and integration into EHEA as a primary goal. Without having policy promoting external relations the Center carried out some activities towards internationalization and expansion of external relations. However, the Center does not operate effectively in terms of using the external relations of RA NAS and its Institutions for the development and fulfillment of the component of internationalization of the mission. The Department of International Relations does not have necessary professionals and does not carry out regulated procedures and the signed international or local cooperation agreements do not operate effectively. Proficiency in a foreign language, the attractiveness of the current academic programs as well as the activities carried out by the Center are not yet sufficient to enhance the mobility of the teaching staff and students and their participation in international exchange programs.

The Management system of the Center is not a traditional one for the educational institutions providing academic programs in higher education. The management of the Center is carried out by RA NAS which is considered to be the founder of the Center, by the executive body- the Director and the Scientific Council of the Center. The Director and the composition of the Scientific Council are approved by the Presidium of RA NAS which can have its influence on the autonomy of the Center's activities. The current procedures on the formation of governing bodies give an opportunity to the teaching staff and students to participate in the decision making processes. The structure, regulations and job descriptions need to be coherent and need to clarify the scope of duties and authorities of the managers of relevant fields of activities.

In RA educational sphere the Center places itself as a model of Research University however it does not have a structural unit or person responsible for science. The current structure and management system need to be adjusted to the solution of strategic objectives, as well as to the clarification of the chain of subordination between the higher and lower bodies. The impact of essential external factors is studied by the Center, necessary information is gathered about the results of the implementation of academic programs and other processes. The principle of total quality management while carrying out the administration of the processes is in the process of investment.

The grant "Education Quality and Relevance" provided by the World Bank was an external driver for the establishment of QA department, development of documents and implementation of activities at the International Scientific Center of RA NAS. The Center emphasizes the strategic plan for the continuous improvement of education quality which is reflected in the goals and objectives of the reviewed strategic plan. QA system of the Center is currently in the phase of development and does not fully carry out its functions. The system

does not yet have necessary mechanisms and does not gather sufficient data for the evaluation of the effectiveness of the academic programs and provided other services to ensure accountability about their quality. The main QA documents of the Center are summarized in QA manual where QA structure and the allocation of functions among different levels of management and structural units are presented. However, QA procedures by which the staff of the Center should be guided while carrying out QA processes, as well as the main mechanisms for ensuring the participation of stakeholders in the main processes are not developed yet. The documents concerning QA system are available to the stakeholders through the QA manual placed in the web-site however the responsible staff is not fully aware of their duties.

Strength of the University:

1. Improved strategic plan with defined goals and action plan.
2. Close link with RA National Academy of Science which gives an opportunity to use technical and material resources of research institutions of RA NAS.
3. MA as well as interdisciplinary academic programs focusing on the formulation of research skills among students.
4. Involvement of students and teaching staff in prioritized scientific research activities, opportunities of participating in conferences and publishing the results of research outcomes in journals.
5. Teaching staff with high professional skills.
6. Existence of classroom, laboratory, library, technical and other necessary conditions for the organization of education process and research.
7. Academic environment promoting students' and teaching staff's professional development
8. Aspiration of ensuring transparency and publicity of the activities through internet web site
9. Availability of QA manual and documental base for the implementation of QA regulated processes.

Weaknesses of the University:

1. The inconsistency of the current management system with the implementation of the strategic objectives.
2. The absence of defined ethical norms and passive involvement of internal stakeholders in the decision making processes.

3. The insufficiency of SWOT analysis and study of the effectiveness of management system, human, financial and material resources as well as influence of external factors.
4. Lack of academic programs in foreign language, joint and double diploma awarding programs.
5. Absence of defined procedures and formats for the financial planning and accountability according to strategic priorities.
6. Absence of KPIs to evaluate the effectiveness of the activities of the Center. Fragmented information about the effectiveness of academic programs and other procedures
7. Lack of clearly set ambitions and interests in research field.
8. Absence of set direction or priorities and common policy on international cooperation, insufficient level of participation of teaching staff and students in international exchange projects, limited number of operating international and local cooperation agreements.
9. Absence of QA procedures which should be developed based on PDCA cycle for the main processes, low level of awareness of QA responsible about their duties, passive participation of internal and external stakeholders in QA main processes.
10. Lack of professional human resources in QA center and the Department of International Relations.

EXPERT PANEL RECOMMENDATIONS:

Mission and Goals

1. To develop mechanisms and procedures for the evaluation and improvement of results of the implementation of mission and goals.
2. To develop a set of qualitative and quantitative indicators for the evaluation of factual implementation of strategic goals and objectives.
3. To make the participation of the stakeholders (especially alumni) more active in the processes of the development of mission, goals and objectives of the Center, their implementation, evaluation and improvement.
4. To develop own qualifications framework for the professions provided by the Center.

Governance and Administration

5. To analyze and evaluate the consistency of the Center's structure with the strategic goals and the effectiveness of the management system.
6. To clarify the responsibilities of all the structural units, to introduce the system of job descriptions.

7. Through the clarification of functions of the top management, to provide human resources in order to coordinate the scientific-educational activities of the Center as well as research component in the academic programs.
8. To develop ethical norms for management.
9. To ensure the broader and more functional participation of teachers and students in the decision making processes.
10. To develop policy and procedures on the evaluation and revision of strategic plan and the plans of the Center, to carry out monitoring and evaluation of the strategic plan.
11. To review the administration of the Center by introducing the principle of PDCA cycle in all processes.
12. To develop KPIs for the evaluation of the impact of external factors and the activities of the Center. According to the indicators, carry out annual evaluations and analyses.
13. To clarify the gathered information necessary for the analysis and evaluation of the effectiveness of academic programs and the management of other processes carried out by the Center, to develop QA necessary mechanisms.

Academic Programs

14. To develop policy and procedures on carrying out benchmarking of academic programs and other processes in order to fully apply the international leading practice for making the academic programs of the Center comparable with similar programs provided by foreign universities.
15. To clarify the learning outcomes of the academic programs based on the results of benchmarking and the needs assessment of internal and external stakeholders, to ensure the linkage of the learning outcomes and the content of the subjects taught with the mentioned results.
16. To improve current interdisciplinary MA programs and to promote the development of new programs. To introduce programs interlinked with industry and other research or educational institutions.
17. To develop policy and procedures on the selection, evaluation of the effectiveness and modernization of student-centered teaching, learning and assessment methods in line with learning outcomes
18. To clarify the mechanisms of needs assessment and analysis of internal and external stakeholders and labor market in the process of contextual and structural modernization of the academic programs.

19. To clarify the criteria for the assessment of thesis papers and learning outcomes mentioned in the assessment system and in course descriptions involving all modes of assessment of teaching and learning results (practical and laboratory activities, internship, participation in seminars, individual and group works, etc.).
20. To carry out all the processes mentioned in the regulation of academic program monitoring and regular review with the participation of internal and external stakeholders, to develop indicators for the evaluation of the effectiveness of academic program implementation and QA.

Students

21. To develop special policy and procedures on the students' educational needs assessment.
22. To improve the activities of career center ensuring their continuity and accountability to the external and internal stakeholders.
23. To develop mechanisms and procedures for students to apply to the administrative staff.
24. To broaden the level of self-governance of the students ensuring their greater involvement and in governing bodies in decision making procedures.
25. To apply the rotation system of transferring students from paid to free of charge education basis.
26. To develop QA mechanisms and mechanisms for the evaluation of consultancy and other services provided to students.

Teaching and support staffs

27. To apply the Regulation on the Formation of Teaching Staff and carry out the recruitment of teaching staff of the Center on competition basis.
28. To develop policy and procedures on the promotion and penalties of the teaching staff including dismissal from work.
29. To define requirements for the competences of the teaching staff for all the academic programs in line with the qualifications awarded to the graduates.
30. To amend the mechanisms of evaluating the teaching staff including mechanisms of self-assessment and peer-review as well as requirements and procedures of summering the results of multilateral evaluation.
31. To introduce system of professional development of the teaching staff and to develop mechanisms of evaluating the effectiveness of trainings.
32. To take steps for regulating rejuvenation, assurance of stability and professional development of the teaching staff.

33. To develop necessary mechanisms and tools to evaluate the effectiveness of the activities of the administrative staff.

Research and development

34. To develop strategy expressing interests and ambitions of the Center in the research sphere, giving importance to the possible merchandise of research outcomes and linking the prospects of the Center's development with it.
35. To consider the opportunity of establishing the position of a manager responsible for the coordination of scientific-research activities within the framework of restructuring of the management system.
36. To develop policy on the promotion of young researchers, to improve the current mechanisms based on the indicators evaluating the quality and modernity of research outcomes.
37. To introduce policy and procedures on ensuring academic honesty and applying mechanisms of preventing plagiarism.
38. To carry out studies of the effectiveness of mechanisms interconnecting research and education processes.

Infrastructure and resources

39. To develop policy on the planning, management and monitoring of the activities of the Center in accordance with the financial resources.
40. To develop mechanisms of financial resource allocation in line with strategic goals of the Center involving funding for the services directed to the healthcare and security assurance.
41. To develop regulation on the administration and documentation of the Center.
42. To review the mechanisms of evaluating the usage, availability and effectiveness of the provided resources involving there the mechanisms of needs assessment of the teaching staff.
43. To take steps towards making the chairs of the Center accessible for the students with special needs in terms of organization of education.

Social responsibility

44. To remodel the format of reports based on the KPIs.
45. To develop indicators for the evaluation of effectiveness of the mechanisms ensuring the accountability of the Center to the public.

46. To amend the concept on public relations fixing the tools for the evaluation of operating mechanisms contributing to the formation of public relations.
47. To develop tools for the evaluation of additional educational services and consultancy.

External relations and internationalization

48. To develop policy and procedures promoting external relations and internationalization taking into account the relations of RA NAS and its Institutes and activating the cooperation with them.
49. To improve the resources and the works of the Department of International Relations of the Center, to activate the cooperation of that department with the chairs in order to make the information about the international project available to the possible stakeholders.
50. To develop mechanisms for the full implementation of signed agreements, to enlarge the participation of teachers and students in international projects.
51. To organize regular trainings of foreign language for students, teaching and administrative staffs. To introduce courses and academic programs in foreign language, to develop joint MA programs with foreign and local educational institutions.
52. To introduce courses and academic programs in foreign language, to develop joint MA programs with foreign and local educational institutions.

Internal quality assurance system

53. To clarify the structure of QA system and to align the operating systems with it.
54. To develop procedures for the processes of 7 main spheres mentioned in the QA manual of the Center.
55. To develop mechanisms for all the responsible parties to implement all the activities envisaged in the QA manual⁸.
56. To develop package of documents regulating the allocation of financial and material resources for the implementation of QA processes.
57. To develop mechanisms which will clarify the application of survey results for the continuous improvement of academic programs and the functions of external experts in the processes of monitoring and review of the academic programs.
58. To develop mechanisms of gathering internal information that will give reliable and fundamental information to the administration of the Center about the effectiveness of the provided educational services and academic programs on the one hand, and to the internal and external examiners, on the other hand.
59. To develop mechanisms and tools for regular review of QA system.

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

The international expert is convinced that this part of the expert panel report will be useful for the Center and its stakeholders in terms of internationalization and continuous development of the institution's activities.

Observations:

1. The strategic plan of the Center isn't directly consistent with the institution's mission and there are no clear mechanisms of measuring the priorities and goals.
2. In general, the Center has lack of monitoring mechanisms and procedures to evaluation the effectiveness of academic programs, also there are no clear procedures and mechanisms for evaluating quality of services, which makes the process of planning and data analyses difficult.
3. The programs in the Center are educational and scientific, and students have opportunities to get involved in the research carried out in the NAS, this is unique opportunity that gives high reputation to the Center.
4. The Center has some policies but no clear procedures for assessing student educational needs.
5. The International Scientific Educational Center of RA NAS lacks in strategy for the close cooperation with industry (internal and external) as well as joint projects for internship and collaboration (industry-academy, academy-academy, academy- state institutions) which does not meet with international standards.
6. The International Scientific Educational Center of RA NAS has research capacities for internationalization but this potential and EU opportunities are not used properly.
7. There is no harmonization of curriculum and relevant academic procedures to International standards, as a result academic programs do not promote international mobility.
8. There is lacks of targets and appropriate mechanisms and steps ensuring internationalization.
9. There is lacks of human resources with academic level of knowledge of foreign languages and as a result there is no MA program in foreign language which can be

good asset for collaboration with international research centers and increase number of international projects and research.

10. There is no clear mechanism used by The International Scientific Educational Center of RA NAS for making the correlation between research and academic processes. From the site-visit we found that there are no clearly defined research and teaching performance indicators.

Recommendations:

1. Strategic plan need to have clear strategic objectives and strong measure mechanism for each objective.
2. The Center needs to foster a Quality culture by working on both quality assurance and quality management. Quality assurance focuses on academic matters and services which support students while Quality management focuses on effective development and monitoring of policies and procedures. Also a quality policy and quality goal needs to be publicized and publically available.
3. The academic programs need to have well formulated learning outcomes and the competences have to be defined more precisely.
4. The Center needs to create monitoring system for students' participation in the research projects.
5. The Center should continuously improve the quality by building a much stronger network with the private and public sector and also to include them in the monitoring procedures which will raise skill levels.
6. In order to foster collaboration and projects, the Center should put more effort in encouraging and motivating academic staff and students to apply for mobility and to take part in mobility programs as well as international cooperation.
7. To foster international relationship and attract students and academic staff from abroad the Center should consider offering some academic programs in English and increase the number of English courses in all academic programs.
8. Better alignment between strategic documents of all horizontal institutions (centers) of the Center as well as operational cooperation on many issues of mutual interest could bring benefits to all parties (ex. Interdisciplinary academic programs).
9. The Center needs to have clear action plan for professional development of non-teaching staff, including their involvement in new tasks facing the institution.
10. The Center is encouraged to have international relations coordinator for international relations within each institute.

11. The Center should publish information about its activities, including teaching staff (unified forms of CV in English), academic programs, intended learning outcomes of these programs, admission, the qualifications they award, research activities, other student services as well as graduate employment information. Web-page should be clear, accurate, objective and up to date.

ISEC' S COMMENTS AND SUGGESTIONS ON DRAFT REPORT OF EXPERT PANEL

The academy sent its remarks and comments on the report to ANQA on 16.09.2016. In 05.10. 2016 ANQA organized a meeting for the representatives of the University and the expert panel during which the expert panel gave its feedback. Taking into consideration the University's comments, the expert panel compiled the final version of the report. In the text of the final report the footnotes include the changes made by the group.

ACTION PLAN ON THE ELIMINATION OF SHORTCOMINGS MENTIONED IN THE EXPERT PANEL REPORT

RA NAS accepts that the recommendations provided by the expert panel are within the scope of the University's strategy, and it has submitted the action plan and time-schedule on the elimination of shortcomings, which was discussed at the Academy's Board meeting and approved by the Director on 26.12.2016.

Having examined the University's action plan of improvement of institutional capacities based on the recommendations provided in the final expert panel report, the expert panel comes to the following conclusion:

- According to the plan, the center undertakes to implement the recommendations of the expert panel on forty-eight issues. The panel considers that all recommendations are included in the action plan, and by the “RA NAS plan of action improvement activities” resources will be allocated for their implementation in the coming years, until 2020.
- The panel takes into account the international expert's peer review observations and consultations to integration into the European Higher Education Area are also to some extent taken into account by the Center.
- The activities of the Center and their implementation actions are mainly focused on documentary regulation in terms of developing different policies, procedures and mechanisms. The Center also plans to study its implementation and impact.
- The responsible person and the working group are clearly identified for all the actions, and the resources available to solve most of the appropriate tasks. Most tasks will take place during 2017-18, but in some cases the information should be evaluated and analyzed, the management and effectiveness of educational programs and information needed to evaluate and analyze effectiveness and

“teaching staff” category start-ups and the recruitment of the faculty is expected to be completed by 2020.

- The outcomes in the planned timetable are generally aimed at achieving the action goal but do not clearly indicate what qualitative changes can be expected at the end of the action. Policies, procedures and mechanisms for regulating the core areas of activity developed by the Center are put into effect immediately after development.
- The institution typically uses several measurement indicators to determine successful implementation and for the monitoring of individual project implementation steps and the evaluation of results and one measurement indicator is used to assess the impact of the actions.

The study of the RA NAS action plan on the elimination of shortcomings mentioned in the expert panel report has shown that the academy has mainly taken into consideration the expert panel's recommendations and pointed out shortcomings, and it has the readiness to emend them. The implementation of the major part of the University's action plan does not contain risks. The actions and respective steps directed to the improvement are mainly presented in compliance with the expert panel's suggestions.

Based on the above, ANQA recommends the Accreditation Committee to draw attention to RA NAS to pay attention to the implementation of the following points:

1. To give priority to the solution **External Relations and Internationalization**, as well as **Internal Quality Assurance System**.
2. "State Accreditation of Educational Institutions Implementing Vocational Education Programs in the Republic of Armenia and Their Specialties" submit a written report to ANQA on a regular basis on the results of the activities carried out under point 12 or within the deadlines set by the Accreditation Committee.
3. Review the deficiencies plan outlined in the expert report, taking into account the comments of the panel on the improvement program.

ANQA considers that the proposed reforms will contribute to the realization of the ambitions of RA NAS presented in the self-assessment report and will serve as a basis for subsequent evaluation.

Head of ANQA Institutional and
Programme Accreditation Division

Chair of the Expert Panel

ANQA Coordinator

COMPOSITION OF EXPERT PANEL

External evaluation of the institutional capacities of International Scientific-Educational Center of RA NAS has been carried out by the expert panel with the following members:

1. **Eduard Hakobyan** – Candidate of technical sciences, associate professor, head of the Chair of Electrotechnics and Electricity Consumption at National Polytechnic University of Armenia, head of the expert panel
2. **Nora Gevorgyan** – Candidate of political sciences in the profession of International Relations, associate professor at the Chair of World Politics and International Relations in the Institute of Law and Policy of the Armenian-Russian Slavonic University
3. **Meri Ghazayan** – Candidate of technical sciences, associate professor, head of the Chair of Thermal Power and Environmental Protection
4. **Azir Alue** – PhD in philosophy in the sphere of Computer Science, professor at the South East European University, Advisor of the Prime-Minister of Macedonia for the spheres of Science, Higher Education and Information Technologies
5. **Taguhi Abrahamyan** – 1st year MA student of the faculty of Agro business and marketing at the Armenian National Agrarian University

The works of the expert panel were coordinated by:

1. **Anushavan Makaryan** – Head of ANQA Department of Institutional and Program Accreditation.
2. **Ani Mazmanyanyan**- the Coordinator of the QA Center of Yerevan Brusov State University of Languages and Social Sciences.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

The Expert Panel presented its evaluation per accreditation criterion by using the “unsatisfactory” and “satisfactory” evaluation scale³. The evaluation is presented in the following table:

CRITERION	CONCLUSION
1.Mission and Goals	Satisfactory
2.Governance and Administration	Satisfactory
3.Academic Programs	Satisfactory
4.Students	Satisfactory
5.Teaching and Support Staffs	Satisfactory
6.Research and development	Satisfactory
7.Infrastructure and Resources	Satisfactory
8.Social Responsibility	Satisfactory
9.External Relations and Internationalization	Unsatisfactory
10.Internal Quality Assurance System	Unsatisfactory

³ The expert panel was guided by the following principles while carrying out the evaluation:
 -unsatisfactory - if the University does not meet the requirements of the criterion and it is not allowed to continue the activities that way and urgent improvements are needed;
 -satisfactory - if the University meets the requirements of the criterion yet there might be need for improvements.