



CONCLUSION

ON ACCREDITATION OF INSTITUTIONAL CAPACITIES OF EURASIA INTERNATIONAL UNIVERSITY

General Information on the Institution

Full name of the Institution	“Eurasia International University” Ltd
Official Address	Azatutyun str. 24-2, Yerevan, Armenia
Decree and Date of Previous Accreditation	In 2015 the EIU was granted a conditional accreditation with a period of 2 years

LEGAL BASIS

Guided by the regulation on “State Accreditation of RA Institutions and their Educational Programs” approved by the RA Government on 30 June, 2011 N 978-Ն decree; by RA Government decree N 959-Ն (30 June, 2011) on “Approval of RA Standards for Professional Education Accreditation” as well as by the Procedure on the Formation and Functioning of Accreditation Committee of “National Center for Professional Education Quality Assurance” foundation (ANQA), the Accreditation Committee of “National Center for Professional Education Quality Assurance” foundation (hereinafter referred to as the Committee) discussed the ANQA draft conclusion on the institutional capacities of EURASIA INTERNATIONAL UNIVERSITY (hereinafter: EIU) on the basis of self-analysis presented by ..., Expert Panel report, ... Follow-up plan as well as Expert panel opinion on it with the presence of the ANQA representatives, the Expert Panel, and ANQA coordinator of the accreditation procedure.

As an outcome of discussion, the following has been highlighted:

The main phases of accreditation procedure were carried out following the below-given time-frame:

Submission of Application	October 16, 2017
Submission of Self-assessment report	April 19, 2018
Site-visit	June 20-22, 2018
Submission of Expert panel report	October 2, 2018
Submission of the Follow-up plan	October 18, 2018

OUTCOMES OF THE PEER REVIEW

The expertise was carried out by an independent expert panel formed in compliance with the requirements set forth by the ANQA Regulation on the Composition of Expert Panel¹. The

¹ **APPENDIX 1: EXPERT PANEL COMPOSITION AND ANQA SUPPORT STAFF**

assessment has been carried out in line with 10 criteria of institutional accreditation established by N959-Ў (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation².

EXECUTIVE SUMMARY

Back in 2015 Eurasia International University (hereinafter referred to as EIU) underwent an accreditation process which was carried out according to 10 criteria set by the RA Government on 30 June, 2011 N 959-Ў decree. As an outcome, a two-year conditional accreditation was granted to the University. Throughout the said procedure three out of ten criteria were “unsatisfactory” (those being: “Academic Programmes” (hereinafter referred to as APs), “Teaching and Support Staff”, “Research and Development”).

The EIU highlights three domains while outlining its mission: teaching, research and services to society, at the same time prioritizing the organization of effective teaching. With the current formulation of its vision, the EIU, per se, prioritizes its academic programmes, determines the characteristics of research opting for the applied research. Moreover, the EIU views its operations with wider public as a means to disseminate its values and knowledge. In compliance with its vision, the EIU strives to become a leading academic institution with a flexible management, which will educate professionals having a baggage of applied skills and being in line with labour market demands.

Based on recommendations driven from the previous accreditations procedure, the EIU has reformed its Strategic Plan (hereinafter referred to as SP). The SP has undergone an array of reforms; in particular the vision of the University has been altered and made precise, certain additions have been introduced to the mission, the follow-up plan has been re-elaborated, orientation indicators have been elaborated. Praiseworthy is the fact that the University cooperates with internal and external stakeholders with the aim of implementing its strategic goals. Moreover, internal stakeholders have rendered their indirect participation in the procedures of SP elaboration and/or revealing the needs via surveys, feedback and other mechanisms. The EIU has undertaken certain steps aimed at activating the participation of external stakeholders in the implementation of the SP and fostering the ties with the latter.

Currently the University carries out 4 undergraduate (Law, Management, Foreign Languages and Literature, Pharmacy) and 3 graduate APs (Management, Law, Foreign Languages and Literature) both part-time and full-time.

The EIU has a procedure on AP elaboration, monitoring and review. While elaborating the intended learning outcomes (hereinafter referred to as ILOs), the EIU has strived to ensure their alignment with the National Qualification Framework (hereinafter referred to as NQF), and has undertaken national and international benchmarking with similar APs. As far as the disciplines are concerned, the EIU has conducted certain changes content and methodology-wise; however, until now not all APs have undergone analyses from the perspective of alignment with strategic aims and revealing the risks. The EIU underlines the importance of cooperation with employers and the adjustment of its academic services to the needs of the labour market.

Notwithstanding the fact, that based on recommendations drawn from the previous accreditation certain reforms of APs have been undertaken, there are still series of issues, which need to be paid heed to by the EIU; in particular, the number of professional disciplines in APs is scarce, the ILOs at undergraduate and graduate levels are almost identical, hours allocated to practice (in case of some disciplines) are scarce in the curricula, which hinders the formation of practical skills among the students, there is no precise policy on the selection and implication of teaching and assessment methods in line with ILOs of APs, the participation of employers in

² **APPENDIX 2: SUMMATIVE EVALUATION**

procedures of AP elaboration, review and continuous improvement, as well as university-employer bilateral cooperation is in its initial stage of formulation and needs institutionalization. Internal stakeholders render their participation in AP improvement via surveys conducted by the IQA Department; however, not always do the survey outcomes result in visible improvement of APs.

Cooperation mechanisms with internal and external stakeholders, employers and alumni need fostering. The implementation of viable mechanisms with external stakeholders in particular will considerably encourage the improvement of quality of academic services rendered by the University, thus granting more ample opportunities to stakeholders to jointly decide on the content of teaching and AP implementation (joint teaching, supervision of works, organization of internships and implementation of research operations).

The EIU has a policy and mechanism of teaching staff recruitment. The EIU employs 43 teachers who teach along 6 APs. At university level the EIU complies with the requirement of legislation as far as the number of teaching staff is concerned, yet, no analysis like this has been carried out at the level of APs. Notwithstanding the fact that based on recommendations of the previous accreditation process the EIU has tried to regulate teaching staff recruitment per criterion, the requirements and articles (qualification descriptors, articles of job descriptors) for teaching staff recruitment in APs and their portfolios are generic, and the only differentiation can be traced per category and position, and not per field or specialization. Teacher recruitment policy does not directly stem from the issues to be encountered while implementing acting APs, it does not ensure the effectiveness of their implementation. The majority of teachers are in charge of teaching many disciplines, at times 6-8 subjects, which results in overloading. Hence, their workload hinders their active involvement in research operations and continuous improvement of teaching process. The EIU has some mechanisms of encouraging young teachers, yet, it lacks a precise policy on staff rejuvenation, that of substituting teachers who have an overly heavy workload accumulated as an outcome of temporary disability. This can hinder the stability of teaching staff and academic process. Moreover, since teacher salaries are formulated from tuition fees, in the scenario when the number of students decreases, the EIU will face the danger of losing its best teachers. Along with the academic workload, the some part of the teaching staff combines administrative or scientific-academic functions as well. Moreover, teachers with different specializations are involved within three chairs: Law, Foreign Languages and Management. This can hinder the process of concentrating professional content in the chairs. Consequently, internal structural changes that will encourage the implementation of generic functions and will not result in content unification (e.g. having separate institutes responsible for APs instead of chairs) might have a positive impact on raising the effectiveness of University operations. It would be especially favourable for the EIU to review the current system of teacher evaluation and rating, and to link the latter with training needs, at the same time determining “need-targeted training-ILO-assessment of the outcome” cause-effect chain.

The EIU has exercised considerable endeavour to ensure the teaching process is carried out in decent auditoria; the EIU has two auditoria saturated with computers and projectors, a library, the sport hall are still in the process of renovation and refurbishing. The EIU has allocated resources to renovate one new floor to ensure enough number of auditoria and laboratories for the newly-implemented “pharmacy” AP. The current academic-methodical base allows for carrying out classes both in large and small groups in line with the needs and objectives. The University has a moot court. In generic terms the EIU has sufficient material-technical base for the implementation of AP aims. At the same time, there is a necessity to saturate library fund with up-to-date literature, give extended access to scientific depositories, as well as to ensure access to national and international statistical and document data with the aim of supporting the empiric research of students.

One of the major aims of the EIU is to increase the number of students. Hence, the EIU, in collaboration with Yerevan municipality, is undertaking a myriad of events (short-term courses targeting the formation of transferrable skills, meetings and etc.) for high-school pupils, which are

aimed at attracting applicants and information dissemination about the EIU. With the aim of recruiting applicants, the EIU also disseminates information via social media, publishes booklets, publishes information the directory of Armenian HEIs, prepares advertisements and etc. The EIU, being one part of a bigger unit; “Eurasia International University” Ltd also makes use of the opportunity to recruit applicants from its college organizing and conducting exams for student recruitment to part-time mode of study. The entrance of students to the EIU is mainly carried out via part-time mode of study, after which they are transferred to a full-time mode of study. This format is worrisome given the fact that students are transferred to full-time studies without taking necessary centralized entrance exams. With the aim of a more stable positioning of the EIU in the market of higher education services, it will be extremely favourable to precisely determine and differentiate the modes of study in APs, to elaborate separate APs for each mode and at the same time, as prescribed by the law, be anchored at the workload per task, and individual assignment.

Positive is the fact that the EIU has a policy and procedures to reveal academic needs of students. From quantitative analyses of undertaken surveys it becomes evident that students have an extremely high level of satisfaction from academic and other support services rendered by the EIU. This extremely high level of satisfaction is accounted for by the fact that students do not approach the issue with necessary level of critical thinking, do not have edges of comparison, and do not see possible prospects of improvement. It is vitally important for the EIU to undertake everything possible to encourage critical thinking, since in this scenario the students will act as more reliable allies of the EIU along the path leading to reforms. Other than this, the current extremely high level of satisfaction among the students deprives the EIU from the opportunity to undertake precise operations and carry out targeted planning based on survey outcomes.

Praiseworthy is the fact that while interacting with students, the EIU undertakes student consultations and organizes meetings aimed at solving possible issues students face. The said meetings are both regular, and ad hoc, or with a prior agreement. However, evident is the fact that being a small HEI, the EIU underlines the importance of having direct contacts with students and this, by all means, is valued a lot by the latter. In this context, the existence of two separate infrastructures in charge of tackling students’ issues results in an unnecessary formality, hence, it will be more beneficial for the EIU to exclude repetitions of functions for the benefit of a more content communication with the students.

After the previous accreditation procedure the EIU has reviewed its research operations targeting at applied research. With this aim the EIU has determined a number of encouraging mechanisms; e.g. internal grants, the establishment of their own “Banber” journal. Researchers are encouraged to cooperate with their international colleagues, there is an intra-university grant-system, the number of publications has increased, the EIU undertakes certain steps to foster research element in educational process. However, all newly-created mechanisms need improvement both content- and procedural-wise to ensure, for instance, the effectiveness of internal grants and precision of responsibilities of those involved, high quality of publications in EIU “Banber” and recognition.

The EIU has tried to determine research directions; however, those are preconditioned with the current potential of the chairs, and are often not directed towards applied research. The EIU teaching staff has not yet undertaken applied research. Currently undertaken research is mainly targeted at examination of secondary sources and does not create new knowledge. In this respect it is vitally important for the EIU to pay meticulous heed to respecting the principles of academic integrity. It would be extremely beneficial for the EIU to determine the directions of applied research from the perspective of its own vision, by opting for directions which on the one hand correspond to its profile, and on the other hand are quite required in the RA, to cooperate with the labour market, hosting organizations within the scope of student internships, to make its research visible first in Armenia, and then on an international arena. Currently, the quality of research outcomes produced by the EIU does not allow for considering the opportunities of their internationalization, especially their publication in journals with high impact factor. International

operations are quite limited at the EIU, and are not directed at the import of modern international knowledge. Determination of real goals and targets is essential for the EIU. Teaching through research projects is not widely spread. A more integral interconnection of research and teaching will be more beneficial for the EIU not only via teaching through research projects, but also from the prospective of action research of the teaching staff and ensuring improvement of teaching quality.

The name of the University is the token of its ambition in the sphere of international relations and cooperation. The University has also elaborated a separate strategy on Internationalization, determining quite complicated targets. The University is exercising endeavour towards being represented in different international arenas. In particular, the University underlines the importance of cooperation within the format of being a member in a myriad of consortia, the format of conferences of different foreign TLIs or operations aimed at highlighting their own experience. By means of planning foreign language teaching for their internal stakeholders, the University is also underlining the importance of international exchange programmes for its teaching staff and students. In this context internal stakeholders specifically highlighted their satisfaction with the just and transparent process of applying to different exchange programmes. The University has undertaken steps to attract foreign students to its newly-opened "Pharmacy" AP. However, currently the international ambitions of the university do not correspond to its capacities, since the number of real APs in a foreign language and the number of teachers who are ready to teach in a foreign language is quite scarce. AP international benchmarking has been undertaken with foreign universities the capacities of which are not in line with those of the EIU. This limits the opportunities of real mobility and content-wise cooperation since capacities of foreign universities that have been chosen for benchmarking are not comparable with those of the EIU. From the perspective of international relations and cooperation, it is very important for the University to carry out its AP benchmarking with comparable foreign Universities, since this can be a starting point for further gradual development. Strengthening the ties with consortium members can be beneficial from the perspective of creating exchange possibilities with the teaching staff and students, and not from the viewpoint of determining its operational ambitions.

The governing model of the University has a number of specificities, which have their further impact on all functions of University governance. The University is a part of "Eurasia International University" Ltd, and the current governing model of the University is typical of private universities which are operating with a business model, having a Council of Founders and a Governing Board. Based on recommendations received from the previous accreditation process the University has undertaken steps to re-elaborate its Charter, legal documentation of its infrastructure operations, and its SP. A number of structural changes have been introduced to ensure implementation of strategic aims. University operations are undertaken in a number of infrastructures which are hierarchically represented, and in a number of bodies which are accountable to the Governing Board. The University does not have faculties and is represented by chairs: a number of chairs represented in the organigram do not function. Some structural units have double functions, at times one and the same people carry out a number of functions. University resource planning, the effectiveness and targeted nature of University governing operations per strategic aims will increase, if the University carries out its resource planning separately from other units of the Ltd and does that in line with the University strategic goals. The implementation of precise and interconnected short-, mid- and long-term planning mechanism will have a beneficial impact on the operations of the University. In this scenario mid-term planning will serve the purpose of précising long-term goals.

Internal stakeholder participation in decision-making bodies is ensured by their representation in collegial bodies; however, the participation of external stakeholders in such kind of decision-making is loose and indirect. Participation of internal stakeholders in evaluations directed at improvement of governing operations is quite big, whereas participation of external stakeholders and environmental scanning are quite limited. The scarcity of this type of information, as well as a

small number of qualitative conclusions reached as an outcome of data analyses assembled from surveys do not create favourable conditions for qualitative improvement of operations of University governance. In this respect, it will be extremely favourable for the University a more extensive participation of external stakeholders in the process of evaluating operations of University governance, targeted implementation of evaluation outcomes for the sake of improving the said operations.

The implementation of the principle of general quality assurance is visible via multi-level planning of operations. IQA mechanisms are implemented, diverse surveys and evaluations are undertaken. A number of concepts and regulatory frames are in the process of being elaborated. However, content-wise, regular and targeted implementation of developed mechanisms for the sake of continuous improvement of the University is a must. Currently, the link between diverse data gained via QA mechanisms, their evaluation and further improvement is loose. The University should concentrate on its IQA mechanism implementation, continuous improvement of said mechanisms, and make sure the IQA serves the process of outlining the EIU path directed at its mission and vision.

Notwithstanding the fact that the University has succeeded to implement IQA mechanisms, to elaborate grounding documents and procedures, quality culture has not yet become part of University value-system. This is proven by the outcomes of a number of survey-evaluations, conducted by the QA Centre, the lack of transition of quantitative data to qualitative conclusions, and the gaps in their implementation while planning follow-up and other operations. The University understands that the thorough implementation of quality culture depends on involvement of all its players, and high level involvement in QA operations. Hence, all further steps of the University must be directed towards active and content involvement of all stakeholders in QA operations.

The QA Centre of the University has sufficient capacity to effectively use implemented mechanisms. Except for that, it is visible that in-between previous and current evaluation processes, the University has undertaken the maximum as far as elaboration and implementation of lacking QA documents are concerned, however, the University has not had an opportunity to fully call those documents to life. The QA Centre does not foresee any reforms or improvements. The panel is of the opinion that it is necessary to ensure continuous provision of IQA system, as a guarantee of all operations of the University and modernization and effectiveness of IQA system.

It is high time that the EIU undertook content-driven research, as far as its IQA operations are concerned. This would mean that QA mechanisms should serve not to prove or ascertain certain articles throughout accreditation process, but rather concentrate on revealing the needs and issues, plan, implement and review steps and operations guiding toward them.

STRENGTHS OF THE EIU

1. Existence of a SP for development and its action plan.
2. Having their input in solving social-economic issues the RA faces by means of rendering affordable academic services.
3. Reviewed APs, with determined ILOs.
4. Alignment of ILO outcomes with other similar APs.
5. All advantages that stem from being a small University: individual approach to every student, student access to all cycles of University management, greater opportunities to participate in a number of exchange programmes because of a small number of students and teaching staff.
6. Student participation in administrative decisions-making procedures and operations.
7. High satisfaction level of stakeholders with almost all operations.
8. The ability to present itself via its alumni and making information about its operations available via its ties with the society.

9. Realization of a high level of responsibility towards the society, and a number of services rendered to the latter.

WEAKNESSES OF THE EIU

1. A non-precise positioning of the University in the RA market of academic services because of a generic nature and volume of the mission of the SP.
2. A non-precise distinction of functions in different bodies of University governance, and a loose alignment of allocated resources with strategic aims.
3. Loose involvement of external stakeholders in management and academic procedures.
4. Generic nature of AP ILOs and the loose link between teaching and assessment methods.
5. Incompleteness of the policy on Teaching Staff Selection, Evaluation and Stability Provision, and the mechanisms of its implementation.
6. The lack of applied research as foreseen by the mission and the scarcity of regulations aimed at creating new knowledge,
7. Non-consistency when following the principles of academic integrity.
8. Loose provision of the library with up-to-date literature.
9. Scarcity of targeted operations in the processes of internationalization.
10. The fact that the lion share of University operations is in the two cycles of the PDCA.

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

A peer review of the University has also been carried out in compliance with the international standards which is aimed at upgrading the level of competitiveness of the University at international level as well as at the integration of the University into the European Higher Education Area (EHEA).

The conclusion is that EIU pays lots of attention to internationalisation which is confirmed by the development of the 2018-2023 Internationalisation Strategy. An increase in the number of foreign partners, joint study programmes and the intensification of student and staff exchange are emphasised during the first part of the period. Yet, no operations or preparation steps have been undertaken so far in this respect.

The EIU promotes joint research with foreign partners, there is an intra-university grant system, and the number of publications has increased. The goals aimed at internationalization of curricula, academic content and research have been revealed. The percentage of foreign student in the total student number is small (4%). There are plans to recruit students from Russia, China, Iraq, Iran, India and Syria. The University underlines the fact that it can ensure a number of disciplines taught in English, yet, no documentation grounding this statement has been presented: No foreign teachers have been involved as well. Notwithstanding the fact, that the University has conducted benchmarking, yet no facts of internationalization of curricula, even with integration of intercultural values/skills have been introduced.

There are concerns re the fact that the website of the University does not ensure there is basic information on the quality of operations and their outcomes in a foreign language. The AP and ILOs are not represented, notwithstanding the fact that the University currently aims to recruit foreign students. Internationalization is still at its initial stage of development.

OBSERVATIONS AND RECOMMENDATIONS OF EURASIA INTERNATIONAL UNIVERSITY ON THE PRELIMINARY EXPERT REPORT

The EIU sent its observations and recommendations on the preliminary expert report on 31.08.2018. The observations and recommendations were presented in Armenian, and were handed over to local experts. On September 24, 2018 the ANQA organized a meeting between the representatives of the expert group and the University during which, the panel presented their observations. Taking into account the observations of the University, the expert panel has compiled the final version of the report, which was ratified by the panel; on 02.10.2018.

THE FOLLOW-UP PLAN OF THE UNIVERSITY

EIU accepts that the recommendations presented by the Expert Panel are within the scope of the University's strategy, and it has submitted for the "Action Plan and Time Schedule on the elimination of shortcomings" (hereinafter: Action Plan).

Having examined the University's Action Plan on the elimination of shortcomings mentioned in Expert Panel report, it can be concluded that:

Taking into account the recommendations of the Expert Panel, the University has undertaken reforms in all walks of its operation, in particular;

- perception of issues and the research of needs are presented per criterion based on recommendations provided by the Expert Panel,
- an Action Plan has been elaborated aimed at effective implementation of all strategies covering 10 directions,
- the sequence of actions, is generally logical,
- the Action Plan has indications on people and teams responsible for the implementation of operations,
- necessary human resources are indicated for the majority of issues; yet the acquisition and allocation of material and financial resources are not planned. The core sources of their acquisition are not indicated as well,
- set timetable for actions to be undertaken is generally realistic,
- intended outcomes of actions to be undertaken are mainly targeted at implementing the goals,
- the indicators measuring and evaluating the implementation of stated operations are mainly reflected in the Action Plan, yet, rare are the cases when impact indicators are stated.

Conclusion: The examination of the Action Plan of the EIU has revealed that the University has mainly taken Expert Panel recommendations into account and expresses its readiness to rectify the shortcomings. The implementation of the main part of the Action Plan does not contain any risks. Actions targeting improvements and actions to be undertaken are mainly in line with the recommendations of the Expert Panel.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA³

The expert panel presented its evaluation per accreditation criteria in the following table:

CRITERION	EVALUATION
1. Mission and Goals	SATISFACTORY
2. Governance and Administration	UNSATISFACTORY
3. Academic programs	SATISFACTORY
4. Students	SATISFACTORY
5. Teaching and Support Staff	UNSATISFACTORY
6. Research and Development	UNSATISFACTORY
7. Infrastructure and Resources	SATISFACTORY
8. Social Responsibility	SATISFACTORY
9. External Relations and Internationalization	SATISFACTORY
10. Internal Quality Assurance System	SATISFACTORY

³ While carrying out the evaluation the expert panel followed the Regulation on “State Accreditation of RA Institutions and their Educational Programs” and the procedure described in the ANQA Accreditation Manual carrying out firstly evaluation per standards and then per criteria. “Satisfactory”, “Partially Satisfactory” and “Unsatisfactory” evaluation scale was applied.

The expert panel followed the below mentioned principles while carrying out the evaluation:

- unsatisfactory**: if the University does not meet the demands of the criterion and it is not allowed to continue the activities that way and urgent improvements are needed
- **partially satisfactory**: if the University does not meet all the demands of the criterion but it is realistic that the University can make necessary improvements within reasonable period of time and meet the demands of the criterion
- satisfactory**: if the University meets the demands of the criterion yet there might be need for improvements as well

Taking into consideration the above mentioned, ANQA suggests the Accreditation Committee to pay special attention to the implementation of the following activities while making decision:

1) To properly solve the issues to be encountered in the fields of “Governance and Administration”, “Teaching and Support Staff”, “Research and Development”.

2) In line with the requirements of clause 12 of the Regulation on “State Accreditation of RA Education Institutions providing professional academic programs and their Professions” to periodically hand in a written report on the outcomes of their operations to ANQA.

3) To review the Action Plan in line with Expert Plan remarks about the Action Plan.

ANQA finds that the presented improvements will foster the fulfilment of Institution’s ambitions mentioned in the SER and will serve as a basis for the next evaluation.

**Head of Institutional and
Programme Accreditation
Division**

Head of Expert Panel

ANQA Coordinator

Expert Panel Composition

The external evaluation of institutional capacities of the EIU was carried out by the expert panel having the following composition.

- **Christine Soghikyan**, PhD, Associate professor, Head of the Chair of English Communication and Translation, Yerevan Brusov State University of Language and Social Sciences.
- **Mstislav Socha**, doctor of economy, Professor Emeritus of Warsaw University, former vice-president of the State Committee of Accreditation of Higher Education of Poland.
- **Mariam Momdgyan**, PhD in economics, associate professor at Yerevan State University, and Russian-Armenian (Slavonic) University.
- **John Hayrapetyan**, PhD in Law, lecturer at Armenian-Russian (Slavonic) University, and French University in Armenia.
- **Armine Khroyan**, students of the Faculty of Elementary Pedagogy and Methodology of Yerevan State Pedagogical University after Kh. Abovyan.

Support Staff

The activities of the expert panel were coordinated by Gayane Ananyan, specialist of Institutional and Program Accreditation Division, of the ANQA.

The translation was provided by Zaruhi Soghomonyan, Head of the Chair of Foreign Languages, French University in Armenia.