Approved by

The Acting Rector _____ Y. Serobyan

«17» January 2020

P. S.

SELF-ASSESSMENT

OF INSTITUTIONAL CAPACITIES OF

TERTIARY LEVEL INSTITUTION

"M. Nalbandyan State University of Shirak" foundation

(The name of the educational institution)

3126, RA, Shirak Region, Gyumri, 4, Paruyr Sevak

(The adress of the institution)

Gyumri 2020

SUSH STAFF-IN -CHARGE OF SELF-ANALYSIS

Name, Surname	Position in the Institution	Responsibility in the Group
Armenuhi Sargsyan	Direvtor of SPQAMC, Associate Professor at the chair of the Mathematics, Physics and Information Technologies, Candidate of Physical and Mathematical Sciences,	I criterion (co-head of committee), VI and X criterias (head of committees)
Bagrat Poghosyan	Dean of the Department of Mathematics and Natural Sciences, Associate Professor at the chair of the Mathematics, Physics and Information Technologies, Candidate of Physical and Mathematical Sciences,	I and IV criteria (co-head of committees), II and V criteria (member of committees)
Arthur Mkrtchyan	Acting Head of the Chair of Business and Administration, Associate Professor, Candidate of Economic Sciences	I criterion (member of committee), II criterion (head of committee)
Nazeli Avetisyan	Vice-Director of the EPMC, Acting Director of the Centre, Associate Professor at the chair of Armenian Language and Literature, Candidate of Philological Sciences	III criterion (head of committee)
Elvira Zargaryan	Head of the Department of Student Support, University-Employer Cooperation, Lecturer at the Chair of Psychology, Sociology and Social Work	IV criterion (head of committee)
Gagik Nikoghosyan	Vice-Rector-Head of Staff, Candidate of Physical and Mathematical Sciences	V criterion (head of committee)
Vardan Papikyan	QA Responsible for SPQAMC, Lecturer at the Chair of Psychology, Sociology and Social Work	I and X criteria (member of committees), V criterion (co-head of committee)
Tereza Khachatryan	Direvtor of LECIITC, Lecturer at the Chairs of Psychology, Sociology and Social Work, Business and Administration	VII criterion (head of committee)
Hovik Melkonyan	Direvtor of the FCPRC, Associate Professor at the Chairs of Armenian Language and Literature, Psychology, Sociology and Social Work, Candidate of Philological Sciences	VIII and IX criteria (head of committees)
Armen Nersisyan	Associate Professor at the Chair of Geography, Biology and Chemistry, Candidate of Geographical Sciences	I criterion (member of committees)
Khachatur Israyelyan	Quality Coordinator of the Department of Mathematics and Natural Sciences, Associate Professor at the Chair of Business and Administration	I, II and X criteria (member of committees)
Karine Petrosyan	Scientific Secretary, Associate Professor at the Chair of Geography, Biology and Chemistry, Candidate of Biological Sciences	II criterion (member of committee)
Ani Sahakyan	Coordinator of Scientific Research Activities of the SPQAMC, Assistant at the Chair of Business and Administration, Candidate of Economic Sciences	II and V criteria (member of committees)
Anush Khachatryan	Associate Professor at the Chair of Geography, Biology and Chemistry, Candidate of Biological Sciences	III criterion (member of committee)
Haykuhi Knyazyan	Associate Professor at the Chair of Psychology, Sociology and Social Work, Candidate of Psychological Sciences	III criterion (member of committee)
Lusine Melkonyan	QA Coordinator of the Chair of Geography, Biology and Chemistry, Associate Professor, Candidate of Biological Sciences	III, V and X criteria (member of committees)
Lusine Mikaelyan	QA Coordinator at the Chair of Pedagogy, Assistant, Candidate of Pedagogical Sciences	III and X criteria (member of committees)
Hermine Farzadyan	Research Coordinator of the SPQAMC, Assistant at the Chair of Psychology, Sociology and Social Work, Candidate of Pedagogical Sciences	III, VII and X criteria (member of committees)
Nune Nazaryan	Laboratory Assistant at the Chair of Mathematics, Physics and Information Technologies, Candidate of Pedagogical Sciences	III criterion (member of committee)
Ruzanna Mardoyan	Dean of the Department of Pedagogy, professor at the Chair of Pedagogy, Doctor of Pedagogical Sciences	IV and V criteria (member of committees)
Tamara Melikyan	Dean of the Department of Humanities and Arts, Associate Professor of Russian Language and Literature, Candidate of Pedagogical Sciences	IV and V criteria (member of committees)
Ofelya Hovhannisyan	Dean of the Department of Social Sciences and Law, Associate Professor at the Chair of Armenian Language and Literature, Candidate of Philological Sciences	IV and V criteria (member of committees)
Manushak Karapetyan	Associate Professor at the Chair of Pedagogy, Candidate of Pedagogical Sciences	IV criterion (member of committee)
Arthur Mkrtchyan	Head of the Military Chair, Colonel	IV and V criteria (member of committees)
Shushanik Ter-Adamyan	Acting Head of the Chair of Intercultural Communication and Tourism, Assistant, Candidate of Philological Sciences	IV and VIII criteria (member of committees)
Samvel Sargsyan	Honorable Head of the Chair of Mathematics, Physics and Information Technology, Corresponding Member of NAS RA, Professor at the Chair of Mathematics, Physics and Information Technologies, Doctor of Physical and Mathematical Sciences	IV criterion (member of committee)

Anahit Hovhannisyan	Head of the Chair of English Language and Literature, professor, Doctor of Philological sciences	VI and IX criteria (member of committees)
Levon Martirosyan	Head of the Chair of Geography, Biology and Chemistry, Associate Professor, Candidate of Geographical Sciences	VI criterion (member of committee)
Lilit Margaryan	Responsible for Scientific Policy, Postgraduate Education at the SPQAMC, Associate Professor of the Chair of Mathematics, Physics and Information Technologies, candidate of Physico-Mathematical Sciences	VI and X criteria (member of committees)
Rudolf Sargsyan	Assistant at the Chair of Geography, Biology and Chemistry, Candidate of Earth Sciences, Head of the Laboratory of Geoinformatics in the NAS RA	VI criterion (member of committee)
Hasmik Matikyan	Assistant at the Chair of English Language and Literature, Candidate of Philological Sciences	IX criterion (member of committee)
Grigor Barseghyan	QA Coordinator at the Department of Pedagogy, Lecturer at the Chair of Theory and Methodology of Physical Education	I and X Criteria (member of committees)
Vahe Baghdasaryan	QA Coordinator at the Department of Social Sciences and Law, Lecturer at the chair of Jurisprudence and Political Sciences	I and X criteria (member of committees)
Argine Mardoyan	QA Coordinator at the Chair of Business and Administration, Lecturer	II criterion (member of committee)
Gevorg Asatryan	Vice Director of LECIITC, Lecturer at the Chair of Mathematics, Physics and Information Technologies	IV and VII criteria (member of committees)
Asya Simonyan	QA Coordinator of the Chair of Theory and Methodology of Physical Education	IV and X criteria (member of committees)
Araksy Gevorgyan	Responsible for the Electronic Database of the EPMC	IV criterion (member of committee)
Shushanik Martirosyan	Leading Specialist-Statistician of the General Department	IV criterion (member of committee)
Nelli Sapszyan	Postgraduate Education Coordinator at the SPQAMC	IV and VI criteria (member of committees)
Alina Antonyan	Responsible for external cooperation of the FCPRC	IV and IX criteria (member of committees)
Raffi Kalajyan	Head of Financial-Economical Analysis, Programming and Accounting Division - Chief Accountant	VII criterion (member of committee)
Sergey Shahparonyan	Advisor of the Rector	VII criterion (member of committee)
Varduhi Khachatryan	Head of the General Department	VII criterion (member of committee)
Anna Martikyan	Responsible of the FCPRC	VIII criterion (member of committee)
Meri Aghababyan	Spokesperson of the FCPRC	VIII criterion (member of committee)
Knarik Haroyan	QA Responsible for SPQAMC	VIII and X criteria (member of committees)
Sona Movsisyan	QA Coordinator of the Department of Huanities and Arts, Lecturer at the Chair of Russian Language and Literature	X criterion (member of committee)
Vahan Kosyan	Coordinator of Research Activities of AS and Administrative staff at SPQAMC	X criterion (member of committee)
Lilit Papikyan	Computer Operator-Secretary of the SPQAMC	X criterion (member of committee)
Rebeka Torosyan	1st year Master Student, English Language and Literature, Student-QA Assistant	VII criterion (member of committee)
Hermine Kirakosyan	4th year Bachelor Student, Management	II criterion (member of committee)
Jhora Nikoghosyan	Head of StC, 3rd year Bachelor Student, Cadastre Work	IV criterion (member of committee)
Knarik Gevorgyan	Graduate	IV criterion (member of committee)
Silvard Petrosyan	3rd year Bachelor Student, Armenian Language and Literature, Student-QA Assistant	V and X criteria (member of committees)
Varduhi Murazyan	2nd year Bachelor Student, English Language and Literature, Student-QA Assistant	VIII, IX and X criteria (member of committees)
Amalya Galstyan	4th year Bachelor Student, Informatics and Applied Mathematics, Student-QA Assistant	X criterion (member of committee)
Anna Minasyan	Acting Head of SSS, 4th year Bachelor student, Informatics and Applied Mathematics, Student-QA Assistant	IV and VI criteria (member of committees)

CONTENTS

ABBREVIATIONS

1. **ANQA-**National Centre of Quality Assurance
2. **APDE**-Activity Program for Defects Elimination
3. **AQG**-Average Qualitative Grade
4. **AS**-Academic Staff
5. **BEP**- Bachelor's educational programme
6. **BT**-Board of Trustees
7. **CBHE**-Capacity Building in Higher Education
8. **CQAM-**Centre of Quality Assurance and Management
9. **DB**- Department board
10. **ECATS**-European Credit Accumulation and Transfer System
11. **EHEA**-European Higher Education Area
12. **ELP**-Electronic lecture package
13. **EP**-Educational Programme
14. **EPMC-**Educational Process Management Centre
15. **ER**-External Relations
16. **ERIA**-Expert report on Infrastructural (Institutional) accreditation of GSPI
17. **ESS**-Educational support staff
18. **FCPRC-** Foreign Cooperation and Public Relations Centre
19. **GSPI**-State Pedagogical Institute of M. Nalbandyan
20. **HEI**-Higher Education Institution
21. **ICM**-International Credit Mobility
22. **IQAS**–Internal Quality Assurance System
23. **KPI**- Key Performance Indicator
24. **LECIITC-**Library-Educational-Consulting, Innovation and IT Centre
25. **MEP**-Master's educational programme
26. **MIQAS-**Manual of Internal Quality Assurance System
27. **NQF**- National Qualifications Framework
28. **PDCI**-Plan-Do-Check-Improvement
29. **PID**-Programms Implementation office
30. **PMT**–Preliminary Military Training
31. **PQAM-**Policy of Quality Assurance and Management
32. **QA**-Quality Assurance
33. **QAMC-**Concept of Quality Assurance and Management
34. **QAP-** Quality Assurance Policy
35. **QAPP-** Quality Assurance Policy and its Procedures
36. **RP**-Rating point
37. **SC**-Scientific Council
38. **ScC**-Scientific Committee
39. **SDC-** Science Development Concept
40. **SEP**-Specialty Educational Programme
41. **SNPO-** State non-profit organization
42. **SP** -Strategic Development Plan of SUSh (formerly GSPI) for 2015-2019
43. **SP** - Strategic Plan
44. **SPQAMC**- Scientific Policy, Quality Assurance and Management Centre
45. **SR**–Shirak region
46. **SSS**-Student Scientific Sociaty
47. **StC**-Student Council
48. **SUSh**-M. Nalbandyan State University of Shirak
49. **TCP**-Thematic Calendar Plan
50. **TLI** –Tertiary Level Institution
51. **TVEI**-Technical and Vocational Educational Institution

BRIEF INFORMATION ABOUT SUSH

Shirak Alma Mater, State University after M. Nalbandyan of Shirak (former Gyumri State Pedagogical Institute after M. Nanbandyan) was founded in 1934. Since the very first year of its establishment it has been and is still engaged in educational, scientific and cultural activities in the northern region of Armenia.

At the beginning of its activity, GSPI had only three departments - Physical-Mathematical, Linguistic and Historical, and about 100 students and 16 lecturers. It is the only pedagogical institution whose activity and significance in the region for decades can hardly be underestimated. The institute has passed a thorny path through the Great Patriotic War and the post-war yesrs, the disastrous earthquake and the post-earthquake years. It has passed through all this with honour, never betraying its extremely significant mission of training skillful teachers for the country.

Today, the university has got four departments - Natural Sciences and Mathematics, Humanities and Arts, Social Sciences and Law, Pedagogics; 14 (fourteen) professional Chairs (among them the Military Chair with special status), which organize the educational activity according to the Bachelor's, Master's and Researcher's EPs.There are 35 EPs in the full-time Bachelor's system, 22 in the part-time one, as well as 31 due to the Master's EP and the Researcher's one in four different spheres, on the whole 2,500 students.

Over 30,000 people have already graduated from SUSh, which make more than 80 % of the educators in Shirak Region.

In 2006, GSPI started educational reforms aimed at the integration in the EHEA, thus gaining the academic system of credit accumulation and transfer. The QA Centre, already formed in 2011, has carried out the first self-assessment, discovering the strengths and weaknesses (DIUS: Elaboration and application of the systems of self-assessment in institutions, Issue 1, Yerevan, 2012, pp. 68-74; 111-117) and made up a short-term (perennial) development plan. Afterwards, the first GSPI SP for the years 2015-2019 was elaborated, by which the university is guided up to this day. Today, the SUSh new SP is being elaborated. The administration of the university attaches great significance to the activity as per the SP, the transparency and accountability of the procedures. In 2015 the university carried out a self-assessment according to the 10 standards established by the ANQA. And now we aim to set up a tradition of annual self-assessment. The first steps towards this aim are already made. Its proof is the format of the rector's annual report which has been practised for 2 years and is still to be developed.

The internal QA procedures involve all the sub-divisions of the university, its internal and external stakeholders according to the QAMC. The SPQAMC acts according to its statute and the internal QAMC.

Today, the SUSh activity is forwarded towards the organization of the teaching process based on modern educational reforms, realizing continuous improvement of the presented services. The management of the university is based upon the autonomy, the combination of the single and collegial management, as well as on the principle of the staff participation in the solution of the most important problems. The SUSh management is realized according to the Legislation of the RA and SUSh Statute. Its governing bodies are the BT, the SC, the rector as well as the rectorate as a consultative body.

In 2016, the university got an infrastructural accreditation. The ERIA was submitted and verified in 2016 with the consideration of the APDE, which has become a reference point for the university in the procedures improvement.

The recent period turned to be crucial for Shirak Alma Mater. On December 2, 2016, the institute with the 85-year-old history at last attained a desirable status of University. At the same time the administrative-legal form of the institution underwent changes: the SNPO has become a Foundation, which gives the university greater opportunities. In the University, there were also structural problems, caused both by the absence of its intention for strategic goals (see GSPI ERIA) and by the improper human resource management. In 2017, the university underwent structural changes aimed to solve the above mentioned problems, which in 2018, due to partial changes, brought it into accordance with the purposes and priorities.

Today, the structural units of the university are the Educational Process Management Centre (EPMC), the Scientific Policy, Quality Assurance and Management Centre (SPQAMC), the Centre for External Cooperation and Public Relations (FCPRC), the Library-Educational-Consulting, Innovation and IT Centre (LECIITC), Departments, Chairs, the General Department, the Department of Financial-Economic Analyses, Programming and Accountancy, the Department of Staff Management and Legal Provision, the Student-Support and University-Market Cooperation Department, the Economic Activity and Procurement Coordination Department, the Archives, the Health Post.

The recent period was a hard one for the university, preconditioned by several revisions carried out here by the MESCS (former MES) and other departments which disturbed the normal duration of the pedagogical procedures. At the same time, some results of the revisions allowed us to correct the errors and drawbacks.

It should be noted that despite lots of challenges and the above mentioned crucial changes, the university has not only regulated its activity, but also has formed an attractive and student-centered educational environment thus providing good conditions for intellectual development and enjoyment.

The volumes of consruction have grown bigger (≈5800 sq.m.). The conference hall was renovated. Now it is also a distance-learning Center equipped for simultaneous translation system. Two more resource-centeres for distance learning are built which are made to be multi-functional. Also a hotel for visiting lecturers is built, which, when exploited, will give the university additional profit. Since 2016, the Military Chair and College work in classrooms specially equipped with the necessary accessories.

The university actively cooperates with the Armenian universities, those of Commonwealth-member countries and European leading universities and scientific centres, organizes international and republic scientific conferences, scientific-methodological seminars, consultations.

The main educational process of the university is held in 4, Paruyr Sevak Street, as well as 21/5 Shirakatsi Street.

I. THE MISSION AND PURPOSES

CRITERION: *The policy and activity of the TLI correspond to the mission of the institution which is in accord with the educational NQF of the RA.*

> The SUSh mission is to become an Armenian university of the future, basing upon the joint principles of scientific, educational, economic, cultural procedures and the overwhelming patriotic and humanistic values; a university which is to serve the regional (SR, the Armenian community of Javakhq, and in case of some specialties also for the Armenian Diaspora) scientific-educational, social-economic and cultural development, providing training qualified specialists according to the international scientific and educational standards and the scientific-educational policy of the Republic of Armenia, assisting the satisfaction of the requirements of its internal and external stakeholders /ref.: – <u>Rector's report for 2016-2017 academic year</u>).

STANDARD A. The TLI has a clear, well-articulated mission that represents the institution's purposes and missions and is in accordance with the ANQF.

Required attachments	SUSh Statute, SUSh SP, SUSh SP working plan, Rector's report for 2016-2017/2017-2018 academic years

Please, analyze and support the extent to which the institution's SP is in accordance with the TLI mission, goals and objectives (provide references to and attach relevant documents).

The five-year SP was first introduced in SUSh in 2015 (ref.: – <u>SP</u>), but before it the activity of the university was organised according to the <u>Strategic Development Concept (2009-2014).</u> The mission of the institute is formulated in the <u>SP</u>. Here one can also find the formulation of the purposes and objectives based upon the mission, the elaborated actions directed towards the implementation of those objectives (ref.: <u>SP work plan</u>).

In the <u>SP</u>, it is planned to carry out a series of objectives aimed to improve the university management system, according to the NQF, its mission, to meet the requirements of the labour market, to carry out flexible SEPs, to provide relationship between the internationalization of the research activity and education, to continually improve the procedures, to establish the quality culture, etc. (ref.: <u>SP</u>).

Due to the observations made in 2015 during the infrastructural accreditation, and according to the <u>APDE</u>, it was planned to reconsider the mission and statute of the university.

On December 2, 2016, the institution entered the State Registry as the legal body "Shirak State University after M. Najbandyan" foundation.

As per Resolution N 1031, Appendix N 1, of the Government of the RA on September 22, 2016, <u>the SUSh Statute</u> /<u>Appendix 1.1.1</u>/ was affirmed:. The main purposes of the university are presented in the Statute. After that, the BT, at its meeting on August 30, 2018, suggested making changes which entered the State Registry on December 4, 2018, and then was registered at the seat of the BT on January 19, 2019. The changes were preconditioned by the fact that there were not clear formulations in the Statute and it there was an intention to exclude all kinds of ambiguity, as well as the necessity to clarify some points concerning the special status of the Military Chair.

The mission of the university was reconsidered and included in the <u>Rector's report for 2016-2017 academic year</u> presented to the BT at their seat on March 20, 2018, and affirmed and assessed satisfactory. It should be pointed out that the acting format was elaborated by the CQAM (current

SPQAMC). It is brought into correspondence with the Self-Assessment Criteria for Institutional Accreditation (in detail - Standard 10, Criterion E). At the same time, in this format, there was applied the mechanism for the report on the [APDE](#). Besides, some data on the efficiency assessment have been introduced.

Being the only state three-stage higher education institution in the region, the University aims to establish a student-centered environment and seeks to provide the students with opportunities to manifest their potential and develop their abilities.

The combination of the SUSh EPs and the NQF accepted in 2016 shows that SUSh in its activity is oriented by the same characteristics, basing upon the standards aimed at the purposes and results for better knowledge, skills and abilities. The EPs have got clear-cut goals, expected learning outcomes, as well as methods of teaching, learning and assessment.

In SUSh, education is realized on the 6th, 7th and 8th levels (Bachelor's, Master's and Researcher's educational programmes), directed by the NQF fixed characteristics, RA specialties classifires and RA MESCS higher professional education state standards, as well as according to the MESCS license for awarding the proper state diploma for the Bachelor's and Master's Degrees. The list of specialties can be found on the University website per departments (e.g. [the Department of Natural Sciences and Mathematics](#)).

The SUSh mission and goals are in accordance with its activity, policy and adopted statute.

The University pursues the implementation of the SP (polls, reports, key data on the activity assessment, self-assessment).

In 2017, on the Rector's resolution, there was established a staff for elaboration of the SUSh SP (ref.: – Decree N 231, October 30, 2017), including the corresponding employers and experts in the sphere. On January 31, 2018, the [SUSh development SP elaboration, realization and accountability concept](#) was adopted. In January, 2018, due to this order, the elaboration of the SP started. First of all, the draft variants of the strategic programs for the departments and college development were to be elaborated and presented. Afterwards, the University SP was to be elaborated and adopted, after which the final versions of the SP for the departments and college should be perfected and adopted. The process remained incomplete in its primary stage because of some developments in the university, as well as the rector's resignation. Now steps are undertaken in that direction.

It should be noted that in 2017 the CQAM (present SPQAMC) studied the ERIA and the APDE mentioned in the report. There were some problems, in the APDE there were actions not emanating from drawbacks pointed out in the ERIA, as well as some such points which didn't arise from the university budget. Thus the program was reviewed as a result of several discussions with the QA coordinators from the Chairs and Departments and consultations with the rector. That variant of the program was included in the [Rector's report for 2016-2017 academic year](#), representing the actions due to steps. But in 2018-2019 the latter was denounced, going back to the formerly adopted variant, due to which the [Rector's report for 2017-2018 academic year](#) included a brief ANQA report.

The SUSh development SP is published in its website and is presented to the structural subdivisions. At the beginning of each academic year, the subdivisions comprise their working plans, and at the end of the ac. year present report on their activity concerning the realization of the isssues included in the plans. The report is the chief mechanism for the measurement of the goals implementation and assessment. The presented reports are assessed and basing upon them the

resolution draft is made where the steps towards the solution of the problems mentioned in the reports is planned. However, it is necessary to introduce multifaceted mechanisms for the measurement and assessment of the realization of strategic purpose, given due to the SUSh SP elaboration, implementation and accountability concept.

It also should be mentioned that reports on the activity in ac. year 2017-2018 were comprised by the centres, but not presented to the SC for discussion.

The reforms being carried out in the University, all reviewed EPs for the Bachelor's and Master's Degrees and are aimed at providing the RA NQF comparability and in their structural and content nature correspond to the main principles of the Bologna procedure.

STANDARD B. The TLI's mission, goals and objectives reflect the needs of the internal and external stakeholders.	
Required attachments	SUSh SP elaboration, implementation and accountability concept, Mechanisms for exploring the needs of internal and external stakeholders, Rector's report for 2016-2017/2017-2018 academic years
Please, analyse to which extent the TLI explores the needs of internal and external stakeholders. Support the approach and its effectiveness (provide references to and attach relevant documents).	

In SUSh, there are several mechanisms for exploring the needs of internal and external stakeholders represented in the form of polls, meetings, discussions, etc. They are chiefly directed towards the revelation of the educational requirements and the study of the stakeholders' satisfaction with the presented educational services. The SUSh governance bodies are ensured with the involvement of the internal and external stakeholders.The students (about 25%), the teaching staff (about 25%) and the employers are included in the BT, SC, DB. Being full-fledged members of the mentioned boards, they take part in discussions, express their opinion, make suggestions and participate in decision-making (ref.:–SUSh Statute, working order of the SUSh BT, SUSh SC regulation, SUSh Department Exemplary Statute).

The SUSh internal and external stakeholders are also included in the working teams for SP elaboration (ref.:–Resolution N144/1, October 9, 2015). In the departments and structural subdivisions, the stakeholders can make their proposals in the stages of the SP elaboration and discussion, presenting them to the working teams (ref.:–SUSh development SP elaboration, implementation and accountability concept). The third goal of the SUSh development SP is to establish participational cooperation and accountability culture with the internal and external stakeholders thus assisting the transparency of the educational and other services presented to the society. To realize it, the University follows the requirements of the labour market and reviews the specialties in the Bachelor's and Master's EPs or inserts new ones (in detail – Criterion 3).To review of the SEP, committees were established in 2017, involving corresponding experts, employers, graduates, students (ref.:–Resolution N167, August 29, 2017). The external stakeholders are also included in the Final Attestation Commissions and write down their observations which support the further reforms. Besides, since ac. year 2018-2019, polls have been held among the employers-members of the Attestation Commission concerning the satisfaction with the SUSh graduates' vocational preparedness.

The university rector regularly meets the headmasters of the regional schools and the employers to discuss the educational problems of the region.

For studying the SUSh internal stakeholders' opinions such mechanisms are used as student polls through which the students assess the professional, pedagogical and organisationsal competencies of the AS, make proposals on the improvement of its work. To ensure the objectivity and efficiency of this research, there are used parallel polls via the "Questionnaire on the assessment of the development requirements to the AS professional, pedagogical and organizational competencies" and the data from the "Lesson audying protocol-format" (in detail – Criterion 5).

One of the most significant tools for studying the opinion of the internal stakeholders are the polls on "SUSh Students Assessment of Education Received in the University, Professional and Organizational Ratings of the University", "SUSh AS Assessment of the Management System and Administrative structures", "Rating assessment of professional and organizational knowledge of the Researcher's Degree students in the post-graduate education", via which the students and staff assess their satisfaction with the university resources and services, the work of the infrastructures and subdivisions, make suggestions on the improvement of the branch activity. Since this academic year, polls have been held among the first-year students via the "SUSh students' assessment of expectations on the organizational rating questionnaire", intending to further compare the data. Seeking to raise the efficiency of the pedagogical practice (internship) organized by SUSh, since 2018 polls have been held among the intern-students (in detail-in Criteria 3 and 10). The results of analyses are included in the SPQAMC reports, as well as are presented in the subdivisions.

As per the "Regulation on revealing students' needs, supporting and guiding them" adopted on June 30, 2018, as the seat of SUSh SC, the Heads of SUSh subdivisions and the administrative and student-support staff have got fixed schedules for student reception. Of course, the staff is prepared to receive students even out of schedule and observe their problems, but this approach was aimed at avoiding the discontent manifested by the students and staff.

The Self-assessment Commission involves the representatives of both the administrative and the teaching staff, students, graduates and employers.

On SUSh website, there is a feedback mechanism via which issues can be presented by the internal and external stakeholders. Besides, the Facebook social network is available for applying on various issues.

The acting mechanisms enable to reveal and apply the needs of internal and external stakeholders when reviewing the mission and goals of the University.

STANDARD C. The TLI has got set mechanisms and procedures to assess the results and to further improve them.	
Required attachments	SUSh development SP elaboration, realization and accountability concept, SUSh development SP for the years 2015-2019, SUSh SP working plan Rector's report for 2016-2017/2017-2018 academic years
Assessment of mechanisms for the SP realization and QA promotion (provide relevant references and give feedback from relevant documents). Please analyse and support the extent to which the TLI's QA mechanisms promote its sustainable improvement.	

In SUSh, there is a series of mechanisms for strategic goals realization assessment. To assess the process of the SP realization, a schedule-plan for the SP realization in 2015-2019 is elaborated, which is a long-term program of actions, planned for a five-year activity. On the basis of the latter short-term programs for one-year activity are being elaborated.

In 2016, was adopted the APDE, as well as was elaborated and adopted the schedule-plan for the realization of that program.

On the basis of this all, the annual working plans for subdivisions are elaborated. The procedure of the university planning is done from top to bottom. Firstly, the SP of the university is composed, then the schedule-plan of the SP realization and accordingly the working plans of the departments and structural subdivisions – those of the Chairs and the individual working plans of the teaching staff. The University report is held from bottom to top, e.g. the teaching staff present their reports at the seat of the Chair, after that the Heads of the Chairs comprise their reports on the basis of the teachers' ones and present them at the seat of the DB (hereafter SC due to the change in the Statute). The Military Chair, College, SUSh High School, the centres and structural units present their reports to the SC. The Rector presents the SUSh annual activity to the SC and for assessment – at the seat of the BT. Together with the presentation and assessment of the reports, the problems are introduced, as well as the resolution draft for their solution.The reports are printed and published on SUSh Webpage.

It is extremely essential to improve the report format and expand the analytical component with the involvement of some efficiency assessment indices and the APDE.

As per SC Resolution N21.5.4, December 4, 2017, it was decided to set up a temporary commission on "Scientific policy elaboration, scientific activity development SP elaboration, assessment and control" and "The interanionalisation development SP elaboration, assessment and control", but the commissions did not act due to some procedures in the University.

The report composed according to the goals and objectives of the SP allowed to assess the performance of the strategic goals execution, register achievements and drawbacks in all problematic spheres, to plan their reforms in the next SP.

The above mentioned tools and mechanisms enable us to manage the process of SP realization, register the achievements, identify the defectsand plan the reforms. The main aim of the reforms is the education quality improvement via efficient means and due to the modern educational standards.

According to SUSh development SP elaboration, realization and accountability concept the procedure planning "from-bottom-to-top" and "from top - to bottom" mechanism is anticipated, and the accountability should be due to the "from bottom – to top" principle. This mechanism will enable a greater involvement of the internal and external stakeholders (in detail – in Criterion A of the given Standard).

Internal and external stakeholders (students, AS, graduates, employers) are involved in the University's activity assessment. They take part in polls, present their approaches in official structures (Student Council, SSS, DB, SC, BT and etc.).

Self-assessment is a very significant mechanism in the procedure executions and the University seeks to turn its annual report into a self-assessment.

Strengths	Weaknesses
• SUSh has got a strictly formulated mission in accordance with the NQF.	• SUSh's weak cooperation with employers.
• There are specialties satisfying the reqirements of the regional labour market.	• The employers' not very active involvement in the University's procedures.
• The involvement of internal and external stakeholders in the elaboration and assessment of the SP.	• The imperfect application of the SP realization accountability mechanisms.
	• Imperfect accountability due to the fixed KPI.

Opportunities	Threats
• Cooperation with external stakeholders. • The dominant role of the University in the Region.	• The high rate of unemployment and personnel overproduction in the Region. • Quick changes in the labour market requirements.

Planned ways for overcoming weaknesses and threats

1. The development of the cooperation with employers.
2. Elaboration and application of activity mechanisms for raising the employers' involvement in SUSh procedures.
3. Reports on the SP realization and insertion of the assessment mechanisms /analysis mechanisms.
4. Provision of accountability according to the strictly fixed KPI.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: *The management system, administrative structures and their functioning of TLI are effective and aimed at the implementation of the mission and goals of the institution, while maintaining the standards of management ethics.*

> *Improvement and development of the management system, provided with the necessary human, material and financial resources, in accordance with the mission /ref.: SP/:*

STANDARD a. Management System of the institution ensures an orderly decision-making process in accordance with established ethics rules and has the human, material and financial resources necessary for the implementation of educational and other purposes.

Required documents	SUSh Statute, SUSh Structure, The SUSh BT working order, SUSh SC regulations, SUSh Department Exemplary Statute, SUSh Chair Exemplary Statute

> *List location(s) of the bodies reflected in the organizational chart and provide the organizational chart /Appendix 2.1.-SUSh Structure /.*

> Please, analyze the effectiveness of the organizational structure *(provide references to and attach relevant documents)*. How does it meet the stated mission?

SUSh is the legal successor of GSPI SNPO (29.210.01951) in accordance with the transfer act, GSPI SNPO was the legal successor of „Gyumri State Pedagogical College" SNPO (29.210.01927) and „Gyumri Collage of Culture" SNPO (29.210.01961).

SUSh carries out its activities in accordance with the Constitution of RA, the Civil Code of RA, the RA law „On Funds", the RA laws „On Education", „On Higher and Post-graduate Special Education", the SUSh Statute and other legal acts.

SUSh management is based on its autonomy in combination with the principles of individual and collective management, with the functions of the founder, authorized body, BT of SUSh, SC of SUSh and rector /ref.: the SUSh Statute/:

In 2015-2019, during the implementation of the SP, taking into account also the shortcomings indicated in the ERIA (hereinafter referred to as the ERIA), structural changes have been made to the management system, ensuring the decentralization of management /ref.: Appendix 2.1.-SUSh Structure/ the need of which was also realized by the university management. In the Operational

management system there was an inefficient allocation of managerial resources /ref.: ERIA and GSPI Former Structure/. In particular, concentration of duties of the head of educational activity, science, external relations, and also educational and methodical management. The process of forming the structure of ShSU is regulated. The structure is approved by the BT on the proposal of the SC and the presentation of the rector /ref.: SUSh Statute/

SUSh 19.04.2017 structural change /ref.: BT Decision #3, dated 19.04.2017/ was necessary in connection with the decentralization of functions, implementation of strategic goals and objectives and effective management of resource management processes, as well as a decrease in the number of students in some specialties (merger of departments and chairs) /ref.: Rector's report for 2016-2017 academic year/.

Partial changes occurred also in 2018.-/ ref.: BT decision N11/ , dated on 23.04.2018/ As a result of structural changes structural divisions were transformed (EPMC, SPQAMC, FCPRC). For example, as a result of these structural changes, the CQAM was transformed into the SPQAMC, which operates since 19.04.2018. It is created on the basis of a former CQAM, including some functions of the former center for science policy and management of external cooperation and expanding them /ref.: SPQAMC Statute/. As a result of this change cost-efficiency and high-efficiency processes were maintained /ref.: report SPQAMC for the 2017-2018 academic year, Rector's report for 2017-2018 academic year/. In particular, the goal was to develop and stimulate research aimed not only at the relationship between the educational and research processes of the University, but also at the development of the University and quality assurance and process management, at the same time involving students and using the full potential of the University /ref.: SDC project, SUSh Regulations for awarding intra-university grants for scientific activity/. As a result of this structural change, we have SUSh Department of Personnel Management and Legal Support, which also includes human resource management functions, giving importance to this as a significant factor of effective management.

Thus, the new structure is aligned with the strategic development goals and ensures the decentralization of processes.

SUSh operates through its bodies. They are: 1. BT, 2. Rector, 3. SC, 4. Rectorate.

The Supreme governing body of the SUSh is the BT with five-year term of office. SUSh BT conducts activities in accordance with the SUSh Statute and The SUSh BT working order.

The rector of SUSh directs educational, scientific, industrial, economic, financial, international and other activities of the University, organizes the work of the SUSh SC, structural divisions, ensuring their harmonious activity, convenes meetings of the SC, the rectorate, etc. The SC is a collegial body that plans, coordinates and regulates educational and methodological, research and scientific and technical activities. Term of office of the SC is also 5 years. In 2019 in accordance with the decision of the BT the activities of the current SC were prematurely terminated /ref.: BT decision N 24.7, dated 05.10.2019/, and a new staff of the SC was formed in accordance with the amended statute. this process to some extent prevented the deployment of planned activities of SC (deferred discussion and approval of a number of documents, discussion and evaluation of reports of the centers, etc.).

Rectorate is an advisory body to the rector, which is formed by order of the rector and in the period between the meetings of the BT and SC discusses issues related to the areas of activity of the

SUSh. The decisions of the rectorate are advisory in nature and can be used as a basis for decisions made by the rector /ref.: Appendix 1.1.1 -SUSh Statute/

Structural divisions of SUSh are Departments, Chairs, Military Chair, Centers, Units, College, High school. The status and powers of the SUSh structural divisions are established by the RA legislation, as well as the SUSh Statute and other internal legal acts.

The department consists of chairs, laboratories and other educational, scientific and support units. The governing bodies of the department are the DB and the Dean. The DB is a collegial management body of the department /ref.: Appendix 1.1.1- SUSh Statute and SUSh Department Exemplary Statute/. Election of Deans and heads of chairs is carried out in accordance with respective regulations /ref.: Regulations for SUSh election of the Department Dean, Regulations for SUSh Head of Chair election/.

Chairs of SUSh (including laboratories, offices) with the exception of the Military Chair, are the main structural divisions of the organization of the educational and scientific process of the department /ref.: SUSh Department Exemplary Statute/. The Military Chair operating within SUSh is a separate structural division, it is also a division of the RA Ministry of Defense and trains reserve officers for the RA Armed Forces /ref.: clauses 107, 109, 110 of the SUSh Statute and SUSh Military Chair Statute/:

Centers are structural divisions created for the implementation of the statutory tasks and functions of the SUSh, the order of which is determined by the SC /ref.: Appendix 2.1.1. -SUSh EPMC Statute, SUSh FCPRC Statute, SUSh SPQAMC Statute, SUSh LECIITC Statute/. There are four centers /ref.: SUSh Structure/.

In accordance with BT decision No. 5/1, dated on 28.07.2017, SUSh Secondary Vocational Department was renamed "SUSh College", where training is carried out on secondary special EPs /ref.: SUSh College Statute/. Education in General education programs in SUSh is organized in SUSh High School /ref.: SUSh High School Statute/. Graduates of high school are issued a graduation document in accordance with the procedure established by RA legislation.

SUSh management system is provided with necessary human and material resources /ref.: Rector's report for 2016-2017 academic year, Rector's report for 2017-2018 academic year/: The rights and obligations of employees and students of SUSh are established by RA legislation, SUSh Statute, SUSh internal disciplinary rules, regulations, SUSh principles of ethics.

Special attention is paid to strategic problems of SUSh development: mechanisms and procedures for revision and improvement of regulations and regulations of the management system and administrative structures. In this regard, a Commission has been formed to develop and finalize the internal legal acts of the SUSh with the relevant commissions /ref.: rector order number 35, 12.03.2019/.

The SUSh has an internal computer network, which contributes to faster document management, while the system of official e-mails is also used for this purpose. However, there is a need to implement an electronic management system that will allow more efficient organization of processes, including hierarchical processes.

SUSh has allocated the property, which is accounted for in the balance sheet. All income and profit received in the course of SUSh activities are used for the implementation of its statutory and strategic goals.

The financial policy of SUSh is carried out according to RA legislation. The annual estimate of income and expenses of the SUSh and the annual execution is approved by SUSh BT. Financial activities include the functions of remuneration of labor, scholarships, compensation of tuition fees, provision of student benefits, preservation and development of University resources, and other expenses that contribute to educational and research activities. The choice of the person performing the financial audit is made in accordance with the procedure established by the RA legislation On Funds.

STANDARD b. The TLI's system of governance provides student and teachers opportunity to participate in decision-making processes directed to them.	
Required documents	SUSh Charter, The SUSh BT working order, SUSh SC regulations, SUSh Department Exemplary Statute, SUSh Chair Exemplary Statute
Please, provide the effectiveness analyses for teacher and student involvement in the decision making process. Provide references to and attach relevant documents.	

The action plan in the SUSh (former GSPI) infrastructure accreditation review report identified weaknesses that contribute to the involvement of external and internal stakeholders in management processes. In this direction the University management has taken a number of steps to enhance the initiative of the beneficiaries

The management system of SUSh, SUSh Statute and the current regulations allow teachers and students to participate in decision-making and discussion of various issues at the University.

The number of members of BT SUSh is 24, which is formed by SUSh AS, students (25%), the founder and the authorized body /ref.: clauses 26 and 27 of SUSh Statute/. At least 50 % of the SC members are elected. The members of SC by position are the rector (Chairman of the SC), vice-rector's, director's of centers, scientific secretary (Secretary of the SC), Deans of faculties, head of the military chair, director of the College, chairman of the trade union, the youngest and oldest doctors of science, as well as elected members from AS - teachers who have a degree or title. 25 % of the SC members are students who are nominated by the department student councils and elected by the University SC /ref.: SUSh Statute/. The members of the SUSh rectorate are the heads of the respective structural divisions /ref.: SUSh Rectorate Regulations/. SUSh DB consists of members by positions (Dean of the department, heads of chairs), appointed members (employer, graduate) and elected members (at least 50%) (main staff and students of the AS (25 %)). The AS of SUSh also participates in the meetings of the Council of the Dean's office of the department /ref.: 104 clause of SUSh Statute, SUSh Department Exemplary Statute/. The AS of chair of SUSh participates in the discussion of the main issues of educational and methodological, research activities of the chair /ref.: SUSh Chair Exemplary Statute/.

The AS and students actively participate in meetings of the BT, SC, and DB, raising their concerns /ref.: BT, SC, DB minutes of meetings/.

In addition, discussions are held with a wide range of students on various issues. According to the results of surveys, the satisfaction with the process of conducting open discussions by the management of SUSh among graduates is 65%, and among students is 75% /ref.: in SPQAMC and ANQA electronic questionnaire of the 10th criterion/.

STANDARD c. The TLI's develops and implements short, mid, and long term planning consistent with its mission and purpose and has clear monitoring and implementation mechanisms.

Required documents	SUSh Strategic Development Program for the years 2015-2019,
	SUSh Strategic Development Program Work Plan for the years 2015-2019,
	Work Plans of Infrastructures

Please, analyze the effectiveness of planning and implementation (provide references to and attach relevant documents). How does it promote the effective implementation of the institution's stated mission?

Planning of strategic and current educational and scientific activities at SUSh is carried out in accordance with the mission and goals of the University:

Within the framework of long-term planning, the SUSh, in accordance with its mission and goals, developed a five-year SUSh SP (approved at GSPI SC meeting, dated on 08.02.2014) and the corresponding work plan. Strategic long-term planning, implementation and monitoring are described in criterion 1. The basis for the implementation and monitoring of the SP is the indicators for evaluating the results set out in the SP, as well as in the five-year work plan, which are defined for each goal and task. The implementation of the SP is evaluated and the effectiveness of its implementation is presented in the annual reports of the rector on the activities of the University. The annual report of the rector of SUSh is discussed at the meeting of the SC, then after approval is submitted to the BT /ref.: clause 55, subclause 4 of SUSh Statute/. The report approved at the meeting of the BT is published on the website of SUSh.

SUSh College has developed its SP, which should ensure its progress in the planned areas /ref.: SUSh College SP/. An integral part of the SP is the schedule of its implementation including actions, responsible people and appropriate resources. The programme is subject to periodic evaluation monitoring and progress and can be revised in accordance with new realities. The SP is evaluated at the end of each year, based on the annual report of the SUSh College in order to consolidate achievements, identify shortcomings and plan reforms. Changes in the SP are made by the decision of the SUSh College Council and the approval of the SUSh SC.

Medium term planning at SUSh was carried out within the framework of APDE specified in the ERIA after institutional accreditation. Information about the activities within this program is presented in the rector's report /ref.: the annual reports of the rector since 2016/.

Short-term planning is designed for one calendar year and / or academic year and is manifested in the planning of the priority educational process, the form of implementation of which is the planning of bachelor's and master's EPs. The legal basis of this planning system is the RA law on education. Short-term operational planning is carried out in all areas of SUSh activities: financial, human resources, property, EPs. In short-term planning, the processes of drawing up, discussing and approving work plans of the SC, infrastructures (including departments and chairs), curricula of EPs, chair teachers' of TCP of the relevant subject, individual plans of the teachers are carried out. Short-term planning includes a clear definition of the timing of the intake tests of the bachelor's and master's in full time and part time programs according to the schedule of a semester, holding exam sessions, the deadlines of debt repayment, as well as start and end training sessions in a given semester, start of classes next semester.

Annual short-term financial planning is carried out on the basis of analysis and preparation of estimates of income and expenses of SUSh, so that the planned year will ensure the normal activities of the University, the optimal distribution of financial resources, effective and targeted use /ref.: The

SUSh procedure for budgeting, adoption and analyzing the factual data (output)/.

Short term planning is based on a SP for the future and is consistent with the mission and goals of the University.

Note that the effectiveness of the implementation of short-term planned processes is evaluated through reports, on the basis of which the draft decision is compiled as a mechanism for further improvement. Monitoring results are used to improve the efficiency of process implementation and improve planning

In the process of University management, in particular in planning, the importance is attached to the adoption of internal University acts regulating the educational process, which make the educational process clear and predictable for internal and external beneficiaries. As part of the implemented reforms the statutes, regulations, procedures, regulations were developed and submitted to the competent authorities of the University, then approved, which tend to improve the efficiency of University management, strengthening the legal framework for managing the educational and scientific process.

There are various ways to monitor the execution of processes at different planning levels:

1. Conducting auditions, collecting information about current educational and scientific activities,

2. Conducting surveys among external and internal beneficiaries and their analysis (details in criterion 10),

3. Meetings with external and internal beneficiaries,

4. Annual reports of heads of chairs, departments, and other infrastructuress and their assessment,

5. Report of the rector on the activities of the University during the academic year.

Monitoring results are used to improve the efficiency of process implementation and planning.

STANDARD d. The TLI's conducts environmental scanning and draws on reliable data during the decision-making process.
Required documents   Structural subdivisions and rector's reports
Please, list the major findings of the environmental scanning for the last three years and their incorporation in the institutional strategy (provide references to and attach relevant documents).

In carrying out its activities, SUSh relies on the collection and analysis of information related to its activities. This allows you to evaluate performance, identify omissions and the results of changes in the direction of improvement.

The processes of decision-making and implementation of changes SUSh is significantly impacted by the external and internal environment, so SUSh constantly monitors, studies and analyzes the key factors that affect its activities, with the implementation of the functions of forecasting, planning, organization and accountability. This significantly contributes to the stabilization and development of educational and scientific activities of the University.

The main factors affecting the activities of the University are:

1. Demographic picture, resulting in a decrease in the number of applicants in a given academic year, and this leads to a decrease or increase in financial inflows due to rent payments, and this leads to changes in the AS and administrative staff.

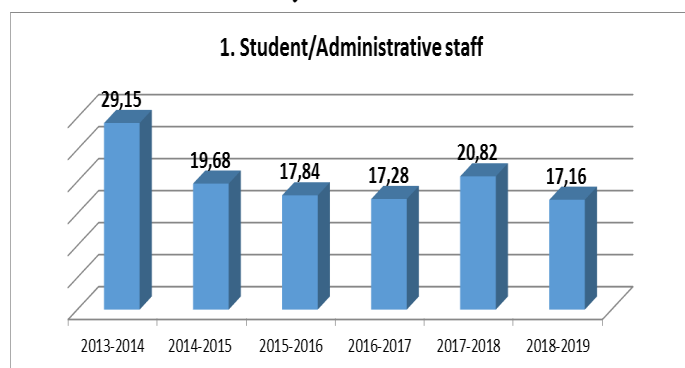2. State of the necessary material and technical base.

3. Opinions and views on the University of interested persons inside (students, employees) and outside (graduates, employers, society) of the university.
4. Legislative field.

As a result of a survey of external and internal stakeholders, their needs and requirements are identified, which are discussed with the heads of structural divisions, in the relevant DB, at meetings of the SC and decisions are made to meet them.

The analysis of available information is the basis for decision making and changes to existing procedures. In particular, substantial and structural changes were made in the EPs of specialties, in the evaluation system, in the programs of internship, in order to make more effective use of the existing material and technical base, structural changes were made.
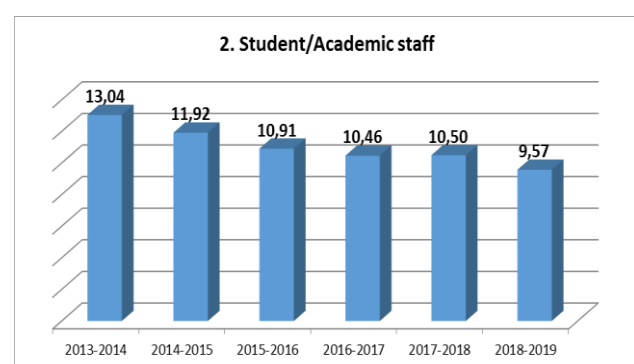
The SUSh management system is based on planning (detailed in the standard c. of this criterion), which is carried out taking into account the capabilities and limitations of material, information, and human resources. Evaluation of the effectiveness of the overall operation of SUSh and control system has been carried out also with several KPI management system of SUSh. Analysis of KPI data allows to identify the strengths and weaknesses of management and planning processes, possible ways and risks of development, as well as to improve the management and planning processes /ref.: Rector's report for 2016-2017 and 2017-2018 academic year report SPQAMC for the 2017-2018 academic year/.

Below are several KPIs of the SUSh management system /ref.: report SPQAMC for the 2017-2018 academic year/:

1. Student/Administrative staff

29,15 19,68 17,84 17,28 20,82 17,16
2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019

In the 2014-2015 academic year, the sharp drop in the first indicator is due to both a decrease in the number of students (about 13% compared to the previous academic year), and an increase in administrative staff (about 30% compared to the previous academic year). In the 2015-2016 academic year, the figure not so sharp, but h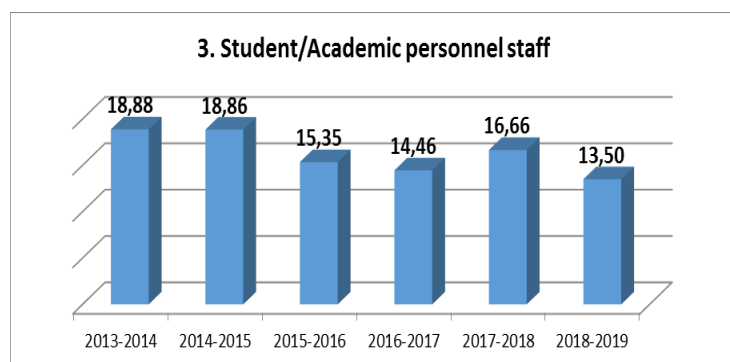as decreased, which is mainly due to a decrease in the number of students (about 8% compared to the previous academic year). In the 2016-2017 academic year, the rate decreased slightly, mainly due to a slight decrease in the number of students (about 4% compared to the previous academic year), although it should be noted that the rate of admission compared to the previous academic year increased. In 2017, the rate increased, which is mainly due to a decrease in administrative staff (about 18% compared to the previous school year), in this case, the admission rate also increased significantly compared to the previous school year. In the 2018-2019 academic year, the indicator again fell sharply, mainly due to a decrease in the number of students (about 10% compared to the previous academic year) and some growth in administrative staff (about 7% compared to the previous academic year).
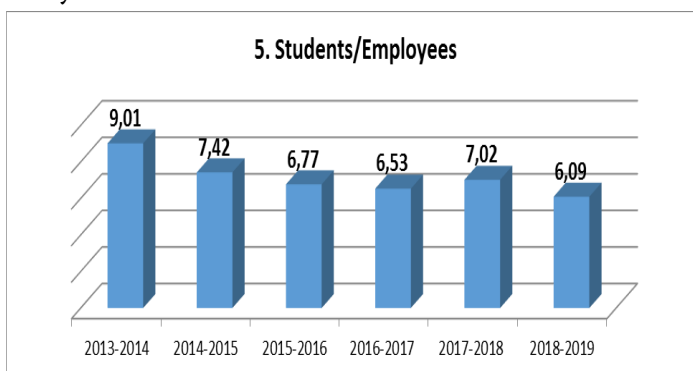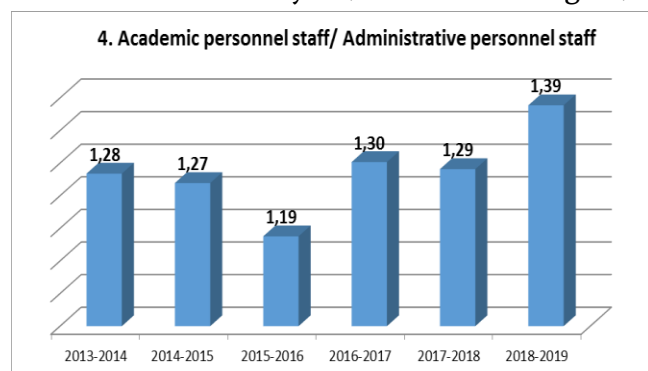
The second indicator declined until 2016-2017 academic year, stabilized, and rose to some extent in

2. Student/Academic staff

13,04 11,92 10,91 10,46 10,50 9,57
2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019

the 2017-2018 academic year, after which it fell sharply again in the 2018-2019 academic year, mainly due to the number of students.

3. Student/Academic personnel staff

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
18,88	18,86	15,35	14,46	16,66	13,50

The third indicator remained in the 2013-2014 academic year and 2014-2015, in the 2014-2015 academic year, both the number of students and the AS decreased. From 2015-2016 and 2016-2017, the index dropped sharply, as the number of AS increased in parallel with the decline in the number of students. The index increased in the 2017-2018 academic year due to AS cuts and a small increase in the number of students. In the 2018-2019 academic year, the index fell again, mainly due to a reduction in the number of students.

4. Academic personnel staff/ Administrative personnel staff

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1,28	1,27	1,19	1,30	1,29	1,39

5. Students/Employees

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
9,01	7,42	6,77	6,53	7,02	6,09

The 4th indicator was mainly preserved during all academic years, only in the 2014-2015 academic year it decreased, due to the fact that the AS decreased, and administrative personnel did not.

The 5th indicator decreased until the 2016-2017 academic year, to some extent increased in the 2017-2018 academic year, then decreased in the 2018-2019 academic year.

In order to identify factors that affect the quality of education, surveys are conducted in the districts of AS, students, graduates, employers of SUSh to determine their level of satisfaction with the results of the educational process at the University /ref.: SUSh QAMC/. The study of internal factors is aimed, in particular, at surveys conducted among students of bachelor's and master's program, which allow to determine the level of their satisfaction with EPs, AS, library services, the state of classrooms, University management, etc. To study internal factors, surveys are also conducted within the AS to determine their level of satisfaction with the work of the management system and administrative structures of the University, as well as to identify their needs /ref.: SUSh QAMC/. The results were summarized in the analyses conducted by the SPQAMC on quantity and quality indicators /ref.: report SPQAMC for the 2017-2018 academic year/.

Thus, according to the results of the study, the overall satisfaction with the activities of the head of the University on average was estimated by students about 76%, graduates – about 63%, the AS - 54% ref.: in SPQAMC and electronic questionnaire of the 10th criterion/.

In addition, the University management periodically holds meetings with students and AS, finds out the problems that have arisen during this period, listens to their opinions and suggestions, which are taken into account for the purpose of Situational solutions /satisfaction indicators are presented in the standard b. of this criterion/.

Based on the analysis of data obtained from surveys, it is planned to revise the planning components at all three – long-term, medium-term, short-term levels. Information about the factors affecting the external and internal environment is also summarized in the reports on the academic performance of students, analysis of the results of the survey of graduates and intern students, the annual report of the rector of SUSh.

Data collection, dissemination and management processes are generally systematized. Approaches to the mechanisms, procedures, procedures of education, instrumental composition of research are presented in the SUSh QAMC.

STANDARD e. The management of the polices and the processes draws on the quality management principle (plan-do-check-Improvement).	
Required documents	SUSh Carter, The SUSh BT working order, SUSh SC regulations, SUSh QAMC
Please, analyze the effectiveness of the mechanisms promoting QA (provide references to and attach relevant documents). Analyze to what extent the quality assurance mechanisms promote continuous improvement of institutional governance.	

Until 2016 December, the University had the status of NSPO, and 02.12.2016, it acquired the status of a Foundation and was transformed from an Institute to a University. The former organizational and legal status of the University did not allow to carry out business activities, now the University has taken steps in this direction-with the re-equipment of resources, which makes it possible to conduct business. The change in status also contributed to the development of international cooperation of the University, improving the quality of education, further improving management and gave the opportunity to expand academic freedom and autonomy, was given the opportunity to offer modern and relevant to the labor market University specialties /details in criterion 3/.

We also note that in the system of operational management there was an inefficient distribution of managerial resources /deatils in standard a. of this criterion/. Structural reforms have also been implemented in accordance with the quality management principle.

Thanks to the introduction of relevant documentary basis of SUSh management process main activity of the structural divisions of the educational process, the quality of vocational EPs and teaching, learning and assessment were fully adjusted, and SUSh QAMC developed, the implementation of which will allow to evaluate the effectiveness of quality assurance.

At the same time, it should be noted that the administration of procedures in SUSh is also carried out on the principle of quality management according to the following mechanism:

• The main actions of the SUSh structural divisions and internal legal acts regulating the educational process are developed by the relevant divisions.

• A preliminary version is presented to all structural units for contemplation.

• A Commission on the development and revision of internal legal acts by the relevant committees has been formed and is in operation, which includes persons with relevant experience, heads of chairs, deans, and students. The heads of the relevant divisions and other employees of the sphere also participate in the discussions of the committees.

• Based on contemplations, the commission reviews the document and submits them to SC for discussion.

• The SC decides to approve the document or it can be sent for revision on the basis of proposals.

- If the document is approved, a package of revision proposals is introduced and based on the problems encountered in the course of application, which is presented, discussed and approved. For example, SUSh Regulations for awarding intra-university grants for scientific activity, which was approved at the meeting of the SC on November 15, 2016 which was subsequently revised (2017, 2018, 2019). This shows that SUSh procedures and policies are periodically updated, involving all departments, ensuring transparency and quick response to problems.

The introduction of these quality assurance mechanisms of the management process has significantly regulated SUSh management processes, as well as the processes managed by it on the basis of sufficiently flexible and feedback allow for changes at the appropriate level of strategic and operational management /ref.: SUSh QAMC, SUSh MIQAS/.

STANDARD f. There are mechanisms in place ensuring data collection on the effectiveness of the academic programmes and other processes, analyses and application of the data in decision-making.	
Required documents	SUSh SP Work Plan for the years 2015-2019
	SUSh SEP Development, Approval, Monitoring and Revision Policy, SUSh QAMC
	Rector's report for 2016-2017 and 2017-2018 academic years

Please, analyze the effectiveness of the mechanisms for evaluating the institution's EPs and other processes (provide references to and attach relevant documents).

The development and application of procedures and mechanisms of monitoring, evaluation and periodic review of quality of SEPs is one of priority of SP /ref.: SP Work Plan, section 2, problem 4, step 4.1/. The mechanisms for evaluating SEPs and their effectiveness are described in detail in the criterion 3, standards a. and e., as well as in criterion 10.

There is SUSh SEP Development, Approval, Monitoring and Revision Policy, which was approved on 20 February, 2013. According to the SUSh SC Working Plan for 2019-2020 Academic Year, it is planned to develop an appropriate procedure that more regulates the process.

Current mechanisms for evaluating effectiveness are.

- Gathering information on the effectiveness of SEP implementation processes. In particular, SUSh EPMC conducts a generalization of the academic performance of students, which is presented with a report.

- Current approaches to the development and refinement of internal legal acts (details in standard e. of this criterion), as well as discussion of current issues about SEP in the SC,

- Surveys among internal and external beneficiaries and analysis of their results and their application /more in the 3rd and 10th criteria/.

- The effectiveness of the SEP implementation mechanisms and the evaluation of other processes is also reflected in the self-analysis of the institutional opportunities periodically implemented at the University and in other reports and documents related to them.

- Reports of chairs, departments, which include proposals for improving SEP, taking into account the views of the internal /AS, students/ and external stakeholders /members of the final certification commission, methodologists of internship institutions, employers, graduates, etc./.

- Reports of structural units and centers and evaluation of work plans.

- Annual reports of the rector, which include reports on the implementation of SP and APDE /ref.: Rector's report for 2016-2017 and 2017-2018 academic years/.

In order to revise the SEP, in accordance with rector's order from 29.08.2017, department

methodical councils and methodical commissions were formed for each specialty of the University, the goal is to review the SEP, bringing them in line with the requirements of the labor market, approaches to internationalization and mobility /details in criterion 3/.

EPs approved by SUSh are subject to monitoring and revision of the above-mentioned SEP Development, Approval, Monitoring and Revision Policy /ref.: SUSh SEP Development, Approval, Monitoring and Revision Policy and SUSh QAMC/.

STANDARD g. There are impartial mechanisms evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awards.	
Required documents	Policy and procedures for the dissemination of public information
	Mechanisms for evaluating availability and objectivity of publications
Please, analyze the effectiveness of the mechanisms evaluating information provisions by the institution (provide references to and attach relevant documents).	

The sources of reliable and constantly updated information about the quality of the SEP and the qualifications provided for the SUSh beneficiaries are mainly as follows:

1. Placement of minutes of BT meetings on the official website of SUSh /ref.: http://shsu.am/board_of_trustees//.

2. The annual report of the rector on the activities of the University, which is also presented to the BT and is published on the official website of the SUSh, is also published information about the planning and execution of the budget /ref.: SUSh Statute, http://shsu.am/accounts///.

3. Placement of minutes of SC meetings and decisions on the official website of SUSh /ref.: ` http://shsu.am/academic-council//.

4. Reports of the centers, which are presented in the SC, which assesses the effectiveness of the center. In particular, the results of research conducted by the SPQAMC are presented and discussed.

5. Annual reports on the activities of the departments and the Military Chair, in which a separate place is given to information about the quality of the qualifications provided and the assessment of their quality, identification and improvement of problems. The annual report, in accordance with the current statute, is submitted to the SC, where the effectiveness of the work is evaluated.

6. Annual reports of chairs included in the departments, which also present issues of implementation of SEPs and evaluation and improvement of their quality. The report is submitted to the department board, which is also the basis for the annual report of the department.

7. Annual reports of the SSS and StC, which discuss the effectiveness of the SSS and Student Council and identify problems.

8. The University constantly publishes updated information on the SUSh official website /www.shsu.am/, on the official page of the social network Facebook /https://www.facebook.com/shirakstateuniversity/?ref=br_rs and https://www.facebook.com/shsu.am?ref=br_rs//, as well as on the Youtube page /https://www.youtube.com/channel/UCKXEKho3XhDa2JIsaBdBDkQ/videos/, following the responses of external and internal stakeholders. In addition, divisions (centers, departments, chairs, college, etc.) post updated and objective information about their activities in the relevant section of the official website of SUSh (e.g. http://shsu.am/scientific-policy-quality-assurance-and-management-centre/, http://shsu.am/library-scientific-educational-consultations-innovations-and-it-center/), and on separate pages of the social network Facebook.

With the aim of increasing the validity and quality of learning outcomes and learning efficiency

at the meetings of the SUSh SC and rectorate periodically discussions are held, decisions are made aimed at QA of qualications, for example, current and final evaluation of students, evaluation and improvement of the outcome of the assessment. An important source of information for assessing the quality of qualifications provided is also the reports of the chairmen of the final certification commissions, which, however, are often not analytical in nature.

SUSh Statute and statutes of divisions cover the distribution of public information (e.g., SUSh Department Exemplary Statute, clause 3.14), in particular, the question is specially managed by FCPRC Statute, however, there is a need to develop policies and procedures for disseminating public information.

At the same time, the existing feedback mechanisms allow us to assess the availability and objectivity of published information /details in criterion 8/.

Strengths	*Weaknesses*
• Decentralized management system • Involvement of internal and external beneficiaries in management processes • Organization of management processes in accordance with the principles of ethics. • Regularity of management bodies' activities. • Availability of short-term work plans in accordance with the University's SP. • Availability of mechanisms for management, evaluation and QA of the University. • Availability of internal computer network and official e-mail at the University. • Ability to conduct business by the using of internal resources.	• Weak activness of external beneficiaries in management processes. • Lack of diversity of financial income and it mainly being student tuition fees. • The lack of electronic management system. • Imperfect system for assessing the effectiveness of SP and reporting on clearly defined KPI. • Lack of public information dissemination and evaluation procedures.
Opportunities	*Threats*
• Partnership with MESCS of RA and ANQA. • Ability to conduct business by the using of external resources.	• Demographic changes and declining student numbers • Frequent changes in the legal field in the field of education.

Planned ways to overcome weaknesses and threats

1. Development and implementation of mechanisms to increase the activness of external beneficiaries in management processes.
2. Diversification of financial revenues.
3. Implementation of electronic management system.
4. Providing a system for evaluating the effectiveness of SP and reporting on clearly defined KPI.
5. Development and implementation of public information dissemination and evaluation procedures.

III. ACADEMIC PROGRAMMES

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

> Implementation of flexible MCPS that meet the requirements of the labor market, promote mobility and internationalization, in accordance with the NPC and the mission of the SUSH /ref.: SP/

STANDARD a. The EP are thoroughly formulated, according to the intended learning outcomes, which correspond to an academic qualification and are in line with the TLI's mission and the state academic standards.

Required documents	SUSh Statute, SUSh Development SP for 2015-2019 years, List of specialities implemented in the institution /Appendix 3.1.1/ SEP specifications including descriptions (Appendeces 3.1.2-3.1.7)

Please, analyze the effectiveness and alignment of EP learning outcomes with the institution's mission as well as the comparability with the state academic standards and the ANQF).

Please, provide the list of the organizations (mentioning the countries) against which the institution has benchmarked its EP.

The SEPs of SUSh are based on its mission, that is, the TLI implements the SEPs at the 3rd, 6th, 7th and 8th levels of the NQF, training specialists with the necessary knowledge and abilities in accordance with the requirements of the national labor market. In 2015-2019 in SUSh departments reformed in 2017 39 bachelor's degree, 32 part-time bachelor's degree, 23 master's degree, and 18 researcher degree (in 4 areas) EPs are currently held. The list of SEPs at the departments in accordance with the relevant chairs and awarded qualifications is available on SUSh website.

Based on the results of the University's research, priority areas set out in 2015-2019 SP, as well as development priorities and labor market requirements, a number of SEPs were developed and implemented in SUSh during this period (for BEPs - twelve and for MEP - nine); 1. Accounting and taxation (by sphere) /041101.01.6/, 2. Marketing (by sphere) /041401.01.6/, 3. Information technologies /061105.01.6/, 4. Computer science and applied mathematics /061101.02.7/, 5. Tourism /101501.01.6/, 6. Stable tourism /101501.02.7/, 7. Intercultural communication (in French and Armenian) / 023201.02.6/, 8. Intercultural communication (in German and Armenian) / 023201.02.6/, 9. English-Armenian translation /023201.01.7/, 10. Social pedagogy /011301.03.7/, 11. Design /021201.01.6/, 12. Decorative applied art /21401.01.6, 021401.01.7/, 13. Computer graphics /021201.04.6/, 14. Jurisprudence / 042101.01.6, 042101.01.7/, 15. Politology /031201.01.6, 031201.01.7/, 16. Sociology /031401.01.6/, 17. Journalism /032101.01.7/, 18. Military psychology /031301.04.7/.

Based on the results of the admission in 2016-2019, it was found that both for some newly issued and traditionally implemented programmes, not all EPs had admission /ref.: reports of the rector of the 2016-2017 and 2017-2018 academic years/

Referring to the recently implemented SEPs, we can say that, for example, there was no interest in **Journalism** or **Politology**, and there was little interest in **Military Psychology**, while **Stable Tourism** EP registered a growing interest. For the 2020-2021 academic year, MEPs on **Special Pedagogy**, **Speech Therapy** and **Biotechnology** have already been developed, based on the requirements of the labor market and the interests of beneficiaries. The latter are promising and of strategic importance

for SUSh. **Special Pedagogy** and **Speech Therapy** MEPs were developed by chair of Pedagogy and coincide with the range of research interests of the chair. As for **Biotechnology** MEP, its structure was developed within the framework of the Erasmus+program "Armenian Network of Excellence in Bioproducts Science and Technology" / ABioNet/. The content of the SEP was discussed with specialists from European partner universities, such as the University of Teramo (Italy) and the Dresden University of Technology (Germany). The development of professional MEP modules the possibilities of professional practice in the SR were also taken into account. It is also very important that graduates will be able to apply their professional knowledge not only in SR, but also in the international labor market. This SP is also distinguished by the fact that it provides a science-entrepreneurship link, while at the same time being in tune with the structure of similar MEPs in European universities, which in the future will contribute to the development of academic mobility programs and dual degree MEPs. To implement the EP, the appropriate material and technical base was purchased, in particular, the laboratory of Microbiology and biotechnology /details in criterion 7/.

The general and professional modules of the developed EPs ensure the acquisition of knowledge, skills and abilities corresponding to the master's degree established by the NQF. The structure of the developed programs is relevant and meets the requirements for MEP structures.

The University of SEPs are described in detail in accordance with the assigned qualifications of the expected results /ref.: Appendices 3.1.2-3.1.7/. The current specification of SEPs developed in 2017 in accordance with the Guidance for Filling in the Specifications of the Educational Programme and Course Specifiers, compiled in the framework of the ARMENQA, which is now available in "QA and SPQAMC documents management" section SUSh website. Prior to this, a specification was prepared experimentally for the new format of the Mathematics SEP, which was then used as a sample when preparing the specifications of other EPs. After that only partial adjustments have been made. Thus, the specification includes clear and complete information about the EP: 1. Name of the programme, 2. Specialty, classifier and awarded qualification, 3. The aim of the programme, 4. Educational results of SEP, 5. Curriculum and its map, 6. Evaluation methods, 7. Requirements for teaching staff, 8. Future career opportunities for graduates, 9. Resources and ways to promote learning, 10. Educational standards and programme guidelines applied in the development of the programme; 11. Course description.

The curriculum of the BEP includes 4: 1. General humanitarian and socio-economic, 2. General mathematical and natural sciences, 3. General professional, 4. Special professional and educational subjects.

The curriculum of the MEP includes 3: 1. General educational (25% of total credits), 2. Mandatory professional educational (total credits ≈7-8%), 3. Selective specialized educational (25% of total credits), subjects. The research component provided for in the curriculum is ≈ 42-43% of the total credits.

Mandatory components of the course description structure /ref.: Appendices 3.1.2-3.1.7/ are: 1.Course name, credit, volume, 2. The aim of the course, 3. Educational results of the course, 4. Relation to the final results of the educational programme, 5. Forms and methods of teaching and learning, 6. Evaluation methods and criteria, 7.Summary of the course, 8.Literature.

In accordance with the course descriptions each academic year TCPs are created in the appropriate format, which is periodically improved (ref.: chairs). The TCP details the course content, the schedule of each topic, the teaching and learning methods used within the topic, as well as the tasks.

To ensure the final results provided for in the descriptions of all courses of SEPs, training materials have been compiled, in particular, lecture packages that are available in the reading hall and in the chairs.

It should be noted that in order to compile the course and OP descriptors in 2017, the specialists of the chair of Pedagogy developed a methodological guide on teaching, learning and evaluation methods, which is now again placed in the "QA and management" subsection of the SPQAMC section on the SUSh website. The latter was developed with improvements to the previous guide.

Thus, SEP such structure ensures consistency of the expected results of the institution's mission training specified in them, and is described in detail in accordance with the expected results of training for the awarded qualifications.

In order to regulate the process of developing and implementing SEPs, it is planned to review and finalize the procedure for developing, approving, implementing, monitoring and improving SEPs, which is enshrined in the work plan of SUSh SC for the 2019-2020 academic year. It is planned that this document will include and present distribution of loans, the choice of optional courses and other important issues related to the SEPs.

SUSh has always been guided by state educational standards of the RA (if applicable), the Dublin descriptors, RA NQF, methodological councils acting with the chairs, in accordance with the basic principles, approaches of TUNING methodology, and guided by SCAT guide-2015, in development of SEPs. About 75% or more of the 240 credits provided by the BEP (8 semesters, each-30 credits) are provided for professional courses (general and special), the research component-10-13%, and internships-about 5%. In training plans, the practical, seminar, and audit time allocated to laboratory work is about 60% or more, and in training plans of some specialties - up to 80-90% (e.g. "Applied Art", "Translation").

The final results of the SEPs are drawn up in accordance with the requirements of the NQF at this educational level /compliance is presented in the Standard_iiii_sample_4 on the basis of 6 SEPs/. Within the framework of the TEMPUS ARMENQA programme for 2012-2015, which was partnered by MES and ANQA and aimed at ensuring that SEPs meet the requirements of the labor market, it was more than important for the TLI to acquire the skills to develop SEPs in accordance with the NQF. After the completion of the program, the results were presented to the academic community of the University, and retraining was carried out in 2016.

Moving from lecturer-centered to student-centered learning and changing educational course, the primary requirement was to revise the educational process, making the student an active participant in this process, engaging it to participate effectively in the process of formation of personal educational trajectory. In this context, the formation of an optional course component in BEP also comes to the fore. In this direction, in the 2019-2020 academic year, chairs were presented with a proposal to discuss the issue of this module in the methodological councils of chairs and submit proposals for optional courses. As for SEPs, this component is quite significant - about 25 %.

SEPs of the University meet the requirements established by RA Government decision No. 1191-N, dated on 23.10.2014, currently valid list of higher education specialties (classifiers) and qualifications.

In the 2017-2018 academic year, a process was also undertaken to significantly change the curriculum, due to considerations of bringing it in line with the requirements of the labor market and organizing training in the correspondence bachelor's system in conjunction with the existing system. By order of the rector, methodological committees were created to supplement SEP /ref.: rector's order No. 167, dated on 29.08.2017/, the process was coordinated by the vice-rector. Organization of part-time learning in conjunction with the full-time system was aimed at efficient use of resources and increasing the motivation of students in small groups. However, as a result of this process, a number of problems were created: repetition of individual courses, the risk of accumulation and transfer of credits to students, as well as violation of the requirements established by the RA legislation for mandatory subjects for teaching in RA universities /ref.: results of 2017 survey by the Commission of the RA MES/. Taking into account the need to include mandatory subjects in the main higher EPs (in the curriculum), the above omissions were corrected very quickly, within one semester, with effective management of the educational process.

When developing updated curricula, 3 or 6 credits were allocated for all courses, which to some extent hinders the effectiveness of the student mobility process, stimulation of inter-University academic mobility, and implementation of student dismissal and return processes.

Today, a step-by-step policy is being taken to correct problems in order to avoid unnecessary shocks. Transition plans were put in place to ensure that students achieved the appropriate end results. At the beginning of each academic year, together with specialized chairs, the EMPC improves and studies the curriculum in detail to eliminate shortcomings and ensure that the ultimatums required by the SEPs can be reached.

In the process of developing and improving its SEPs, SUSh uses various mechanisms, including comparative analysis of best practices (benchmarking). In 2017, SUSh QA Center carried out a comparative analysis of SEPs with leading universities of Armenia, which provides the same qualifications, and with universities in Russia (with which SUSh worked). As a result, a comparison sheet was compiled for each EP and analyses were carried out /ref.: EMPC/. In 2015-2018, the programs of the European coordinating University included in the Erasmus MUNDUS and ERASMUS+grant programs were also not directly studied. The TLIs are: 1.Moscow State Pedagogical University (RF), 2.Moscow Technological University (RF), 3.State Social and Humanitarian Academy of the Volga Region (RF), 4.Vladivostok State University (RF), 5.Balashov State Institute (RF), 6. A. Pushkin State Russian Language Institute (RF), 7.Orenburg State University (RF), 8.Russian State University of Physical Culture, Sports, Youth and Tourism (RF), 9. University Of Teramo (Italy), 10. Dresden University of Technology (Germany), 11. Alexandru Ioan Cuza University, Romania, 12.University of Leira, Portugal.

In 2019, the SQAMC developed a format for implementing benchmarking, which was provided to chairs to implement the process, while providing consultation. To better streamline and coordinate the process, it is planned to develop a policy and procedure for benchmarking. According to the above format, the results of the benchmarking were attached to the ANQA electronic portal. The comparative analysis was conducted with the following institutions: 1. Yerevan State University

/RA/, 2. Vanadzor State University /RA/, 3. Armenian State Pedagogical University /RA/, 4. Moscow State Pedagogical University /RF/, 5. Moscow Technological University /RF/, 6. Penza State University /RF/.

STANDARD b. The TLI's has a policy that ensures alignment between teaching and learning approaches and the intended learning outcomes of academic programs promoting student-centered learning.
Required documents   SEP specification, Course classifier, Course TCP, Criterion_III_sample_5
Please, analyze the effectiveness of teaching and learning defined by the academic programme (attach and refer to the relevant documents).

One of the goals of the SUSh mission is to create a student environment that is enshrined in the SP. In December 14-15, 2016, SUSh QA center conducted courses on drawing up advanced and labor market oriented SEPs, as a result of which one of the most important needs was to raise the problems of the student-center learning. These refresher courses were followed by the preparation of a **"Methodological Guide to Student-Centered Learning"** /ref.: EMPC/ and the provision of appropriate methodological assistance to specialized chairs.

In the same period, within the framework of the **TEMPUS-ARMENQA** programme, retraining was carried out, aimed at 1. The development of educational programs that are in tune with NQF and the labor market, 2. NQF and IFQ, and their use in the process of developing training programs and educational final results, in which SUSh employees actively participated.

Methods of teaching and learning in accordance with the expected results of training at the SEPs are reflected in the descriptions and TCPs of courses. The methods of teaching and learning are reflected in necessarily fixed and periodically improved TCP formats, which were put into operation in the SUSh since 2012 and may be subject to changes every academic year. The TCP is compiled by the lecturer, where the lecturer is free to choose methods of teaching and training aimed at ensuring educational results. Having a starting point in the formation of the student environment, the TCP establishes the relationship between teaching and learning methods in accordance with each topic. The TCP also reflects the final results that the subject is aimed at acquiring. Instructions aimed at basic educational activities are also fixed, in particular, for each topic, the corresponding literature with pages is specified, educational materials - packages of electronic lectures, collections of practical and laboratory works with the corresponding pages and numbers.

A table of the relationship between expected learning outcomes and relevant teaching and learning methods for the presented EPs, as well as courses and learning outcomes, is presented on the electronic platform /Criterion 3-maple 5/.

In 2013-2016, courses were held on the topics "Information Technologies, Application of Information Technologies in the Educational Process", "Evaluation System" and "Methods of Teaching", which are aimed at applying the latest methods in the teaching process.

As we have already noted, in 2017, specialists of the chair of Pedagogy have developed a methodological guide to prepare course description and TCPs, that presents the latest methods of teaching, learning and evaluation. On the basis of this guide in the new thoroughly changed formats of the TCP in the 2016-2017 academic year special attention was paid to teaching and learning methods in terms of introducing the latest methods.

The SPQAMC conducts surveys aimed at assessing students' satisfaction with the applied methods of teaching and learning. Thus, a number of questions asked in the questionnaire for Students' assessment of professional, pedagogical and organizational competencies of the AS are aimed at this, as 1.Compliance with the principles of accessibility, science, and training coordination; 2.Providing stimulation of students' interest and needs for the course; 3. Competence in the structures of education, upbringing, and development; 4. Application of technical means and didactic materials. Survey results are provided to specialized chairs for relevant conclusions and reforms. In general, students are satisfied with the methods of teaching and learning - about 92 %:

STANDARD c. The TLI's has policy on students' assessment according to the learning outcomes and ensures academic integrity.	
Required documents	SUSh procedure for evaluating and appealing the results of training in full-time / part-time Bachelor's degree and Master's degree programmes in the framework of the credit programme /Appendix 3.3.1/, SUSh SC decision No. 19/1, dated on 27.10.2017 /Appendix 3.3.2/, SUSh SC decision No. 4/1, dated on 18.10.2018 /Appendix 3.3.3/, SUSh academic integrity concept, _Anti-plagiarism policy in SUSh
The training results and the corresponding evaluation methods for 3 APs, as set out in the application for accreditation, are presented in Criterion_III_draft_4 on CECPR electronic platform.	
Please, analyze the effectiveness of the approaches for student assessment and methods of preventing plagiarism (attach and refer to the relevant documents).	

Since 2013 SUSh procedure for evaluating and appealing the results of training in full-time / part-time Bachelor's degree and Master's degree programmes in the framework of the credit programme /Appendix 3.3.1/ is operating. This procedure was used to evaluate and appeal the results of Bachelor's and Master's EPs. This procedure has been improved twice, taking into account both AS verbal suggestions, discussions held at the departments, questions raised during meetings with the student body, and the results of studying the evaluation systems of other universities /ref.: Appendix 3.3.2 - SUSh SC decision No. 19/1, dated on 27.10.2017, Appendix 3.3.3 - SUSh SC decision No. 4/1, dated on 18.10.2018/. According to this procedure, the existing assessment forms in the curriculum were proposed by lecturers (the same continues today), based on the learning outcomes of the course. SUSh uses 2 main forms of assessment: formative and summative. One of the forms of student evaluation is the evaluation of the final results of the course, which is fixed in the TCPs, mandatory for all students, checking the current achievements at a certain stage of training. The results of final or intermediate tests are discussed with students according to the schedule set on the exam boards, providing feedback.

Taking into account the comments specified during the first accreditation in the ERIA, SUSh SC decision N19/1, dd 27.10.2017 /Appendix 3.3.2/ applied a unified approach to the concepts of verification and defined the following concepts: current verification, intermediate verification, final verification. Of the assessment components, the activity was calculated on the average number of assessed ongoing checks (written, oral - final course results-oriented).

On January 18 and February 28, 2018, during CQAM meetings with students, issues related to the current assessment system were also discussed. A lot of problems were caused by ignorance and lack of information, such questions were commented on, and it was decided that students themselves should distribute information. And some problems were presented to the relevant authorities, for example, so that participation in seminars had a direct expression in the issue of forming a multi-
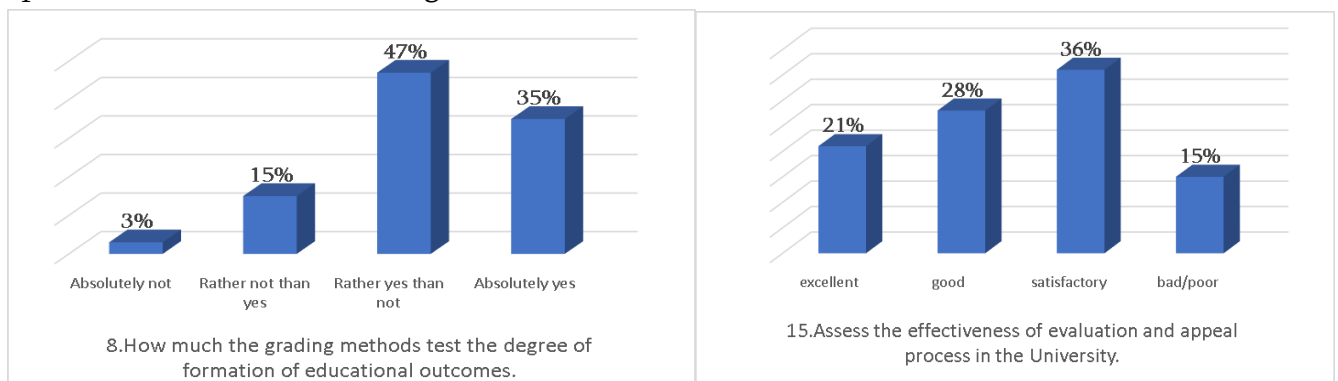
thousandth assessment, which was taken into account during the next change. In accordance with SUSh SC decision No. 4/1, dd 18.10.2018 /Appendix 3.3.3/, the evaluation process has been partially improved taking into account the issues raised so far and the views and observations of the SC members.

In case of disagreement with the assessment, students can appeal it in accordance with the current procedure.

Since 2015, SUSh has developed and implemented Procedures for Organizing Individual Works of SUSh Bachelor's and Master's EP Students, and since 2014, the Procedure for Organizing, Performing and Evaluating Term Papers of SUSh Students. Since 2017, Procedure of the final assessment for the graduates of Bachelor's and Master's Degrees was revised and reformed. This procedure clearly defines differentiated approaches and components for evaluating research work, it also touches upon the appeal procedure.

A separate approach to assessment is shown for practices, which is fixed in Procedure of arranging and holding the students' practice at Bachelor's Degree, there is a need to regulate the process of practices carried out under the MEP (paying attention also to research practice). According to the working plan of SUSh SC for the 2019-2020 academic year, this document will be approved, according to which the evaluation system will be fixed, which is now carried out on the same principle as in the case of practices provided for BEP. Practice (pedagogical, research) in the researcher EP and the duration of the previous educational levels differs in practice and evaluation weights, and the final result, regulated by SUSh Regulations for admission and studying at post-graduate and doctoral studies.

In order to assess the effectiveness of the evaluation system and identify existing shortcomings, surveys are conducted by the SPQAMC among students, in accordance with Questionnaire for evaluating the effectiveness and quality of knowledge on the part by SUSh students. Detailed analyses are present in the SPQAMC, however, we note that in general, the satisfaction of students of departmens is different, and the general satisfaction is about 70%.

8.How much the grading methods test the degree of formation of educational outcomes.

15.Assess the effectiveness of evaluation and appeal process in the University.

The focus of the University's management is on ensuring academic integrity. In 2015 GSPI academic integrity concept was introduced. The fight against plagiarism is one of the current problems of higher education, and recognizing the seriousness of the problem, steps are being taken to overcome this vicious phenomenon. In 2018 Anti-plagiarism policy in SUSh was developed by SPQAMC and in 2019 was approved by SC, which clearly describes the policy adopted by the University, and which, putting it into use, will make it possible to reduce risks /details in criterion 6/. The principles of ethics for AS, students, and those who hold high positions in the management of professional services are set out in the relevant document. Speaking about the surveys conducted by

SPQAMC, we can say that the results are disturbing, since most students believe that lecturers are subjectively approaching the assessment process.

STANDARD d. The SEPs of the TLI are contextually coherent with other relevant programmes and promote internationalization and mobility of students and staff.						
Required documents	SEP specification, Curriculum, SEP classifier and TCP						
Please, provide the list of the organizations (mentioning the countries and the number of students by years) with which the programme has bilateral agreements for student exchange and mobility promotion.						
Incoming student academic mobility						
	Country, institution	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Romania, Technical University of Cluj-Napoca				1	
Outgoing student academic mobility						
	Country, institution	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Romania, Alexandru Ioan Cuza University		1	1	1	
2	Portugal, University of Lisbon	1				
3	Slovenia, University of Nova Gorica	2	2			
4	Portugal, University of Leiria	1	2			
5	England, Keele University				1	
6	Spain, University of Valladolid					3
Please, provide the list of the institutions (mentioning the countries and the number of teaching staff members by years) with which the programme has bilateral agreements for staff exchange and mobility promotion.						
Incoming lecturer academic mobility						
	Country, institution	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Romania, Technical University of Cluj-Napoca					1
2	Czech Republic, University of Ostrava		1			
Outgoing lecturer academic mobility						
	Country, institution	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Romania, Alexandru Ioan Cuza University		1	1	1	
2	Slovenia, University of Nova Gorica		1			
3	Portugal, University of Leiria		1			
4	England, Keele University				2	1
5	Spain, University of Valladolid				1	1
6	Romania, Technical University of Cluj-Napoca					3
Please, analyze the validity of EPs and their comparability with other programmes within and out of the institution as well as the effectivenes of the approaches (attach and refer to the relevant documents). How does it promote the mobility of students and teaching staff?						

Theoretical and practical components are divided in SUSh SEPs. Bachelor's and master's EPs have a clear structure. In addition to the general and specialized mandatory training parts, the MEP has an optional training that makes up 25% of the total credits, which mainly contributes to mobility, becoming a mobility window and allows you to make the curriculum more flexible, to ensure the full formation of educational end results (competencies). To create the dynamics of mobility in BEP, besides introducing a separate optional training area in 2020-2021 academic year, we are going to maximize the use of the subject descriptions, which detail the end results, the content of the subject. In many cases, this allows you to register and transfer credits received at host universities. However, it should be noted that the recognition of all the achievements of students enrolled in academic mobility programs in foreign partner universities in RA is not generalized in any way, each

University has its own approach. Professional chairs at SUSh discuss the common content and final results of courses and in the case of 75% matches recognize the accumulated credits. A separate difficulty is also the approach to the transfer of credit assessment, which is planned to be included in the improvement of the University's assessment system. It is much preferable, however, for all universities to recognize the same principles.

A comparative analysis of the SEPs of the SUSh and similar specialties of the RA, as well as the corresponding armed forces of the CIS countries, was carried out, as a result of which, it turned out that there are few significant differences in terms of some specialties, and they are mostly in tune with the EPs of similar specialties in Armenia. SUSh all BEPs and a number of MEPs underwent comparative analysis (ref.: EMPC). In 2019, chairsalso conducted benchmarking of a number of EPs in the format of implementing benchmarking developed by SPQAMC (ref.: chairs and SPQAMC).

Work on improving and modernizing SEPs in SUSh is ongoing, and its purpose is to analyze new approaches to this SEP, introduced modifications in leading universities and, if necessary, make changes. These works contribute in a certain way to the internationalization of the SEPs of the University, since as a result, the differences between the EPs.

Despite the above-mentioned circumstances, there is no active mobility of students and lecturers on the RA territory.

The University has signed contracts to ensure compatibility of final results and stability of SEPs mobility with Artsakh, as well as a number of foreign universities /details in criterion 9/. So far, 15 SUSh students with mobility have accumulated credits, and 13 teachers have implemented their experience in advanced European universities.

In recent years the level of awareness and motivation of students about the possibilities of studying in foreign universities has increased dramatically. Student mobility is accounted for by the FCPRC. Today SUSh has the opportunity to conduct separate courses in a foreign language /details in criterion 9/.

STANDARD e. The TLI has policy ensuring SEP monitoring, effectiveness assessment and improvement.	
Required documents	GSPI SEP development, approval, monitoring, and review policy, Methods exploring the needs of internal and external stakeholders
Please, analyze EP approval, monitoring and review mechanisms and their effectiveness.	
Please, describe the major achievements for the last five years in the process of academic programme review and the respective improvements made.	

Back in 2013, GSPI SEP development, approval, monitoring, and review policy was approved, but it needs to be improved, and according to the work plan for the 2019-2020 academic year is planned to be implemented in accordance with the schedule

Internal and external beneficiaries participate in the process of monitoring and evaluating the effectiveness of the EPs, e.g., the methodological council of the SEPs necessarily includes representatives of employers, as well as students and graduates.

A number of surveys made by the SPQAMC since 2017 among internal and external beneficiaries have been carried out to monitor and evaluate the effectiveness of SEPs. In the framework of SUSh AS professional, pedagogical and organizational competencies assessment questionnaire for students, students, in addition to answering specific questions, have the opportunity to write comments on

each subject of the EP in open text. Lecturers are also able to identify issues within each subject of the EP, and conduct the tests in the fraamwork of surveys to [Assess the Needs for the Development of Professional, Pedagogical and Organizational Competencies of the Lecturer](), forming a rich basis for qualitative analysis. It is facilitated by surveys among [the students]() and alumni of SUSh ([Bachelor's]() and [Master's]()) in the questionnaire on assessment of education received in the University, professional and organizational ratings of the University about courses, EPs and assessment methods. A good monitoring mechanism is the inclusion of external beneficiaries in the final certification committees, which record their opinions on the competencies of graduates. Since 2019, surveys of employers-members of the final certification committee for assessing the quality of professional training of graduates ([Bachelor's]() and [Master's]()) of SUSh are also used. All these surveys explain the effectiveness, relevance, and relevance of EPs in the labor market by collecting opinions and analyzing them accordingly.

The analysis of these results confirms the high rating and demand for SUSh in the region. It should be noted that the results of the surveys also revealed a number of problems, the results are provided to specialized chairs that are studying and looking for appropriate mechanisms to improve the quality of education. The purpose of periodic review of educational programmes is to assess its relevance based on the results of the full cycle of implementation, the validity of its continuation, and ensuring the quality of provision.

As already noted, a number of educational programs have been implemented in connection with the modern requirements of the labor market.

Despite the work done, for the University, however, an important challenge is to implement SEPs in accordance with the requirements of the labor market. In this context, it is important to establish a dialogue with employers, as well as establish effective feedback with graduates, and create new mechanisms and tools for providing them.

Strengths	*Weaknesses*
• Availability of EPs corresponding to the mission of the University, NQF and state educational criteria. • Newly implemented MEPs corresponding to the needs of the labor market. • Policy for choosing teaching and learning methods and availability of specialists with relevant experience. • Availability of mechanisms for evaluating the effectiveness of teaching, learning, and evaluation methods. • Student-centered policy review of the assessment system. • Activity of students and lecturers in terms of mobility processes. • Availability of a clear policy to ensure academic integrity. • Availability of mechanisms for benchmarking implementation. • Availability of a variety of methods for evaluating SEPs.	• Insufficiency in the labor market research process. • Lack of fixed credit allocation policies and procedures. • Insufficient consistency in the mobility of students and lecturers in the RA territory. • Low rate of academic mobility of students and teachers. • Insufficient coordination of the process of developing, implementing, evaluating, monitoring, and reviewing SEPs. • Lack of experience for benchmarking implementation. • Weak activity of external beneficiaries in SEP development and revision processes.
Opportunities	*Threats*
• Possibility of closer cooperation with employers. • Tendency of activation labor market of the region. • Cooperation with RA universities and ANQA. • Cooperation with CIS and European universities. • Availability of grant programmes for improvement of SEPs.	• The decline of interest in certain professions. • Reduction in the number of applicants due to demographic issues. • Weak public funding support needed to implement and improve SEPs.

Planned ways to overcome weaknesses and threats

1. Improvement of the process of studying the labor market.
2. Development and implementation of clear policies and procedures for the allocation of credits.
3. Ensuring the mobility of students and teachers on the RA territory.
4. Promotion of incoming academic mobility of students and lecturers.
5. Development and implementation of SEP development, implementation, evaluation, monitoring, and review procedure.
6. Improvement of benchmarking implementation process.
7. Continuous improvement of the EPs in accordance with the requirements of the labor market, internal and external stakeholders, and for reasons of mobility.
8. Ensuring active involvement of external stakeholders in SEP development and revision processes.

IV. STUDENTS

CRITERION: *The TLI provides relevant student support services ensuring the effectiveness of the learning environment.*

> SUSh has adopted a policy of promoting the provision of educational services, which, in particular, concerns the creation of a student-centered environment, the implementation and inclusion of research and professional opportunities.
>
> Over the entire period of study and training the University at all levels of education provides continuous education and research environment with the use of modern educational technologies and creative solutions. To provide students with quality educational services the University constantly improves the procedures for identifying educational needs and applies appropriate tools /ref.: SP/.

STANDARD a. The TLI has set mechanisms for promoting equitable recruitment, selection, and admission procedures.

Required documents	Student admission policies and procedures in state and private universities (BEP)
	Student admission procedures to part-time learning in RA state universities
	SUSh regulations for admission and studying at MEP
	SUSh regulations for admission and studying at post-graduate and doctoral studies

Number of students enrolled in the institution.

Number of students		*2014-2015*	*20152016*	*2016-2017*	*2017-2018*	*2018-2019*
Bachelor	full-time	1000	1171	1023	1062	943
	part-time	1530	1151	1087	1009	913
Master	full-time	379	307	345	465	395
	part-time	-	-	-	-	-
PhD	full-time	1	1	-	1	1
	part-time /including post-graduate/	29	22	15	20	18

Student mobility over the last 5 years is described in detail in Criterion_4_ sample_24.

Drop-outs and return

	number of students	*2014-2015*	*2015-2016*	*2016-2017*	*2017-2018*	*2018-2019*
1	The percentage/number of the students dropped out	4,7%/137	5,4%/145	2,5%/65	4,2%/102	2,3%/63

2	The percentage/number of the students returned	4,5%130	2,7%/74	2%/53	2,6%/67	2,7%/72

Please, analyze the effectiveness of student recruitment, selection, and admission mechanisms in the institution (provide the necessary evidences and refer to the relevant documents).

Please, provide the reasons for student drop out and return as well as the ways of solving the issue (attach and refer to the relevant documents).

The University implements a policy of recruitment, professional orientation of students in the following ways:

- dissemination of information about University EPs (bachelor, master, post-graduate) and the admission process,

- conducting free classes on competitive examination subjects in accordance with University specialties for graduates of secondary and high schools in the region.

SUSh distributes relevant information through its website (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), Facebook page, as well as on television and weekly newspaper. In the 2017-2018 academic year, information videos were also prepared (video 1, video 2, video 3).

The process of recruiting students is carried out through open lessons and extracurricular activities, open doors.

The University actively cooperates with regional secondary and high schools, TVEIs. Mutual visits are organized by regional secondary and high schools, TVEIs, chairs implementing EPs, administrative staff of the University.

As a mechanism for implementing the student selection policy in 2017, as a result of the reunification of the SUSh high school, SUSh College of Culture and Gyumri high school No. 3, SUSh high school was reformed, which created a more favorable educational environment for students of the city and region. The placement of the school also contributed to the recruitment of students. The University has taken responsibility for providing free transport for students to and from school along two different urban routes. The process of recruitment applicants is also facilitated by TVEI i. e. SUSh College. College graduates who have shown high academic performance, mostly apply to the University to continue their studies in the relevant specialties, in accordance with the requirements of RA Government decision No. 589, dated on 20.05.2002.

One of the methods used to recruit students is Advisory meetings aimed at professional orientation for both educational institutions and other organizations. According to a pre-approved schedule, visits are carried out, during which full information is provided about the University's professions, EPs, awarded qualifications, educational process, resources and other issues of interest to applicants.
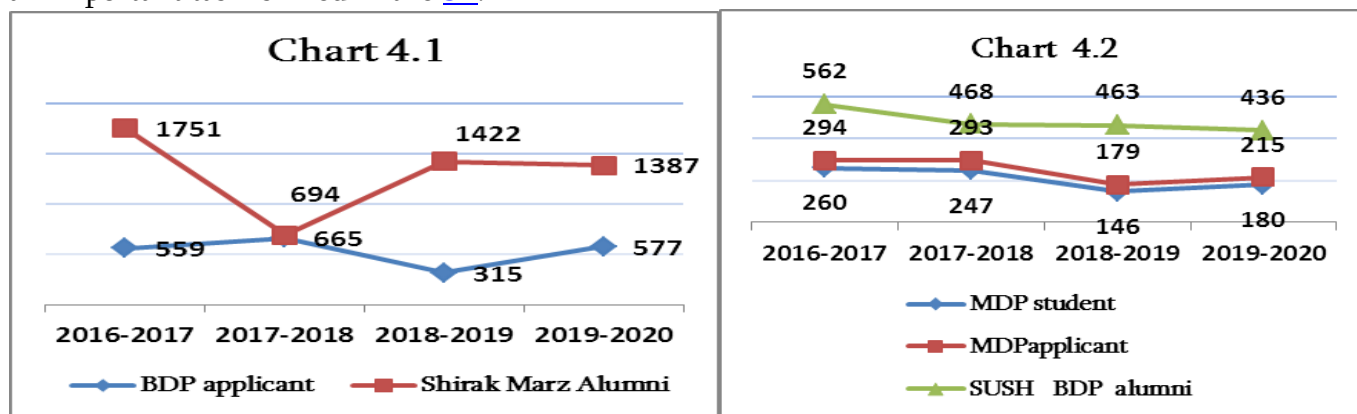
Although the student recruitment process at the University does not have a separate documented procedure, however, functions related to this issue are included in the admission procedures.

Admission and competition for full-time training under the SUSh BEP is carried out in accordance with the requirements and standards approved by the RA Government. Admission to full-time training is carried out in accordance with the list of specialties approved by the RA Government for respective academic year. In accordance with "Procedure for admission to state and non-state universities (BPM)" the University organizes intramural entrance exams for Bachelor's programme full-time tarining in the specialties "Physical Education and Sports Training", "Preliminary Military Training", "Computer Graphics", "Design", "Decorative and Applied Arts". The

University organizes entrance examinations for part-time learning in accordance with the BEP, based on [The Procedure for Admission to Part-time Learning in State Higher Educational Institutions of the RA](#).

Admission and training of SUSh Master's and post-graduate students are organized according [SUSh regulations for admission and studying at Master's Degree](#) and [SUSh regulations for admission and studying at post-graduate and doctoral studies](#).

The focus of the University is on the collection policy and the clarification of mechanisms as an important task is fixed in the [SP](#).

Chart 4.1 — BDP applicant, Shirak Marz Alumni

Chart 4.2 — MDP student, MDPapplicant, SUSH BDP alumni

In the 2016-2017 academic year, SUSh had 559 applicants for full-time and part-time BEP (including graduates from previous years), in the case when the number of SR graduates was 1751. In the 2017-2018 academic year, there were 665 applicants, while the number of graduates of the SR was 694. And in the 2018-2019 academic year, the number of applicants was 315, when the number of graduates in the region was 1422. In the 2019-2020 academic year, the University for full-time and part time BEP had 577 applicants, 474 of whom are already students, while the number of graduates of the region was 1387 (chart 4.1) /ref.: rector's reports/. Chart 4.2 presents the indicators of SUSh BEP graduates, MEP applicants and students specified in the MEP. The recruitment of students on the post-graduate EP is carried out mainly at the expense of internal resources. In the 2016-2017 academic year, the number of applicants was 6 (5 enrolled), in 2017-2018 - 7 (5 enrolled), in 2018-2019 - 2 (1 enrolled), and in 2019-2020 1 student applied and enrolled.

These figures confirm the fact that the University has implemented an effective policy for the recruitment of students for BEP and MEP, professional orientation, and admission. It is noteworthy that in a crisis situation, the University managed to maintain a stable student population. In particular, in the 2017-2018 academic year, when the number of secondary and high school graduates compared to previous years was too small, and Universities faced serious concerns, SUSh was able to register an increase in applicants (chart 4.1) and at the same time provided the highest indicator in the case of MEP.

Over the past three academic years, the University has conducted free classes in 9-12 competitive subjects corresponding to the entrance exams in the BEP, which have yielded tangible results. For example, in the 2016-2017 academic year, classes were held with 42 SUSh high school students, of whom 38 enrolled at the University. The number of SUSh high school graduates in that academic year was 52. According to the results of admission to the BEP with full-time education, the number of applicants was 318, of which 279 entered the University. In the 2017-2018 academic year, similar free classes were held with 20 of the 47 graduates. That academic year, 26 graduates continued their University education, 20 of them at SUSh. According to the results of admission, the number of

applicants for the full-time BEP was 407, of which 324 entered the University. In the 2018-2019 academic year, SUSh high school had 134 graduates, 79 of whom applied to universities, 50 of them enrolled in SUSh. According to the results of admission, the number of applicants for the full-time BEP was 154, of which 135 were admitted. It should also be noted that such free classes were also held with students of grade 12 of other schools: in the 2016-2017 academic year, the number was 52, in the 2017-2018 academic year - 8 and in the 2018-2019 academic year – 27.

The number of students of full-time and part-time BEPs in addition to the residents of SR also includes citizens of other regions of RA, Nagorno-Karabakh, Russia, Georgia. In the composition of students in full-time and part-time BEP, they make up a fairly small part: according to the school year, the picture is as follows: in the 2016-2017 academic year - 4%, in 2017-2018 - 2%, and in 2018-2019 - 7%:

The effectiveness of the mechanisms for recruiting, selecting and admitting students for BEP is evidenced by the admission indicators: 13.6% of students enrolled in the full-time BEP in the 2016-2017 academic year are students collected from University resources. In 2017-2018, this figure was 6.17%, and in 2018-2019 - 37%

In the process of entering the Master's programme, it was noticeable that in the 2016-2017 academic year, 88% of applicants are graduates of Bachelor's, Master's or graduate programmes of SUSh, in the 2017-2018 academic year- 84.3%, and in the 2018-2019 academic year - 81.5. In the 2019-2020 school year, this figure rose to 84%.

Admission rates for the MEP indicate that in the 2016-2017 academic year, 22% of applicants are graduates of other universities. In the next academic year this figure dropped to 15.7%. Already in the 2018-2019 school year, it rose to 19.5%, then dropped to 16%. It is noteworthy to note that the reduction in recruitment rates from other universities in the last two schools does not yet indicate a decrease in the number of students recruited, since the number of applicants has increased by almost 17%.

Detailed information about admission and analysis for SEP is available in the rector's reports for 2016-2017 and 2017-2018 academic years. The number of students included in each SEP is shown in Criteria_IV_Sample_6.

In order to ensure the admission process, the University has had one general admission committee for the past 3 years. To implement the admission process for the 2017-2018 academic year, the committee includes the resources of the EPMC, the Student Support Department, and the University-employer cooperation, which previously were also responsible for consulting services provided to applicants at the University. These consultations relate to University education, EPs, qualifications and admission conditions, and opportunities for compensation for tuition fees. The main purpose of these consultations is not only students, but also their parents and teachers. The use of such a mechanism has increased the level of awareness about the educational services provided by the University, promoted the orientation of applicants in the processes of University education, and improved the capabilities of those who carry out the admission process. It has had a direct impact on the adaptation of applicants in the environment of University education and the choice of profession.

The above indicators of student collection indicate that the recruitment and admission of students is carried out mainly on the internal resources of the region and the University. Despite the

fact that the growing rates of recruitment, selection and admission of students indicate the effectiveness of the process, the University plans to further improve the processes.

SUSh policy is a guarantee of fairness and transparency of admission at three levels of higher education. To ensure fairness and transparency of admission, the University has clear approaches to information dissemination and targeting. On the official website of SUSh there is clear information about the admission of students at three levels of higher education, allocated places, exams, and tuition fees.

The list of specialties approved by the Government of the RA for each subsequent training course of the BEP (full-time, part-time) and the MEP is available on social media pages, on the official website, booklets, presentations, etc. Already in the process of admission to the BEP, both ATC and the University provide requirements for the entrance examination procedures, in particular: in terms of publishing and protesting the results, as well as providing audio-visual broadcasting of the admission process.

A similar process is carried out for admission to MEP. Admission to the master's programme is conducted in two stages: the first stage is a competition for free places of study, and the already announced deadline for admission to paid places allows the maximum number of applicants to participate in the competition. The competition is held solely on the basis of the results of AQG from the previous degree of education and according to the criteria set by the admission rules.

Despite the fact that the procedure for admission to the master's programme does not include provisions for appealing the results of admission, however, if there are complaints, the University provides clear information about the results of the competition. In the admission process, fairness is ensured by an open and transparent style of work of the University, in which recruitment, admission and competitive committees of applicants play an important role. In the process of admission to the master's program, it is important to change the specialty studied in the previous educational degree, which follows from the directions of EHEA actions.

The process of admission and training of post-graduates is regulated by the relevant regulations, which include clear provisions on appeal.

SUSh organizes the process of dismissal and return of students, guided by the procedure for Dismissal and Return of Students of Higher Education Institutions of the RA.

The reasons for dismissal are mainly travel abroad and absence of lessons with no valid reasons. Dismissed students of both SUSh and other higher education institutions of the RA in previous years apply to restore their education.

STANDARD b. The TLI has policies and procedures for revealing student educational needs.	
Required documents	Order for discovering, assisting and regulating the SUSh students' needs SUSh internal disciplinary rules, regulations
Please, analyze the effectiveness of the mechanisms for the institution's policy and procedures on student educational needs (attach and refer to the relevant documents).	

SUSh students are included in the management bodies of SUSh (BT, SC, DB), having the opportunity to present their needs and take part in making decisions related to them /ref.: SUSh Statute, SUSh Scientific Council regulations, SUSh Department exemplary statute, details in criterion 2/.

Until the 2016-2017 academic year, the University operated [a center for cooperation between the University and the employer](#). As part of its activities, the center had the function of identifying the needs of the student and graduate focused on a career. As a result of changes in the organizational structure of the University, [Educational Process Management Centre and Student Support Depatment](#) were formed, then [the functions were reorganized](#) into EPMC and Student Support and University-Employer Cooperation Department /ref.: rector's reports for [2016-2017](#) and [2017-2018](#) academic years/.

In 2014-2016, as part of the three-year TEMPUS HEN-GEAR program, surveys were conducted among graduate students. Despite the fact that surveys of graduates of the 2015-2016 academic year were conducted, the database did not allow obtaining the results of the assessment.

Since 2018 the university has an [Order for discovering, assisting and regulating the SUSh students' needs](#). The order includes two types of student needs: academic and social. In accordance with the order have the subjects identify the needs of students in accordance with relevant features, refined presentation of the identified students' problems and their solutions regulates the process.

Student support and University-employer cooperation department offers solutions to a number of academic and social problems (providing assistance in matters of employment of graduates and employment development, providing training facilities, etc.), intervenes in cooperation with the relevant management bodies and departments. Issues related to the assimilation and strengthening of the courses taught, as well as participation in research and research processes, are identified in the relevant chairs. Issues of the educational process, provision of training resources, academic integrity and transparency of processes, application of the system of discounts for education and other issues are identified at the relevant departments. Each course is accompanied by a training consultant who provides feedback on solving problems. Problems related to the protection of student rights and interests can be identified by the student Council.

Heads of chairs, deans, clerks, etc. quickly respond to identified problems, meeting the students' needs and not even following the time schedule.

The student support component of the University is also implemented through the possibility of partial compensation of tuition fees, for which both University and state financial resources and the capabilities of charitable organizations and foundations (Viva Cell, Famtofam, Shirvanyan scholarship, etc.) are used. Given the [social problems of the region and indicators of poverty](#), the University offers a flexible University policy partial compensation of tuition fees for different social groups and students who find themselves in difficult life situations, which provides or facilitates a smooth learning process and student progress. These processes are regulated by [relevant legal documents](#) and [legal regulation mechanisms](#) (ref.: Student Support and University-Employer Cooperation Department).

SPQAMC conducts a number of studies aimed at identifying the different needs of students: 1. [SUSh Alumni Assessment of Education Received in the University, Professional and Organizational Ratings of the University](#), 2. [Evaluation of the Effectiveness and Quality of Professional Internship by SUSh Students](#), 3. [SUSh Stundents Assessment of Education Received in the University, Professional and Organizational Ratings of the University](#), etc., which are also covered in the SPQAMC section on the SUSh website /details in criterion 10/. Discussions with students are held at the same time. It should also be noted that students who contribute to quality processes also conduct discussions and

surveys among students of the corresponding falutets themselves and present the identified problems to the SPQAMC. The results of surveys are summarised and reports are compiled, submitted to the rector and the relevant structural units, drawing their attention to the needs identified by students and the need to improve the work carried out in their direction /re.: SPQAMC/.

Issues related to improving the professional quality of students, conducting research, and stimulating inter-University cooperation are regulated by Regulations for business trips arrangements and expense compensations for SUSh employees and students. In accordance with SUSh internal disciplinary rules their rights and obligations are ensured. SUSh principles of ethics determine the rights and obligations of students in accordance with ethical principles and the range of established disciplinary penalties. In order to identify the social needs of students, a number of national and intra-University regulations are being implemented.

The approach to identifying the needs of students, solutions to problems are expressed in the SP, internal legal acts, as well as in reports of departments and other documents /guide, information sheet, website/.

The effectiveness of the needs identification process is provided by a variety of identification mechanisms and rapid response to problems.

STANDARD c. The TLI provides advising services, opportunities for extra-curricular activities supporting student' effective learning.	
Required documents	Order for discovering, assisting and regulating the SUSh students' needs SUSh academic consultations working order
Please, analyze the effectiveness of the process for extra-curricular advising activities and academic support and guidance (attach and refer to the relevant documents).	

As has been noted, "Order for discovering, assisting and regulating the SUSh students' needs" procedure is the process of identifying the needs of students, at the same time, the procedure of their decisions on the relevant subjects on the schedule.

Please, answer to the following questions:	%	
What is the percentage of students informed about advising services?	97.2%	
What is the percentage of students involved in extra-curricular advising activities?	61.4%	
What is the percentage of students satisfied with advising services?	90.2%	
Please, answer YES or NO to the following questions:	YES	NO
Are advisors assigned to students?	✓	

The academic consultation service was introduced in SUSh in August 2018, according to SUSh academic consultations working order, and started functioning in the 2018-2019 academic year. Academic consultations are organized by LECIITC. Types of academic consultations take into account the University environment, as well as the knowledge and opportunities that are in demand in the labor market and provide students with an alternative educational environment. The consultation types, approaches to planning and implementation are clarified in the working order, as well as some substantive provisions are explained. Consultations are conducted on a free and paid basis, individual and group forms.

According to the contents following forms of academic counseling are offered: a) consultations on research literacy; b) consultations based on system competencies; c) consultations on certain topics of professional subjects of the EP (on a paid basis); d) research consultations.

To increase interest in academic consultations, informational meetings with students and AS were organized in the 2018-2019 academic year, aimed at ensuring awareness of the forms of academic consultations and increasing motivation for participation in consultations. The announcement of the consultation is distributed on the SUSh website and on the Facebook page /1, 2/, there is also an online registration option.

It should be noted that the content structure of research literacy consultations was developed taking into account the content issues that are of key importance for students. In the previous academic year, 160 students from various specialties were assigned to this form of consultation. To support the academic literacy of students, LECIITC has developed a guide for compiling a list of references and references in scientific papers, which is available in electronic and printed versions.

Thanks to consultations based on system competencies, interprofessional student teams of the University created 4 creative ideas and suggestions, turning the obtained theoretical knowledge into a practical result.

Research consultation encourages the exchange of professional experience between students of final and junior years in the same specialty, the formation of new abilities and skills. In the previous academic year, 8 student academic consultants were involved in this process. The number of participants in these consultations was 208.

What percentage of students are included in additional academic counseling sessions?	10 %
How satisfied are users with consulting services?	99%

Despite the variety of types of consultations held and the number of consultations scheduled, the University is concerned about the low level of motivation of students for consulting classes. In particular, there is no unscheduled consultation on certain topics of EPs professional subjects, due to the fee.

Given the above, the University aims to improve additional consulting classes:

1. Increase the working volume and frequency of consultations to ensure the participation of students in the part-time learning system and the master's educational programme.
2. Expand the variety of consultations to create alternative opportunities for students.
3. Develop tools to make the content of consultations available via the Internet

Measures that are taken to provide additional consulting sessions and academic support and guidance create an informal effective educational environment, contribute to the formation of a culture of using library services, which, in turn, leads to an increase in the quality of a student's professional education.

STANDARD d. The TLI has set regulation and schedule for students to receive additional support and guidance from the administrative staff of the AS.	
Required documents	Order for discovering, assisting and regulating the SUSh students' needs

Please, answer to the following questions:	%
What is the percentage of students informed about administrative services provided for them?	97.8 %
What is the percentage of students using the services?	79.3 %
What is the percentage of students satisfied with the services?	81.9 %
Please, analyze the effectiveness of the process for additional support and guidance by the administrative staff (attach and refer to the relevant documents).	

In order to provide assistance and guidance to students, the University has Order for discovering, assisting and regulating the SUSh students' needs. According to the order, each administrative link

must have clearly defined admission hours, and now for administrative divisions, student admission hours are set. Despite the fact that employees are willing to answer students' questions outside of the established hours, this approach allows you to regulate the process.

Students can also contact the administrative staff from the official website, which is probably not used by students. The work of deans and heads of chairs is particularly important in promoting and directing students.

The results of SPQAMC surveys show that students generally appreciate the work of deans and heads of chairs, and are satisfied with the support and guidance provided to them.
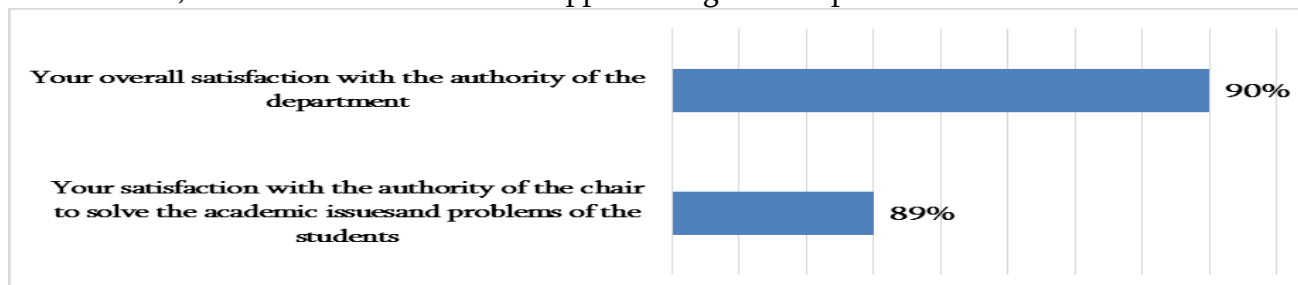
The support of other administrative offices is also important in helping and directing students. Each structural unit within its competence provides assistance to the student or directs the appropriate service. Particularly:
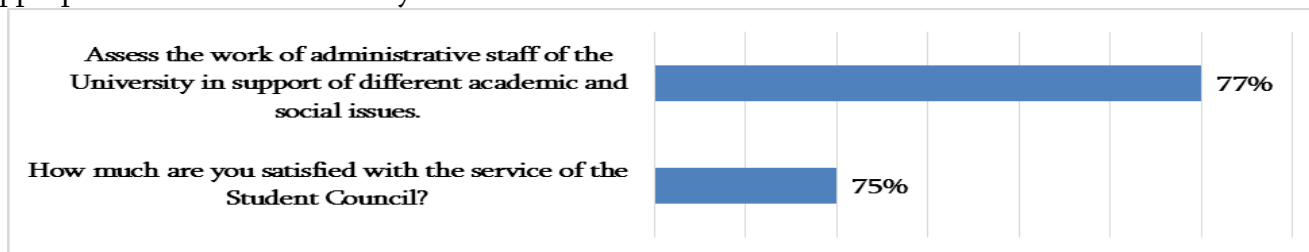
For this issue, SPQAMC conducts surveys among graduates as well.

STANDARD e. The TLI has student career support services.	
Required documents	Regulations for the student career support services The infrastructure implementing these processes and its functions
Please, answer to the following questions:	%
What is the percentage of students informed about career support services?	93.4 %
What is the percentage of students using the services?	64.6 %
What is the percentage of students satisfied with these services?	84.7 %
Please, analyze the effectiveness of student career support services (attach and refer to the relevant documents).	

The infrastructure unit that implements processes in SUSh that contribute to the career of students is Student Support and University-Employer Cooperation department. A draft version of the Department's Statute has been developed and will be submitted to SC for review and approval.

SUSh Student Support and University-Employer Cooperation department is a structural unit aimed at supporting students and the effectiveness of the educational process. The main goal of the department is to increase the competitiveness of students and graduates of SUSh in the labor market in accordance with EPs, labor market requirements and to provide educational, socio-psychological, financial, and legal support to students.

The Department operates in two major areas:

1. University-employer/labor market cooperation, 2. support for students.

1. In order to solve the problems of isolation and division between higher education and the labor market, to overcome the gap between the labor market and universities, the University in its management system considered it appropriate to have a component related to the modernization of education, compliance of SEP with the requirements of the labor market, the direction of students' careers, and other problems. One of the main missions of the Department is to bring the qualifications offered at the University in line with the requirements of the labor market. The following main functions are carried out in this direction.

- Providing communication between the University and the employer and providing assistance to the organization in this direction.
- Implementation of explanatory work in order to build trust in communication and a stimulating environment.
- Ensuring University-labor market cooperation within local, regional and national networks and platforms.
- Database/ SEP, employers, graduates / replenishment, coordination.
- Conducting research on SEP among students, graduates, employers, and teachers, as well as organizing discussions about the effectiveness of the EP.
- The implementation of the activities for establishment and strengthening of student-employer cooperation.
- Providing assistance in the development of professional skills of students and graduates, mentoring the process of job search in the relevant field of their education.
- Conducting research aimed at professional orientation, continuing education among secondary schools and TVEOs.
- Cooperation with youth and student organizations, employment centers, and labor agencies.
- Identification of professional needs of organizations-employers, students, teachers and governing bodies of the University. Providing final results and data to the University and interested parties.
- Participation in labour market research (for example, surveys conducted by the Ministry of Labour and Social Issues or other organizations).

As a result of surveys conducted by the SPQAMC among graduates, it was found that graduates who have a job, mostly found their own jobs.

2. Student support is a strategic approach of the University and a group of services aimed at professional orientation of graduates of schools and TVEOs, as well as to meet the social and educational needs of students and graduates of this University, social adaptation and integration, ensuring competition in the labor market both in the University community and outside of it.

Student support is aimed at three large groups of University students: **applicants**, **students**, and **graduates**. Student support involves a number of responsibilities on the part of the University with the following approaches:

- **Guidance and leadership** - includes the choice of profession among potential applicants, guidance on professional orientation, academic guidance and guidance throughout the learning process and after that in professional development.
- **Retention** - includes ensuring academic activity, academic performance, learning flexibility, and social integration of the student

- **Consistency** - a group of actions carried out through continuous monitoring among applicants, students, and graduates that helps them achieve success in various criteria.
- **Additional support** - a component of student promotion and an academic support model that involves learning with the help of partners. This is a group of coordinated activities related to learning outside of the learning process.
- **Working with graduates** - the process of managing University graduates, which includes various formats of University-graduate cooperation that solve both institutional and private industry problems.

The Department, as an infrastructure unit of SUSh, operates in the main building of the University, has a separate working area, 3 full-time employees - the head of the Department (1 rate), 2 specialists - leading and first-class (0.5 and 1 rate). To implement its functions, the Department mainly uses the facilities of the "Key to Intellect" club, a resource center for additional and continuing education, a meeting room and other equipped classrooms.

Components contributing to a student's career include both EP-based practices (for example, educational, industrial, and pedagogical practices, and subject-based training practices), as well as extracurricular practices, and capacity-building manuals that contribute to the development of practical skills, acquisition of abilities, and development of professional competence.

The University initiates various activities for planning and directing the career of graduates: distribution of job ads, familiarization with opportunities to participate in temporary work, internship programs and work practices, courses on capacity building, etc. These activities are in demand by University students, despite the small amount of work carried out.

STANDARD f. The TLI promotes student involvement in its research activites.						
Required documents	Statute of the SUSh SSS, SUSh Regulations for awarding intra-university grants for scientific activity, Procedure of the final assessment for the graduates of Bachelor's and Master's Degrees, Procedure for organizing, performing and evaluating term papers of SUSh students					
The number of the students involved in the research the university majors in						
	Students	2015	2016	2017	2018	2019
1	Bachelor	0	0	2	1	1
2	Master	1	1	2	3	2
3	PhD	0	0	1	2	2
Please, analyze the effectiveness of student involvement in the research the university majors in (attach and refer to the relevant documents).						

The University attaches importance to the involvement of students in research activities. For this purpose, since 2016, the University has introduced SUSh Regulations for awarding intra-university grants for scientific activity, according to which at least one student of the bachelor's, master's or research degree with high academic performance of SUSh must enter the group. In addition, students participate in research programs funded by SC and implemented at the University. Over the past 5 years, the number of students involved in these programs is shown in the table, and over the past 3 years, this figure has increased incomparably due to the introduction of intra-University programs /details in criterion 6, rector's reports for 2016-2017 and 2017-2018 academic years, SPQAMC reports/.

The SSS organized scientific conferences of different years and published in almanacs of relevant materials, but during the last two years, the activities of the SSS were somewhat disrupted due to certain events at the University, as well as changes in the composition of the SSS /details in rector's reports for 2016-2017 and 2017-2018 academic years/. SSS is currently planning to organize a conference and other events. In order to increase student involvement in the research field, it is necessary to conduct the work of the SSS, as well as to develop other mechanisms for encouraging students in research initiatives.

Students also took part in international and national conferences organized at the University /details in criterion 6/.

Students of BEP and MEP conduct research in the framework of term papers, graduation papers and master's theses, the results of which are also published in relevant scientific articles and are further applied. The articles are published in SUSh Scientific Almanac. Note that the results of research conducted in these programmes by students included in intra-University grant programmes are also reflected in their master's theses. Students of the chair of arts participate in various international and national cultural projects. Masters in painting and decorative arts have participated in Real-art exhibition of young artists, in addition, in SUSh every year, except for 2019, a public exhibition of young artists is held, which is attended by representatives of various regions of the RA, including students and graduates of SUSh. In 2017, a joint international project was implemented with the Union of artists and teachers of Russia (Noyyan Tapan), which was partially funded by SUSh and also attracted SUSh students. A painting master's degree student's research practice in 2017-2018 academic year was held at the National Gallery funded by the University.

Students also participate in student conferences organized by other universities, make presentations, participate in scientific seminars and research consultations.

An alternative solution for promoting students' academic performance and their scientific and social activities is the University's approved Regulations for organization and realization of the annual contest "The SUSh Best Student".

It should be note that SPQAMC has developed a procedure for evaluating and rating SUSh students /details in criterion 6/.

STANDARD g. The TLI has a responsible body for the students' rights protection.	
Required documents	SUSh Statute, SUSh internal disciplinary rules, regulations, Statute of the SUSh StC, Statue of the SUSh SSS

Please, answer to the following questions:	%
What is the percentage of students informed about the relevant services?	98.7 %
What is the percentage of students using the services?	59.4 %
What is the percentage of students satisfied with the service?	81.7 %

Please, analyze the functioning effectiveness of the body that promotes students' rights protection (attach and refer to the relevant documents).

The rights of students are reflected in SUSh Statute (p. 123), SUSh internal disciplinary rules, StC and SSS Statutes, and other regulatory documents (SUSh website). At the University, the body responsible for protecting the rights of students is the SC, which is an independent, apolitical, self-governing body of the student society and acts in accordance with its statute.

Managers and employees of the University departments are ready to listen, discuss, present and offer solutions to the issues raised by students. Administrative structures of the University set a schedule for admission of students. Students take an active part in the University's management units –DB, SC, temporary and permanent committees, etc. In different administrative structures of the University, students raise their concerns, which are discussed and resolved. However, there are many cases when complaints and voiced problems were widely discussed in the authorized management bodies, as well as in social networks.

Students' complaints are submitted in both indirect and direct meetings and hearings, regardless of the University departments that receive the complaint. Complaint intervention is organized both vertically (top-down or bottom-up) and horizontally. Individual complaints are handled on request, and group complaints receive intervention in several ways. The most acceptable and visible model of group complaints works at the department level, where the main organizers of intervention are departments and lecturers of the chair of the relevan EP (leturer selection, method, evaluation, etc.). Another way of intervening complaints gets permission at the level of the administrative unit-department or within the administrative unit-rectorate. Part of voicing and discussing group complaints, and putting forward ways to resolve them, is allowed indirectly, for example, Restart Gyumri Student-Citizen Initiative.

Incomplete legal regulation of higher education (in particular, the question of the formation of the SC and approval of the statute) often require giving situational solutions questions, including further regulations.

The management of the University intends to include a bibliography of complaints, grouping, accounting tactics, if possible, assessment and definition of the strategy of these processes.

STANDARD h. The TLI has evaluation and quality assurance mechanisms of student educational, advisory and other services.
Required documents   Policy, procedures and mechanisms for student educational, advising and other support services and quality assurance
Please, analyze the effectiveness of the mechanisms for assessing student educational, advising and other support services and quality assurance (attach and refer to the relevant documents).
No alumni employment rate analysis.

Mechanisms for evaluating and ensuring the quality of educational, consulting and other services provided to students are fixed in the QAMC of SUSh, which were presented in the standard b of this criterion, the results of some analyses were presented in different standards of this criterion. More information is provided in criterion 10 and detailed SPQAMC reports and analysis. Note that in order to ensure continuous improvement of surveys, questionnaires are periodically revised. Improvement of the mechanisms is carried out by PDCI circle according to the approaches presented in SUSh QAMC and MIQAS.

Strengths	*Weaknesses*
• Having the largest student population in the region.	• Lack of platforms that encourage students' civic and social activism, initiative.
• Variety of mechanisms for identifying students' educational and social needs.	• Ineffective mechanisms to ensure the student's progress, and contribute to the career.
• Open, including clear policies and mechanisms for collecting and accepting students.	• Passive cooperation of inter-University SC.
• Possibility of non-formal education, system of educational and	• Weak employer-student, graduate-student

	cooperation.
consulting services.	• Lack of constant feedback from graduates / employment information.
• Multidisciplinary representative staff of graduates.	
• Mechanisms for evaluating and ensuring the QA of educational and consulting services for students.	
• Students' activity in identifying needs and meeting them.	
Opportunities	*Threats*
• National and regional economic development priorities.	• Unstable state policy on higher education.
• National and international initiatives aimed at youth activization and employment.	• Lack of additional financial resources.
• Projects to expand research opportunities for young people.	• The presence of a shadow labor market and false unemployment.
• Availability of educational exchange programs.	• Mismatch of qualifications and labor market requirements.
• Refresher courses.	

Planned ways to overcome weaknesses and threats

1. Improving the process of recruiting, selecting and admitting students, involving employers in the process of recruiting students.
2. Contribute to providing students with various educational services and creating an attractive educational and research environment.
3. Increase the volume and frequency of consultations, expand diversity, and develop tools for providing Internet access to the contents of consultations.
4. Solving problems of employment and work of students and graduates and system intervention.
5. Implementation of continuous feedback mechanisms with graduates, application of a system of univERIAl and effective assessment of students' progress.

V. FACULTY AND STAFF

CRITERION: *The TLI has highly qualified teaching and supporting staff to accomplish the institutions mission and to implement the goals set for academic programmes.*

Replenishment and provision of AS and ESS staff necessary for the implementation of SEPs. /ref. SP/:

STANDARD a. The institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring programme provisions.

Required documents	*SUSh Statute, SUSh Internal Disciplinary Rules, Regulations* *SUSh Academic and Education Support Staff Formation Regulations*

Please analyze the compliance of the academic and education support staff qualifications with the institution mission and the programme purpose. Analyze the effectiveness of policies and procedures of SEP for the admission and dismissal of AS and ESS /provide brief excerpts from the relevant documents/.

To implement the SEPs, the university is provided with the necessary AS and ESS. Policies and procedures for the formation, replenishment, replacement of AS and ESS working in the University are reflected in SUSh Statute, SUSh Internal Disciplinary Rules, Regulations, SUSh Academic and Education Support Staff Formation Regulations, which are based on the order N 311-M "On the formation of AS of state universities in the RA" dated November 25, 1996, of MS of the RA, Labour code of Armenia, the RA laws "On education", "On higher and post-graduate professional education",

provide requirements for the procedure for licensing the implementation of SEPs, are designed to promote the selection and stability of the teaching and education support staff with the necessary professional qualities.

Thus, SUSh Internal Disciplinary Rules establish the procedure for hiring, transferring to another job, bringing to disciplinary responsibility (including dismissal from work), measures of encouragement and disciplinary punishment, the basic rights and duties of employees, the order of working time and rest, as well as other issues related to labor relations. Regulations of the academic and education support staff of SUSh, the criteria for filling positions, procedures and selection competition and/or nomination not in competition, dismissal are established in SUSh Academic and Education Support Staff Formation Regulations. In this regulation, according to kinds of educational, research and methodical-organizational activities, the following main categories of AS are identified: **lecturer, assistant professor, associate professor, professor**, in addition to them, at the expense of salaries of the chair, the university may apply the following special AS: **consultant** professor (associate Professor), **combining** professor, associate professor, assistant, lecturer and **teaching** assistant. AS is formed on a competitive or non-competitive basis. The AS is replenished in the order of *replacement of vacant positions*, *promotion to positions*, *appointment to positions*, *replacement of special teaching categories* and *renegotiation of contracts for positions*. Questions of formation and replacement of positions of ESS, on representation of the head of the corresponding chair, are discussed at DB, then the Dean of department submits questions to the corresponding vice-rector. The University has mandatory conditions and the procedure for hiring on the main, part-time and hourly basis, which clearly describes the criteria for each position /ref.: SUSh Academic and Education Support Staff Formation Regulations/.

It should be noted that the options for hiring part-time and / or hourly pay make it possible to attract to the educational process the best specialists in the "education market" /details in next standard/. It should also be noted that the results of the rating will now be taken into account when hiring, dismissing the AS, renegotiating and / or extending employment contracts /details in following standards/.

Academic year	AS	With desgree		With scientific title		
		Doctor of Science	Candidate of Science	NAS RA Corresponding Member	Professor	Associate Professor
2015-2016	247	15	121	1	11	89
2016-2017	246	15	116	1	13	88
2017-2018	246	15	114	1	13	89
2018-2019	242	15	115	1	13	96

The table shows SUSh AS by academic degrees and titles for the last 4 years /ref.: Rector's report for 2016-2017 academic year, Rector's report for 2017-2018 academic year/. As you can see, most of the teaching staff have a degree and / or title. Thus, it can be stated that the existing procedures and policies at the University ensure the replenishment and stability of AS and ESS in a competitive form, contribute to the effective organization of the process.

STANDARD b. The teaching staff qualifications for each programme are comprehensively stated.

Required documents	SUSh AS and ESS Formation Regulations
	SUSh Lecturer Workload Formation Basic Norms
	Procedure of the Final Assessment for the Graduates of Bachelor's and Master's Degrees

Professional ability of SUSh AS meet the qualifications provided by EPs, in particular, AS possessing the necessary professional qualities for the realization of SEPs generated and updated in accordance with the RA government decision N 808-N, dated on July 9, 2009, according to which for not less than 50% of AS the institution is the main workplace, and in accordance with the decision N 1047-N, dated on 20.09.2018 and working since 10.04.2019, at least 60% have a degree and (or) title recognized by the state authorized body, including 3 special subjects of each specialty /ref.: Rector's report for 2016-2017 and 2017-2018 academic years/. The priority requirements for the professional qualities of the AS of SEP at SUSh are the appropriate basic professional education, as well as the availability of an academic degree and / or title. In different years, for 70% of the AS of SUSh, it was the main workplace, while more than 55% of them had a degree or title. In addition, the faculty of SUSh yearly replenishes with a professional staff with a degree and/or title, particularly for the last 4 years 7 members of the teaching staff of SUSh received the degree of candidate of Sciences, 12 members - the academic title of associate Professor /ref: SPQAMC/.

The current Academic and Education Support Staff Formation Regulations and Lecturer Workload Formation Basic Norms are the main normative documents that now regulate the sphere and contribute to ensuring the quality of educational services provided. Thus, in AS and Education Support Staff Formation Regulations, as we have already noted, according to the areas of educational, research and methodological and organizational activities, the categories of teaching staff (lecturer, assistant, associate Professor and Professor), the requirements and criteria for filling positions for the latter, and the types of educational, research and methodological and organizational activities are identified.

In Lecturer Workload Formation Basic Norms, according to *educational, methodological and research /creative/ works and components of social and organizational activities*, are identified the norms of forming the annual load of the teacher in accordance with the classical categories, which are also expressed in the individual plan of work of the teacher.

In addition, the University has Procedure of the Final Assessment for the Graduates of Bachelor's and Master's Degrees, which clearly defines the requirements for the professional qualities of the supervisor of the master's thesis, in particular, the master's thesis can be supervised by a PhD degree and / or an employee with the academic title of Professor/associate Professor.

In addition to the above, it should be noted that the requirements for the professional capabilities of SUSh AS are also clarified in connection with the need that arose as a result of feedback and evaluation mechanisms /details in following standards/.

Requirements for AS are also expressed in the *individual work plan of the lecturer* and in the Formula from Order of Periodical Assessment and Rating the SUSh AS presented in 2018. SPQAMC suggested submitting the relevant requirements in the SEP specifications in accordance with each SEP, which was acceptable, and now, in coordination with the EPMC, a similar process has been carried out together with the chairs.

At the same time, SUSh goes in parallel with the changes carried out in the educational system, and the requirements imposed on the professional qualities of the corresponding AS are subject to

changes.

STANDARD c. The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.	
Required documents	Order of Periodical Assessment and Rating the SUSh AS, Lecturer's Individual Work Plan, Mechanisms and Tools for Assessing the Professional Qualities of Lecturers and Their Work
Please analyze the effectiveness of the teaching staff assessment policies and procedures (attach or refer to the relevant documents).	

One of the steps carried out in accordance with the strategic goal enshrined in the SUSh SP is to improve the mechanisms for regular assessment of the AS, for the implementation of which the University carries out the process of rating the AS on the basis of a multidimensional assessment.

According to APDE created on the basis of ERIA, it was noted that it is necessary to improve the process of analyzing the collected data, improve the mechanisms for implementing requests, and apply various data collection mechanisms.

SUSh currently has a policy and procedures for evaluating the AS, which are periodically reviewed. The revision tendencies are determined by the priorities of the SP, the policy of stimulating the development of the relevant professional qualities of the AS, the needs of internal and external beneficiaries, as well as considerations of improving the objectivity and evaluation tools.

SUSh has implemented mechanisms for evaluating the activities of the AS, which contribute to the continuous growth of the qualification of the AS, the activity of teaching and research, the implementation of educational and research works. In fact, five tools are used for evaluation, the first two of which are in the report format, and the other three are research methods. They are:

I. Lecturer's individual work plan,
II. Reports of the lecturer in a variety of formats,
III. SUSh AS annual rating assessment form,
IV. Questionnaire on the assessment of the development requirements to the AS professional, pedagogical and organizational competencies,
V. SUSh AS professional, pedagogical and organizational competencies assessment questionnaire for students,
VI. Form of administrative disciplinary verification of SUSh AS documents,
VII. Lesson auding protocol – format.

Below we will discuss in detail the mechanisms of the above tools.

I. The University has been operating this mechanism since time immemorial, which has been improved over time. The last reform was in accordance with Lecturer Workload Formation Basic Norms. At the beginning of each academic year, the lecturer submits to the chair a Lecturer's individual work plan, which presents the work of the lecturer in the educational, research or creative, social and organizational spheres. Then, at the end of the academic year, the lecturer submits a report that clearly indicates which points of the plan have been fulfilled, and which have not, and why. It is approved by the head of the chair, EPMC, SPQAMC and the rector.

This form of report helps to ensure that lecturers pay more attention to their professional, scientific, and pedagogical activities.

II. Various report formats are also used, such as the practice report format, the research report format,

etc., which are used to generate and / or promote statistical data. For example, for the provision of allowances for scientific activities of the AS /details in criterion 6/.

III. Since 2019, the University chairs fill out an annual rating of lecturer's performance /ref.: [Order of Periodical Assessment and Rating the SUSh Academic](#) developed by SPQAMC/. It is filled out by the lecturer and approved by the head of the chair. When developing the format, the strategic priorities of SUSh and the policy pursued in different areas (educational, scientific, internationalization) were taken into account. According to the order data will be recorded in the database of the online system to be set up, and before that on the initiative of SPQAMC data is collected from the chairs and entered into Access database. A database has now been created and the results are being summarized. This study will also provide an opportunity to assess human resources and further effectively apply.

IV. [Lecturer's need for development of professional, pedagogical and organizational competencies assessment questionnaire](#) is a unique self-assessemet mechanism /ref.: [Order of Periodical Assessment and Rating the SUSh AS](#)/. This format is a mechanism for self-analysis and identification of the needs of the teacher, according to which it is planned to develop a retraining policy aimed at developing professional and general competencies. Analysis results are provided by chairs for further improvement of processes

V. Since 2014, every semester, GSPI QA conducted a [Student Survey on the Quality and Effectiveness of Teaching](#). In order to improve the efficiency and objectivity of the tools, professional analyses were carried out in 2017. The analyses required an analysis of the existing questionnaire. Three factors were identified, that is, three areas of evaluation of the lecturer's activity - professional, pedagogical and organizational. Based on the results obtained, the questionnaire was renamed to ["SUSh AS professional, pedagogical and organizational competencies assessment questionnaire for students".](#) Statistical analyses of previous studies have shown the presence of drawing statistical indicators, which indicates a subjective (without differentiation by characteristics) assessment of students' personal attitude. In this sense, it became necessary to find other correlative estimates that would confirm or reject such a biased approach of the student. For example, such correlations can be provided by the results of lesson auding, indicators of teacher retraining, assessments of students of other courses, indicators of scientific activity, results of administrative and disciplinary verification of documents, etc. The results of the SPQAMC analyses are provided to the chairs for qualitative analysis, conclusions and reforms.

VI. According to the format of the administrative disciplinary inspection of documents of SUSh AS, SPQAMC conducts inspections at the chairs /ref.: [Order of Periodical Assessment and Rating the SUSh Academic](#)/.

VII. One of the mechanisms for assessing the AS is also lesson auding /ref.: [Order of Periodical Assessment and Rating the SUSh Academic](#)/. Auding is conducted according to a pre-approved schedule. Lesson auding is aimed at identifying needs in the learning process. Through them the best teaching experience is learned and disseminated. Lesson auding contributes to the growth of pedagogical skills of teachers, allows you to monitor the compliance of teaching methods to the learning outcomes.

The results of the analysis and rating can be used by the management team as a basis in cases of renegotiation, extension or termination of the employment contract of the AS, competitive elections, official progress, the use of measures of material and moral encouragement, as well as the

organization of retraining events.

The results of the above questionairs are collected and statistical analyses - stratification, correlation analysis, are carried out. From the point of view of qualitative analysis, cases with large deviation as a result of three different means are considered interesting. In fact, sometimes there is a tendency to a subjective approach to evaluation by students, and sometimes the opposite result is obtained: a demanding teacher is evaluated low (who can be a good specialist), and the teacher who distributes the assessment - high (who may not have a high level of pedagogical qualities). The other two tools for evaluating the work of the teacher are aimed at identifying such deviations.

In addition, also results of researches on "SUSh Alumni Assessment of Education Received in the University, Professional and Organizational Ratings of the University" and "SUSh Stundents Assessment of Education Received in the University, Professional and Organizational Ratings of the University" are taken into account.

Information about the analysis tools is presented in detail in SUSh MIQAS, where the processes are carried out on the principle of PDCI cycle.

The results of the survey conducted in the new format in the 2017-2018 academic year show that University students are generally satisfied with the quality of teaching of their lecturers: professional competence - 93%, pedagogical competence - 91%, organizational competence - 92%.

SUSh Alumni Assessment of Education Received in the University, Professional and Organizational Ratings of the University survey results show that graduates of the University in the 2018-2019 academic year are mostly satisfied with the degree and quality of professional training of their lecturers - 81%.

The results of surveys on the evaluation of the effectiveness and quality of professional internship by students of SUSh showed that our intern-students are generally satisfied with their acquired knowledge and methods:

How much the theoretical knowledge obtained at the University satisfied on-site practice - 85%; How effective were the methods and techniques of training and education at the University in the course of practice – 87%.

One of the mechanisms for assessing the AS is also that students periodically hold meetings with University units, during which they freely present their opinions, suggestions and complaints. And in case of dissatisfaction, complaints about any lecturer, they present their opinion, which is discussed with the relevant structural unit or chair and given the appropriate decision.

This policy and procedures for assessing the AS allow the teaching staff to learn about the performance of their work-shortcomings and achievements, identify needs, and management to take appropriate measures. The complex application of these processes makes it possible to replenish the University with high-quality personnel and, based on the results, to draw up appropriate programs for improving and retraining the professional qualities of the teaching staff.

STANDARD d. The TLI implements teacher professional development in accordance to the needs outlined during regular evaluations (both internal and external).
Required documents   SUSh AS and ESS Retraining and Professional Qualification Improvement Regulations Order of Periodical Assessment and Rating the SUSh AS
Please analyze and support the effectiveness of AS professional development processes for the last 3 years (attach and refer to the relevant documents).

The changeable development and requirements of education presuppose the provision and development of appropriate professional and pedagogical qualities of the teaching staff. Therefore, the University has set itself the task not only to supplement educational programs with high-quality lecturers, but also to create opportunities for continuous improvement and an appropriate working environment for them.

The needs of the AS are assessed by comparing the studies presented in the standard c. In accordance with the needs, a number of measures are applied to improve lecturers.

In 2013 SUSh AS and ESS Retraining and Professional Qualification Improvement Regulations were introduced, according to which the staff is offered the opportunity to continue their education at the following levels of education in compliance with the conditions of labour and the retraining and upgrading of professional qualifications of the AS is carried out in two directions: *general-compulsory* and *special-specialized*. In line with this, retraining is carried out based on planned mandatory and / or identified needs; in 2013-2016 the University conducted a number of refresher courses aimed at developing communication skills in a foreign language, the introduction of new technologies in the teaching process, the adaptation of teaching methods and evaluation, etc., in total, about 220 teachers were retrained /ref.: SPQAMC report for 2017-2018 academic year/. This process allowed the necessary level of existing needs to be met, which served as the basis for further policy.In 2018 Order of Periodical Assessment and Rating the SUSh Academic was introduced, based on which lecturer's rating points are calculated, which emphasize the importance of improving the AS in the respective directions. In particular, having an academic degree and title, knowledge of foreign languages, participation in professional and non-professional retraining, educational, methodological and educational-organizational activities, scientific, research and scientific-organizational activities, public social activities are important. This is still the first academic year that the order has been implemented, and the first research in this direction is being conducted. As a result, reward mechanisms will be in place.

At the same time, the importance of improving the AS in these areas was constantly emphasized, encouraged and supported. Thus, the analysis of scientific, research and scientific-organizational activities is presented in the criterion 6. Indicators of retraining show that the AS is constantly improving its quality by participating retraining courses, conferences, seminars aimed at the development of professional and general competencies organized by SUSh, as well as other organizations and universities. These are the data on participation in retraining for the last 3 years:
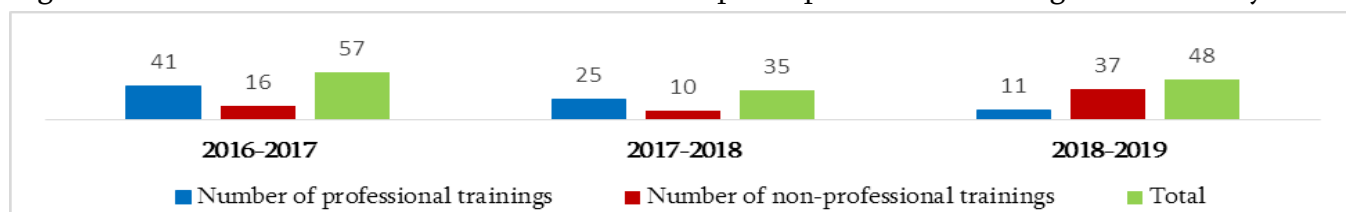
The management of the University also promotes participation in various refresher courses, which are due to the development of competencies dictated by strategic priorities of the relevant employees. For example, retrainings organized by ANQA, a number of trainings organized by the ERASMUS+ office, etc.

Then the planned activities aimed at professional development and improvement of the AS were also carried out within the framework of grant programs. In particular, within the framework of the program "Ensuring Balanced Regional Development through the Enhancement of Shirak State

University and Diversification of Educational Services" within the NORKENT project, which was launched in January 2017, and lasted 31 months, in 2018-2019 retraining courses were organized on: 1. Distance learning/ e-learning, 2. Organization of inclusive education, 3. Sustainable tourism development. A total of 33 employees were trained.

In 2019, within the framework of the ERASMUS+ program retraining was organized in SUSh /Abionet ″Communication skills for professionals and ″Science to start-up″/, which was attended by 11 employees.

Courses on the development of communication capabilities of foreign languages are also organized in SUSh /details in criterion 9/.

It should be noted that one of the mechanisms aimed at improving lecturers is the holding of scientific seminars, which are coordinated by SPQAMC, working closely with respective chairs /details in criterion 6, ref.: SPQAMC report for 2017-2018 academic year/. Since 2017 up to this day, more than 40 scientific seminars were held, about 25% of which have a methodological and pedagogical, and 75% professional orientation and in terms of content cover almost all SEPs.

In accordance with the reforms in the education system, there was a need to revise SUSh AS and ESS Retraining and Professional Qualification Improvement Regulations, bringing it in line with the strategy in the best way and ensuring coordination of mechanisms for PDCI cycle of meeting the needs of the AS. SPQAMC has developed a draft version of the document.

STANDARD e. The TLI ensures the sustainability of the teaching staff according to academic programs.	
Required documents	Rector's order No. 207, dated 06.10.2017 /Appendix 5.5.1/, SUSh Regulations for awarding intra-university grants for scientific activity, AS Research and Scientific and Methodological Work Stimulation Procedures
Please analyze the effectiveness of the permanent teaching staff performance for the last 3 years (attach or refer to the relevant documents).	

In order to ensure stability and reduce the fluidity of the AS, the University applies various mechanisms (which is also enshrined in the university SP (section 5, step 1.3), among which, in particular:

➢ *the basic rules of forming of lecturer's workload*, which is a clear differentiated approach between the norms of workload of staff who have and do not have a degree and / or title, so that if the load on the doctors and professors is 700-750 hours, in the case of a lecturer who does not have a degree and a title it is 900-1080 hours /ref.: order No. 201, dated on 04.10.2017/.

➢ *wage rates*, which again show a clear differentiated approach between the salary rates of employees who have and do not have a degree and / or title. So if, for example, according to the rate of Professor, the monthly salary is calculated 230.000 AMD, for lecturers without academic degrees and titles it is 150.000 AMD /ref.: Appendix 5.5.1 order No. 207, dated on 06.10.2017/ , which is a significant motivating factor for the stability of the highly skilled AS.

➢ *providing grants, allowances and bonuses*, which is a fairly effective "tool" to encourage active participation in scientific, educational and social work. In particular, the University operates:

a/ SUSh Regulations for awarding intra-university grants for scientific activity, according to which the principles and procedure for conducting a competition for scientific (scientific and methodological) activities carried out by employees and students are determined /details in criterion

6/.

b/ [AS Research and Scientific and Methodological Work Stimulation Procedures](), according to which each year, according to the results of research and scientific-methodical activities of employees (articles, monographs, the number of scientific-methodical works published in scientific journals, collections of scientific conferences), the University provides its employees with an allowance /details in criterion 6/.

c/ the old and good "tradition", according to which, as a rule, at the end of each financial year, the main employees of SUSh are awarded the official rate of monthly salary by the order of the rector.

Employees of the University are periodically paid monetary assistance from the funds of the trade union. In recent years, monetary assistance was received by 100 employees /ref.: [Reports of the Trade Union]()/.

In the 2016-2017 academic year, in accordance with the [SP]() and in order to improve the social status of employees, salaries increased by an average of 30% /ref.: order No. 167, dated on 30.08.2016/. A comfortable guest house was built to provide accommodation and recreation for invited lecturers.

From the point of view of ensuring the stability of the AS it is essential to ensure the change of generations. Let's study the age distribution of SUSh AS in the context of the last 3 academic years /ref.: reports of the rector/"

Academic year	AS	In AS					
		up to 35 years old		from 35 to 65 years old		65 years and older	
		number	%	number	%	number	%
2016-2017	246	46	18.7	161	65.4	39	15.9
2017-2018	246	45	18.3	163	66.3	38	15.4
2018-2019	242	40	16.5	166	68.6	36	14.9

In order to ensure the stability of the University AS, to implement a smooth and manageable change of generations, SUSh has adopted a policy of involving young personnel with prospects for improving professional quality, namely: the University directs its best MEP graduates to continue their education as a researcher, as a result of which today 12 employees of the University (lecturers and ESS) continue education in the researcher's EP /ref.: SPQAMC reports/.

At the same time, we note that combining and / or having an hourly status specialists make up a small percentage, not exceeding 25%, which indicates the self-sufficiency of the University and the stable AS. At the same time, it is also noteworthy that the number of specialists who combine the last 3 students and/or have an hourly status has significantly increased the weight of those who have a degree and / or title, which indicates that the University attaches importance to the involvement of highly qualified teachers in the educational process.

STANDARD f. There are set policies and procedures for the staff promotion.

Required documents	Regulations for Admission and Studying at Post-Graduate and Doctoral Studies, SUSh FA and ESS Formation Regulations, SUSh AS and ESS Retraining and Professional Qualification Improvement Regulations, SUSh internal disciplinary rules, regulations
Please analyze the effectiveness of the staff promotion policies and procedures for the last 3 years (attach or refer to the relevant documents).	

The procedure for filling positions established by [SUSh AS and ESS Formation Regulations](), encourages lecturers to improve their professional qualities and capabilities and have the appropriate

promotion, receiving the appropriate salary. An effective way to ensure the professional progress of the SUSh AS is the opportunity to train a researcher on the educational program, which is carried out in accordance with [Regulations for Admission and Studying at Post-Graduate and Doctoral Studies](). Currently, there are 20 students in SUSh who are studying under the educational program of the researcher, 6 of them are in academic break. Professional progress of the AS is also provided by the mechanisms established [SUSh AS and ESS Retraining and Professional Qualification Improvement Regulations](). Retraining indicators were discussed in standard d. /ref.: reports of rector/.

Scientific conferences, scientific and methodological seminars and workshops organized at the University are the most important means of ensuring progress /details in criterion 6/. Information about this is available in the reports of the rector, as well as in the SPQAMC section on the SUSh website. Free publication of articles in the SUSh scientific almanac is also an important approach.

The University's rewarding and incentive mechanisms (including research, scientific and methodological activities) are also effective means of ensuring progress, as evidenced by the number of lecturers who have received academic degrees and titles in recent years.

It should be noted that at the moment there is no mentoring policy in place at the University, despite the fact that novice lecturers are constantly confused by experienced lecturers, follow their advice. Currently, the SPQAMC has developed a project version of the mentoring policy for novice teachers (which will soon be submitted for discussion and approval of SUSh Scientific Council), which will help streamline the process, allow novice teachers to acquire knowledge, skills, implement replenishment and development with the help of experienced professionals, as well as to ensure the exchange of experience and new ideas, communication, promotion of innovation and research activities, professional progress.

According to [SUSh internal disciplinary rules](), for good performance of work, increase in efficiency, continuous impeccable work, innovation in work and other achievements, active participation in research and community service workers and students set the promotion: a) announcement of gratitude; b) a one-time monetary reward; c) presentation of diplomas; d) award of a souvenir; e) removing disciplinary sanctions; f) the provision of additional paid leave. The promotion is announced by the order of the rector and the SUSh public is informed about it.

STANDARD g. There is necessary academic and administrative staff to achieve the strategic goals.	
Required documents	SUSh Statute, SUSh Structure, SUSh Staff List, SUSh Department Exemplary Statute, SUSh Chair Exemplary Statute, SUSh Structural Units' Statutes, SUSh Internal Disciplinary Rules
Please analyze the effectiveness of the administrative and technical staff for the last 3 years (attach or refer to the relevant documents).	

For the implementation of strategic goals SUSh has the appropriate administrative and ES staff. Based on the need for infrastructure changes of the University, improving the efficiency of labor organization and improving administrative conditions of work, the decision of the Board of Trustees of SUSh, dated on April 19, 2017, approved the new administrative and managerial [structure]() of the University /details in criterion 2, also touching upon KPIs/.

The formation of the administrative and ES staff list and the establishment of their duties are managed by the RA legislation, [SUSh Statute](), [SUSh Internal Disciplinary Rules](), [SUSh Department Exemplary Statute](), [SUSh Chair Exemplary Statute]() and statutes of other structural units.

Administrative staff take part in various conferences, trainings and seminars aimed at sharing experience and developing skills /ref.: orders for business trips/.

There is a number of mechanisms that ensure and control the quality of the administrative and ES staff. Developing work plans and ensuring appropriate accountability is one of the priority mechanisms /details in criterion 1/. Daily monitoring is also carried out, and feedback mechanisms receive appropriate responses, on the basis of which the work of the relevant link is promptly reviewed and improved. In addition, surveys conducted by the SUSh SPQAMC to provide an opportunity to assess the satisfaction of the AS and students with the work of the administrative and ES staff of the University /[SUSh Stundents Assessment of Education Received in the University, Professional and Organizational Ratings of the University](#) and [SUSh AS Assessment of the Management System and Administrative Structures Questionaire](#)/.

For example, according to the results of the above-mentioned studies in 2018-2019, it can be stated that the internal beneficiaries of the SUSh are generally satisfied with the work of the administrative staff. In particular, *1. satisfaction of students with a/ administrative services related to the student - 75%; b/ the assistance of administrative staff in matters of academic and social nature - 77%; 2.Satisfaction of the AS with a/the assistance of the administrative staff in matters of an academic nature - 58%, b/the process of timely submission of documents required from the administrative staff -68%, etc.*

Thus, it should be noted that the existing administrative and educational support staff gives the University the opportunity to carry out its mission, to achieve the goals of the SEP and is ready to respond to future developments. It can be stated that the administrative and ES staff mainly solved the tasks assigned to them and provided sufficient management efficiency.

Strengths	*Weaknesses*
• The availability of appropriate AS, administrative and ES staff for the implementation of the strategic goals. • Availability of mechanisms for assessing the quality of teaching. • Existing mechanisms to encourage and support the staff. • Current mechanisms for evaluating the activities of the AS, administrative and ES staff. • Availability of the scientific almanac. • Mechanisms for ensuring staff progress and improvement • Clear superiority of middle age in the AS. • Availability of conditions for invited lecturers.	• Insufficient clarity of the norms for the formation of the lecturer's workload. • Insufficient clarity in the requirements towards the AS in accordance with SEPs. • Lack of job descriptions for administrative and ES staff. • Imperfection of mechanisms of assistance and organization of professional retraining of the AS. • Insufficient coordination of mentoring policies.
Opportunities	*Threats*
• Partnership with RA and foreign universities. • The opportunity to invite leading specialists in the RA in accordance with the priority directions of science development. • The possibility of retraining lecturers in the framework of international grant programs.	• Decrease in the number of students due to demographic problems. • Social conditions of the region. • Out flow of young highly qualified personnel.

Planned ways to overcome weaknesses and threats

1. Improve the norms for the formation of the lecturer's workload.

2. Clarification and presentation of requirements for the AS in accordance with the requirements for SEPs.
3. Development and approval of job descriptions for administrative and ES staff.
4. Improvement of AS professional retraining support and organization mechanisms.
5. Approval and application of mentoring policy and regultaions.

VI. RESEARCH AND DEVELOPMENT

CRITERION: *TLI ensures the implementation of research activities and links with learning.*

> SUSH's interests and ambitions in the research field are defined in the SP, according to which the University's activities aim at providing internationalization of research activities and links with learning.

STANDARD a. There is a strategy in TLI expressing its research interests and ambitions.
Required documents   SUSh SP, SUSh draft SDC, SUSh SPQAMC Regulations, SUSH's Chair Exemplary Regulations
Analyze the effectiveness of the strategy of interests and ambitions in the research field at SEI for the last 3 years and its actuality /make brief citations from relevant bases/.

The university's ambitions in the research field are presented in SP. Specific steps are planned in the SP to achieve the strategic goal. Then, taking into account the final ERIA of GSPI, an APDE was prepared, the Research and Development section of which also reflects the university's research priorities.

Now a draft version of SUSH's SDC has also been developed. This document defines the following main goals:

● Contribute to the advancement assurance in the scientific, research, economic and technological fields of SR in RA.

● Ensure and promote the involvement of the AS in research, scientific, scientific-methodological, scientific-educational and innovative information activities.

● Consider the university as an economy (self-sufficient system), focusing on human and material resources for its development and realization of its goals.

● Promote the internationalization of research and develop cooperative opportunities.

● Enhance the reputation of the university in the field of scientific activity - to shape and develop academic culture, to provide an inter-university scientific and educational atmosphere.

● Ensure the modernization and development of the university's scientific research system in accordance with the maximum potential of the RA and, in particular, SR.

● Providing services required in the region on the basis of research, scientific-educational, scientific-methodological, scientific and innovative results, as well as commercializing those results.

● Ensure that procedures are interoperable and interconnected.

This document has been discussed in the subdivisions and relevant committees and will be submitted to the SC for review and approval in the near future.

There are 3 research laboratories at the university: Theoretical Nano and Microtechnology Materials and Structures Mechanics Problem Laboratory, X-ray Laboratory and Biotechnology Laboratory one of which is basic /details are presented in Criterion_VI_Sample_13/.

SUSH is currently conducting research within 1 basic and 3 contractual (thematic) programs funded by the state budget of Armenia, 1 inter-state funded Armenian-Russian grant and 2 university funded programs /Criterion_VI_Sample_14/.

Research conducted at SUSH is mainly fundamental, and their results are validated and submitted to specialists through scientific collections, monographs, journals, books and online resources. Research is carried out in professional chairs. Each chair carries out scientific research in accordance with its research directions /Standard_VI_Sample_13/.

The university provides some resources to succeed in the field of research, which is not yet sufficient to achieve the goals set out in the strategic plan /basis: report of SPQAMC for the 2017-2018 academic year/.

The number of students in the researcher's EP has decreased, and specific work needs to be done in this regard. Problem Analysis, Disclosure and Resolution are presented in the report of SPQAMC for the 2017-2018 academic year.

The university publishes the SUSH's Scientific Bulletin and there are mechanisms /basis: Procedure for promotion of research and methodological activities of SUSH staff, Procedure for inter-university grants for academic activities of SUSH/ that have contributed to the growth of research activities, thus enhancing the involvement of the AS and students in research.

In the first half of 2016, the coordination of scientific activities was carried out by the Vice-rector for Science and Foreign Relations. It is mentioned in ERIA that there is a centralization of academic activities, science, and foreign relations management.

Although the Science and Research Department was established in 2016, its activities were coordinated by the Vice-rector for Academic Affairs and Foreign Relations, which assumed greater centralization. As a result of the structural change made in 2017, the coordination of scientific activities was carried out by the Director-Vice-Rector of the Center for Scientific Policies and External Cooperation Management, and from 2018 up to now - by SPQAMC /basis: SPQAMC Statute/ through the direct contact with the chairs. As a result of the recent structural change (expanding CQAM and turning it to SPQAMC) cost-effectiveness has been ensured providing the implementation of processes with high efficiency at the same time (basis: SPQAMC).

Taking into account the issues mentioned in ERIA, staff for science development has been established: specialist for scientific policies and postgraduate education, coordinator of research activities of the teaching and administrative staff, functions are specified (details are presented in Standard b of Criterion 10).

The activities of the center are publicized and disseminated in the SPQAMC section of SUSH's website, as well as on the Facebook page.

International and republican conferences, scientific seminars are organized at the university (details are presented in Standard c of the same Criterion).

The procedure of systematic evaluation and rating of the AS of SUSH has been developed and introduced, in which the component of research activity is of particular importance and high ratings, in particular, are provided in case of internationalization of processes.

SUSH emphasizes the development of human academic potential. During the last 4 years 7 representatives of the AS have received academic degrees and 12 representatives have received academic ranks (details in rector's reports).

STANDARD **b.** TLI has a long-term strategy and mid-term and short-term programs which reflect the interests and ambitions of SEI in the field of research.	
Required documents	Mid-term and short-term programs Research methodology and requirements for publications SUSh regulations for awarding intra-university grants for scientific activity
	Analyze the effectiveness of implementation of mid-term and short-term programs of interest and ambition in the research area of TLI for the last 3 years and their actuality (make brief citations from relevant bases).

The number of research programs funded by the RA state budget and interstate funding has increased: i.e. there was 1 program both in 2013 and 2014, 3 in 2015, 4 programs both in 2016 and 2017 and 5 in 2018 /Criterion_VI_Sample_14/. It should be noted that all programs are implemented by the AS of the Chair of Mathematics, Physics and Information Technology. In this case, all the requirements of the SC of MESCS of RA are maintained.

The University has announced a Contract Thematically Funded Grant competition at its own expense in 2016, according to [SUSh regulations for awarding intra-university grants for scientific activity](). The grant is one of the forms of internal funding of the university's academic activities and is aimed at the further development of the academic activities of the university staff and students, as well as the introduction of research results into the academic process, university development and process improvement.

According to the announcement made in September 2016 for inter-university grant competition for academic activities, 7 applications were submitted by the AS of SUSH. As a result of the stages of review and external expertise by the inter-university council, three topics from the submitted applications were submitted for funding. 3 applications were submitted in 2017, and 1 was funded. 3 applications were submitted in 2018, and 1 was funded /details are presented in the report of SPQAMC for the 2017-2018 academic year, [Rector's report for the 2017-2018 academic year](). When sumitting the inter-university grant program for funding a contract/agreement is signed, according to which the group is obliged to publish the accomplished results within the topic in at least 8 scientific, methodological articles, which will be published in professional journals recognized by RA SCC, RF SCC, endowed with Impact Factor or registered in RSCI.

BALANCE OF THE REPRESENTATIVES OF THE AS INVOLVED IN RESEARCH /INCLUDING INTER-UNIVERSITY/ PROGRAMS FOR THE LAST 5 YEARS %
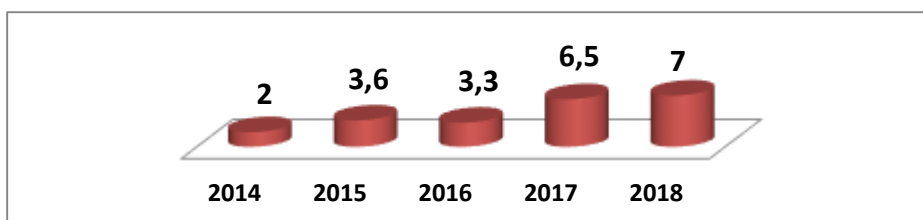
During the last 5 years, there has been a sustainable increase in the balance of the AS involved in research programs, which is also due to the introduction of inter-university grant programs /basis: report of SPQAMC for the 2017-2018 academic year, [Rector's report for the 2017-2018 academic year](/).

STUDENTS ENGAGEMENT IN INTER_UNIVERSITY GRANT PROGRAMS

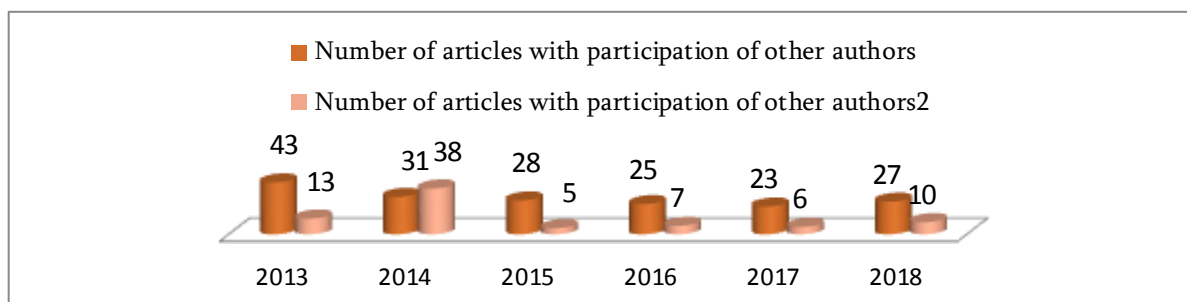|	Number of students:	Number of articles published within the framework of inter-university grant programs

		with the participation of students
2017	3	5
2018	4	3

It should be noted that the inter-university grant program contributes to the increase of student engagement in academic activities, at the same time increasing the number of articles published by them. As a result of inter-university grant programs, 2 master theses and 1 graduation work have been defended (details are presented in Criterion_VI_Sample_18).

The necessary information and reports on inter-university grants are posted in the sub-section of Inter-university grants of SPQAMC section of SUSH's website.

The Scientific Bulletin of SUSH was founded in 2011 by the SC of GSPI. The first issue was published in 2013. In the first year, two issues of the Bulletin were published: A (Mathematical, Natural Science, Technical Sciences, Economics and Geography) and B (Humanities and Social Sciences, Teaching Methods), then at the request of the RA SCC – 1 more issue again with A and B parts. Once the articles are collected, they are subject to review /basis: requirements to the authors for the articles published in the "Scientific Almanac" journal of SUSH), and they are submitted for publishing only in case of a positive opinion. The requirements to the authors for Scientific Bulletin are clear, the processes of checking, reviewing, editing, proofreading and publishing are regulated. The journal for 2019 is again published in two issues in accordance with the requirement of the RA SCC. The journal is included in the list of the RA SCC and is published by the university budget.

NUMBER OF ARTICLES PUBLISHED IN THE SCIENTIFIC BULLETIN OF SUSH BY YEARS

The large number of articles published in 2013 is due to the fact that the bulletin was then published in 2 issues, and in 2014 it was published in a special issue dedicated to the 80th annivERIAry of the foundation of GSPI and it included the materials of the conference dedicated to the 80th annivERIAry of GSPI foundation. The majority of articles published in the bulletin are articles published by SUSH authors. Articles for publication are also submitted by researchers as well as by Master and Bachelor students. About 73-80% of the articles submitted for the scientific bulletin were published, and about 20-27% received negative opinions as a result of an external review /basis: report of SPQAMC for the 2017-2018 academic year, Rector's report for the 2017-2018 academic year/. The archive of the Scientific Bulletin of SUSH is published on the website, and the printed copies are provided to the authors free of charge.

The organization and control of the research processes of the students under researcher's EP is regulated in accordance with Regulations for admission and studying at post-graduate and doctoral studies in SUSh. The PhD student submits a report in accordance with the relevant format at the end of each year, according to the individual research plan, and is certified by the chair.

According to the [Procedure of the final assessment for the graduates of Bachelor's and Master's degrees](#) clear requirements are submitted for graduation works and master's theses. They are reviewed, and the reviews are mandatory external.

| STANDARD c. TLI ensures the conduct of research and its development through clear policies and procedures.	
Required documents	SUSh regulations for awarding intra-university grants for scientific activity, Procedure for promotion of research and methodological activities of SUSH staff, Order of periodical assesment and rating of the SUSh AS, SUSh academic integrity concept, Anti-plagiarism policy in SUSh
Analyze the effectiveness and actuality of policies and procedures that support research development and innovation at TLI /make brief citations from relevant bases/.	

Research at the university is mainly fundamental and carried out in the chairs according to the relevant research fields, in addition there are 3 research laboratories: Theoretical Nano and Microtechnology Materials and Structures Mechanics Problem Laboratory, X-ray Laboratory and Biotechnology Laboratory /Criterion_VI_Sample_13/.

The researcher's educational program can be organized in four basic directions at the university: Physico-mathematical Sciences (A.00.00), Philological Sciences (J.00.00), Pedagogical Sciences (M.00.00) and Historical Sciences (G.00.00). This allows the young staff, university and regional Master's graduates to continue their studies and conduct research activities.

According to the «List of Institutions Confirming the Themes of Dissertations» approved by the RA SCC, the university can approve the themes in 4 specialties: «Mechanics of Deformable Solids» (A.02.04), «Armenian History» (G.00.01), «Armenian Language» (J.02.01), «Theory and History of Pedagogy» (M.00.01).

Conferences have been organized for the last 3 years. The republican conference on "Issues of Inclusive Education" was organized in 2016, and in 2018 an international conference was organized entitled as "Current Issues in Education". The materials of the conferences have been published in separate collections. Not only SUSH staff but also representatives of RA and foreign universities took active part in the conferences /basis: report of SPQAMC for the 2017-2018 academic year, [Rector's report for the 2017-2018 academic year](#)/.

Participation in the conference on «Current Issues in Education»
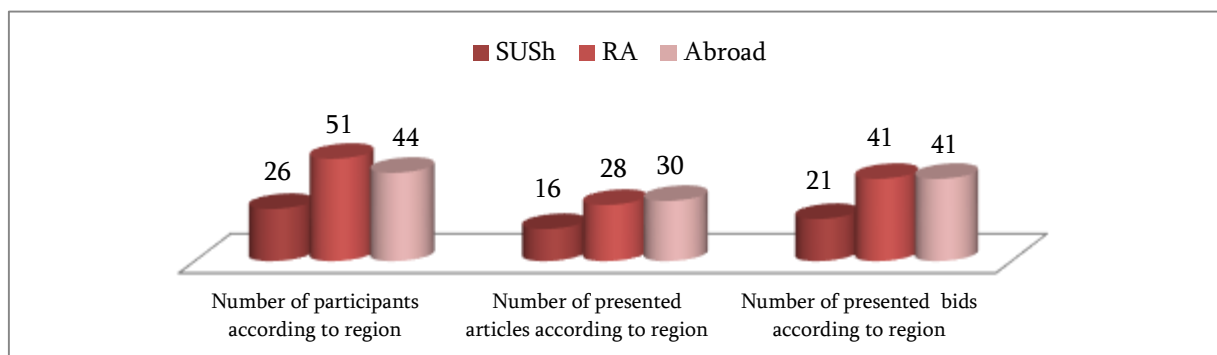
In 2019 a republican conference was organized dedicated to the 85th annivERIAry of SUSH's foundation. The conference was attended by about 225 participants from SUSH and other universities of the country. Conferences provide new opportunities for cooperation /Criterion_VI_Sample_16/. Detailed information is also available on the [website](#).

SPQAMC disseminates information on conferences organized by different universities and organizations and provides consultation and support. It should be noted that, as a result, particular involvement by the AS in these conferences is also ensured /basis: report of SPQAMC for the 2017-2018 academic year/.

Scientific and methodological seminars have been planned and organized by the chairs since the second semester of the 2017-2018 academic year, which gives an opportunity to the AS and students for their academic activities.

NUMBER OF SCIENTIFIC SEMINARS HELD BY SEMESTER

2017-2018 academic year, II semester	2018-2019 academic year, I semester	2018-2019 academic year, II semester
28	6	4

The high rate of the first year is due to the fact that the process has just been introduced, in addition, from the 2018-2019 academic year, the concept of conducting consultation has been introduced /details are presented in criterion 8/, which partially shares the process. Information on scientific seminars and conferences held in SUSH is posted on the Conferences and Scientific Seminars sub-section of SPQAMC section of SUSH's website.

The research directions of the chairs, the scope of the actual and desired cooperation have been specified, as a result of which steps are now taken to expand the scope of cooperation, as well as to carry out joint research with institutes and universities (analyses are available at SPQAMC).

PUBLISHED SCIENTIFIC WORKS FOR 2014 – 2018
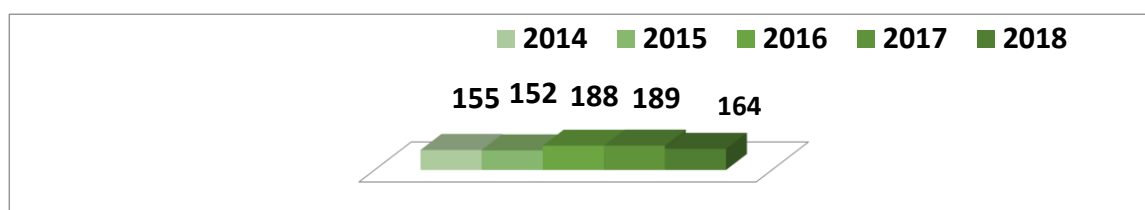
The number of published scientific works in the last 3 years has increased compared to 2014, 2015. Thus, in 2016, 2017 it increased by about 24% (compared to 2015), and in 2018 - by about 8% (compared to 2015). However, it should be noted that the publication of the materials of the international conference on «Current Issues in Education» in 2018 has been postponed to 2019, and this may be the reason of the shortage of scientific works published in 2018.

NUMBER OF SCIENTIFIC WORKS PER LECTURER IN THE LAST 5 YEARS
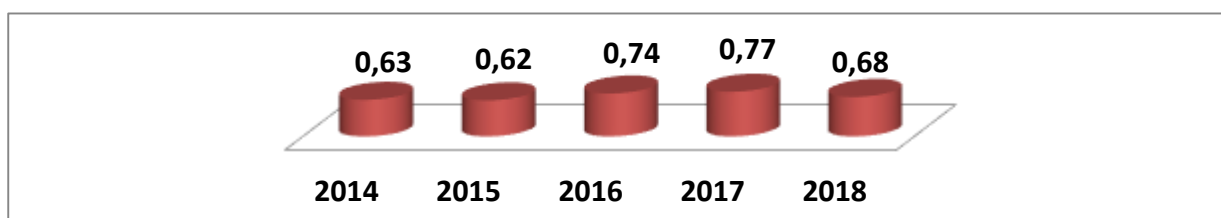
The number of publications per lecturer in 2014-2018 ranges from 0.62 to 0.77, moreover, in the last three years there has been an increase over 2014 and 2015. The increase is due to the university's policy of support and encouragement to the teaching staff.

### AS NOT SUBMITTING SCIENTIFIC WORKS IN THE LAST 5 YEARS
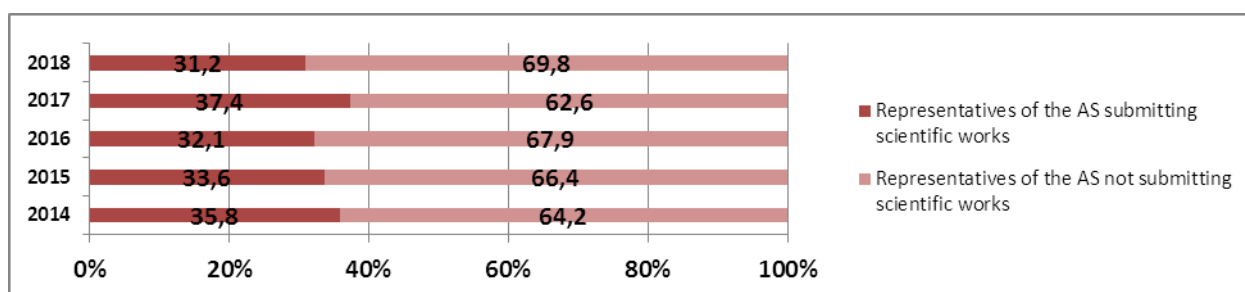
As a result of studying the balance sheets of lecturers not engaged in scientific activities, the university is now developing a policy to enhance the engagement of lecturers in the process of developing scientific activities.

The procedure for promoting research and methodological work of SUSH staff has been introduced since 2014, by which a bonus is provided, according to the types of scientific activities enshrined in the procedure.

BONUS PROVIDED FOR THE SCIENTIFIC ACTIVITIES OF THE AS IN 2014-2018
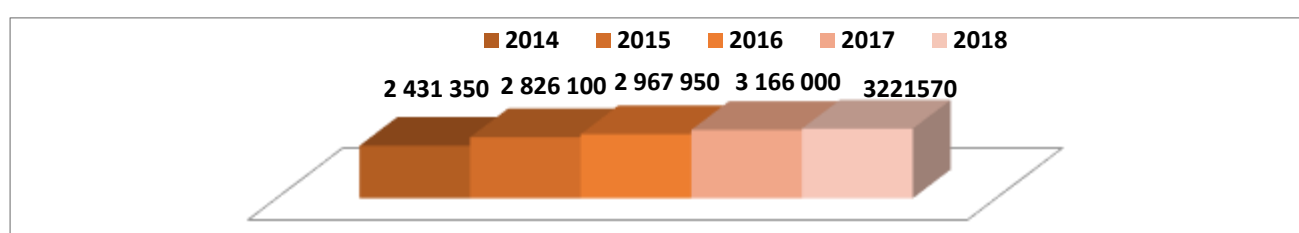
The five-year statistic shows that the procedure is in line with the university's prescribed policy, at the same time, the latter was revised (in 2019) due to the weight of the indicators of the evaluation of the types of scientific activity in the rating system of RA universities and the problems that have arisen over the years. Although the engagement of people conducting scientific activities has not expanded, articles published in the last 3 years have, in addition to quantitative increase, also recorded a qualitative increase in terms of publication in more authoritative and reviewed journals.

It should be noted that the number of articles published in both international scientific journals and in the scientific journals included in the list of RF SCC or RSCI system has increased in the last 3 years /details are presented in Standard d of the same Criterion/.

When planning the budget allocation not only SUSh regulations for awarding intra-university grants for scientific activity, but also the provisions set forth in the procedure for promoting research and methodological work of SUSH staff and previous years' experience are taken into account.

However, the results are insufficient in the sense that the scientific works are mainly published by the same people. There is also the fact that after receiving academic degree or rank, they generally stop conducting scientific or methodological work which is of concern, and is probably a national issue. However, steps will be taken in this regard /basis: draft concept of science development of SUSH/. Order of periodical assesment and rating of the SUSh AS has been introduced from the 2018-2019 academic year and the creation of the database connected with it is now in progress, and on this basis it will be possible to more accurately assess human resources and capabilities and to activate research activities through encouragement and rating mechanisms.

The above-mentioned encouragement mechanisms apply to young staff as well.

It should be noted that in terms of encouragement, the policy of publishing an article in the «Scientific Almanac» journal of SUSH is of great importance: in addition to the fact that the

publication of the article in the Scientific Bulletin journal of SUSH is free of charge, they are also privileged over other articles published in the list of SCC when providing a bonus.

Both SC and the university promote the involvement of young scientists in basic and thematically funded grant programs (basis: requirements for basic and thematically funded programs and SUSh regulations for awarding intra-university grants for scientific activity).

In general, the university is trying to increase the costs related to scientific research year by year. The funds allocated from the budget for science have increased significantly over the past 3 years /ref.: financial reports/. However, the university budget is comprised mainly of tuition fees. The university considers participation in local and international grants a reasonable way to increase research and development costs.

GSPI academic integrity concept has been introduced in SUSH since 2015, and now the Policy against plagiarism in SUSH has been developed and implemented, at the same time, there is a need to acquire and implement licensed anti-plagiarism programs.

Some plagiarism prevention measures are implemented and are effective, there are courses on methodology of scientific research, scientific writing, scientific ethics introduced by master's and researcher EPs, in addition, seminars and consultations on these topics are held /basis: master's and researcher EPs, schedules of seminars and consultations/.

Articles presented in the Scientific Bulletin of SUSH and in the collections of materials of conferences organized by SUSH are generally subject to external review. It should be noted that only about 80% of the articles submitted as a result of the review are published, and many are subject to partial correction based on the made remarks.

It should be noted that the methodological works, monographs and books are reviewed by two independent external review experts before submitting them to the SC.

Programs submitted under the inter-university grant program are subject to not only internal but external evaluation as well.

Master theses starting from the 2018-2019 academic year are also subject to external mandatory review. In order to make the procedures more efficient, the university has initiated the procedure of concluding relevant contracts with institutions.

STANDARD d. SEI emphasizes the internationalization of research activities.	
Required documents	Procedure for promotion of research and methodological activities of SUSH staff
	Order of Periodical Assessment and Rating the SUSh AS
Analyze the effectiveness of the internationalization policy of TLI's research activities and achievements over the last five years /make brief citations from relevant bases/.	

SUSH is currently conducting research by interstate funding within the framework of 1 Armenian-Russian grant program /Criterion_VI_Sample_14/: Criterion_VI_Sample_17 and Criterion_VI_Sample_16 provide detailed information on articles published in RA and foreign reviewed professional journals and on participation in scientific events.

FIVE-YEAR ANALYSIS OF SCIENTIFIC WORK BY RATING SCALE

Legend: 2014, 2015, 2016, 2017, 2018

Other: 10, 15, 23, 26, 18

Scientific monograph: 3, 6, 3, 4, 5

Methodological work: 7, 11, 4, 4, 5

Thesis in the collection of the republican conference: 1, 1, 3, 8, 0

Article in the collection of the republican conference: 19, 32, 9, 10, 9

Thesis in the collection of the international conference: 2, 6, 13, 19, 2

Article in the collection of the international conferenc: 12, 20, 28, 21, 34

Article in the scientific bulletin of SUSH: 28, 31, 25, 23, 27

Article in the scientific journal included in the list of RA SCC: 38, 52, 62, 63, 48

**Article in the journal included in the list of RF SCC or RSCI**: 2, 3, 5, 11, 9

Article in the scientific journal having international lending: 4, 4, 6, 7, 7

The number of articles published in international journals in the last 5 years has increased from 4 to 7, the number of articles published in the list of RF SCC or the RSCI system has also increased (in the last two years it has increased about 3 times compared to 2015). In 2016, 2017, the number of articles published in scientific journals in the RA SCC list increased by about 20% (compared to 2015). The number of articles published in international conference materials has also increased in the last 3 years. These results are due to the policy adopted by the university, which is also reflected in the procedure of promoting research and methodological work of SUSH staff. We believe that these indexes will further increase with the introduction of the Procedure for systematic evaluation and rating of the teaching staff of SUSH, as it provides special ratings for international research activities. At the same time, we believe that in addition to encouragment mechanisms, it is also necessary to introduce mechanisms for participation in international-rated conferences and support mechanisms for publication of articles.

BALANCE OF SCIENTIFIC WORKS PUBLISHED IN COOPERATION WITH FOREIGN PARTNERS IN THE LAST 5 YEARS

1,3 — 2014
0 — 2015
2,2 — 2016
2,7 — 2017
1,22 — 2018
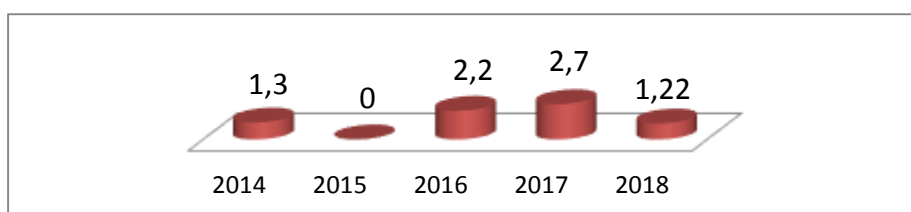
In 2016 and 2017, the balance of scientific works published in cooperation with foreign partners has increased, which is also due to the implementation of the Russian-Armenian Scientific Program funded by SC /details are presented in the report of SPQAMC for the 2017-2018 academic year, Rector's report for the 2017-2018 academic year/.

3 representatives of the AS are presidents of international scientific journals or editorial boards, 4 are members, and 2 are presidents of republican scientific journals or editorial boards /bases are presented at SPQAMC /.

The university cooperates with /Criterion_VI_Sample_15/ 17 European, 6 CIS and 7 RA research organizations and foundations in the scope of research works /bases: concluded agreements, contracts/, which allows to promote cooperation in the field of international research.

The number of foreign participants in the international conference entitled as "Current Issues in Education" held in 2018 is 44, 30 articles were submitted for publication /details are presented in the report of SPQAMC for the 2017-2018 academic year, Rector's report for the 2017-2018 academic year/.

During the last 5 years, 3 PhD applicants and 3 candidates of sciences from AS have conducted research at European universities under the Erasmus Mundus and Erasmus Plus programs /Criterion_VI_Sample_15/. In addition, within the framework of the same programs, 2 bachelor and 2 master's degree students were given the opportunity to study, conduct research at European universities and defend graduation works and master's theses.

STANDARD e. There are mechanisms for linking research activities and teaching processes at TLI	
Required documents	Procedure of the final assessment for the graduates of Bachelor's and Master's Degrees SUSh regulations for awarding intra-university grants for scientific activity Order of periodical assesment and rating of the SUSh AS

Answer the following questions:	%
The percentage of students satisfied with the above-mentioned procedures:	92 %
The percentage of teaching staff satisfied with the above-mentioned procedures:	66 %
The percentage of employers satisfied with the above-mentioned procedures:	61 %

Analyze the effectiveness of the linking mechanisms of research activities and teaching processes at SEI /make brief citations from relevant bases/.

Being the only independent state university of SR, SUSH attaches great importance to the linking mechanisms of teaching processes with research activities. According to the SP, the university has adopted the following goal: provision of links to internationalization of research activities and learning.

According to the APDE point 29.1 mentioned in the ERIA, it is planned: to develop and implement policy and procedures for the linking of research activities and teaching processes. The Procedure for final examination for Master and Bachelor degree students of SUSH has been developed, according to which a thesis for Master's degree and a graduation work for Bachelor's degree are presented for final examination. The Procedure for inter-university grants for academic activities of SUSH has been developed and introduced which ensures student involvement in the research process, in addition, the results of the research carried out under the program will be invested in the teaching process. It should be noted that the results of the implemented programs were mainly invested in the teaching process.

The distribution of the subjects taught at the university is mainly based on the lecturers' professions, their skills and abilities, the term papers containing experimental research material and the master's theses are mainly put forward in accordance with the scientific direction of the chairs and lecturers.

The research skills of SUSH students are developed at Bachelor's degree through the implementation of a number of independent term papers and graduation works which include

research elements and are included in the curriculum. These skills are then developed at Master's degree through scientific seminars and a master's thesis of a research nature /bases: SEPs and curriculum/.

MEPs include courses (including electives) which develop students' research skills, familiarize them with the methodology of the process (different subjects in the curriculum of different professions: Research Methodology, Pedagogical Research Methodology, Scientific Research Methodology, Psychological Research Methodology, etc. /bases: SEPs and curriculum, schedules of additional consultations/. The MEP also includes scientific research internship within the thesis, which is currently not sufficiently effective and steps are being taken in this regard.

At the third postgraduate level, students are fully engaged in scientific research in various fields of science. The researcher's EP has a structured scientific-educational program with educational and research components. Researcher's EPs in 16 specialties have been implemented in SUSH over the last 3 years.
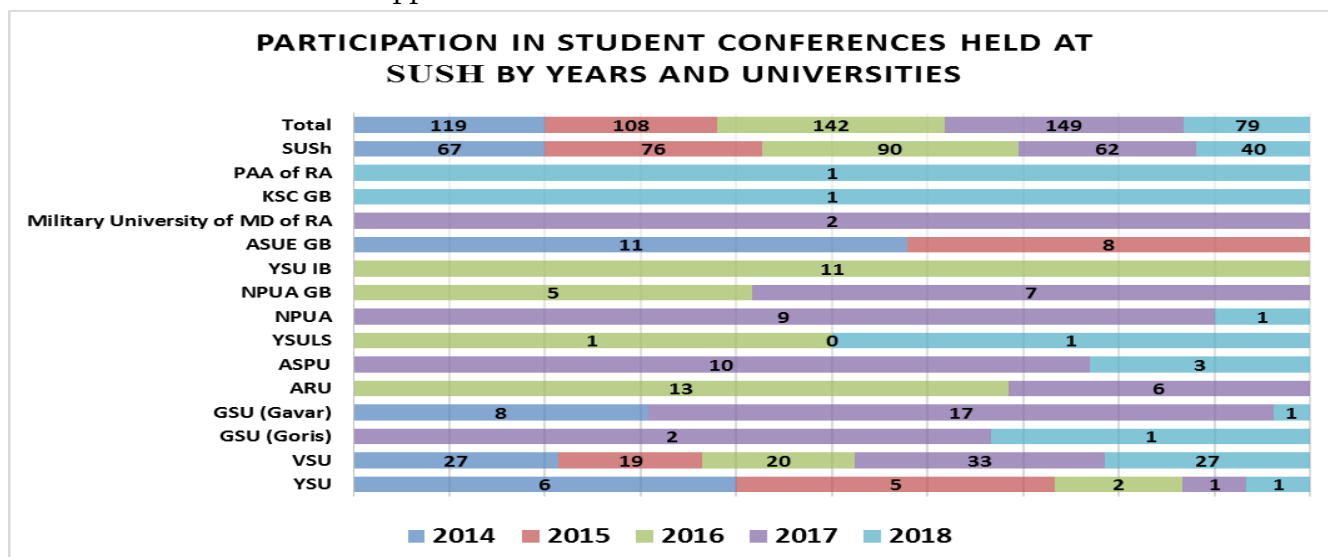
A survey questionnaire was developed and introduced by the researcher's EP in 2019 /details are presented in Criterion 10/. This gives an opportunity to identify shortcomings and improve processes. Surveys of satisfaction with the interdependence of educational and research processes are also conducted among students, graduates, AS and employers /details are presented in Criterion 10/. The bases are kept at SPQAMC.

The research component of the BEP is 10% (24 credits). Master's programs have a focus on research. The research component of those programs is 37.5% (45 credits). The research component is the key (72% or 130 credits) in the researcher's EP.
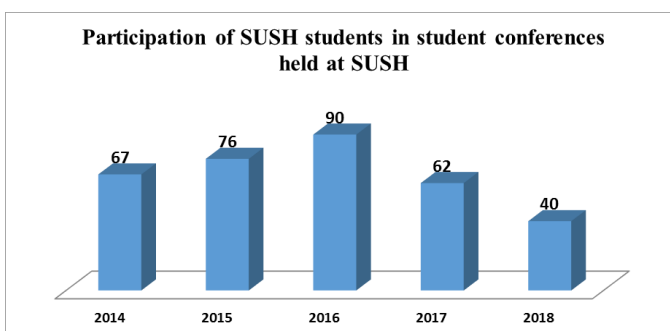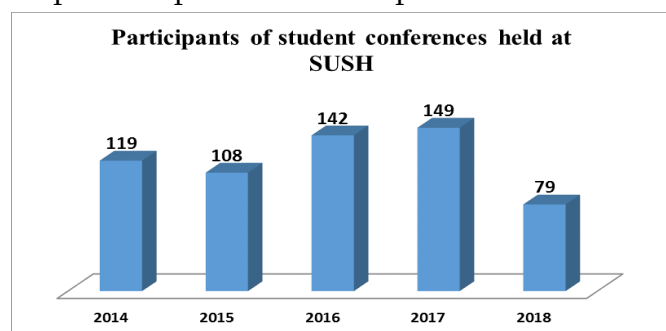
It should be noted that the number of young researchers has steadily increased with the total number of researchers due to the increase in the number of research programs funded by the RA state budget and interstate funding, as well as due to the introduction of an inter-university grant program /Criterion_VI_Sample_14/.

In the Procedure for systematic evaluation and rating of the teaching staff of SUSH, a separate component of the rating is the supervision of the students' scientific research and preparation of the candidate for the science.

Active involvement of students in research activities is greatly facilitated by SSS activities. SSS regularly organizes student conferences, and the best student works are published first with the help of chairs and then with the support of the SC.

PARTICIPATION IN STUDENT CONFERENCES HELD AT SUSH BY YEARS AND UNIVERSITIES

University	2014	2015	2016	2017	2018
Total	119	108	142	149	79
SUSh	67	76	90	62	40
PAA of RA				1	
KSC GB				1	
Military University of MD of RA				2	
ASUE GB	11			8	
YSU IB			11		
NPUA GB	5			7	
NPUA				9	1
YSULS			1	0	1
ASPU				10	3
ARU			13	6	
GSU (Gavar)	8			17	1
GSU (Goris)				2	1
VSU	27	19	20	33	27
YSU	6	5	2	1	1

In general, the participants are mostly from SUSH (about half of the participants). Students from 5 universities (including SUSH) participated in 2014 and 2015, students from 7 universities in 2016, and students from 10 universities in 2017 and 2018. The positive point is that the geography and scope of cooperation have expanded.

Participants of student conferences held at SUSH

2014	2015	2016	2017	2018
119	108	142	149	79

Participation of SUSH students in student conferences held at SUSH

2014	2015	2016	2017	2018
67	76	90	62	40

Participation rates increased in 2016 and 2017, but declined sharply in 2018. It can be assumed that this has objective and subjective reasons. The student conference was organized on June 5, 2018 (the date was changed), and there were strikes in the country at that time and there was a lot of confusion.

The Procedure for student rating and promotion has been developed, according to which SUSH will encourage students to participate in international and republican conferences. The procedure has been discussed by a wide range of students and AS and in relevant committees and will be submitted to AC for review and approval.

Student engagement in grant programs has expanded /see the table of Standard b of the present Criterion/, which is connected with the introduction of the Procedure for inter-university grants for academic activities of SUSH.

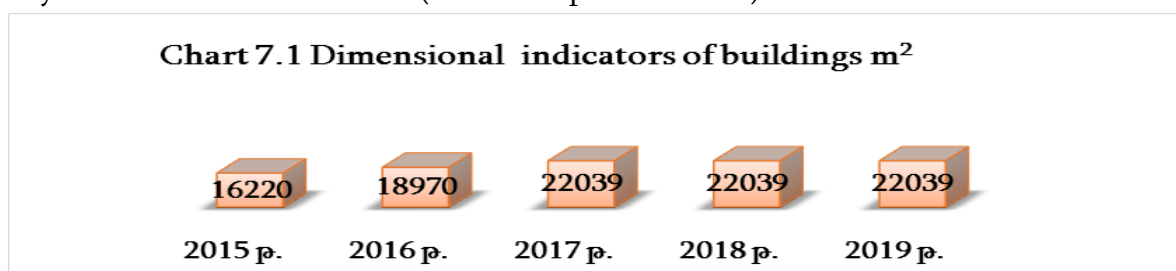| *Strengths*	*Weaknesses*
● Existence of a clear strategic goal in the field of research. ● Experience in the implementation of programs funded by the RA and the interstate budget. ● Extensive cooperation with institutions conducting research activities. ● Existence of inter-university grant programs and procedure regulation. ● Implementation of researcher's EPs in 4 key areas, ability to approve themes of dissertations in 4 specialties. ● Publication of SUSH's Scientific Bulletin, which is included in the list of SCC. ● Existence of mechanisms for the promotion of research activities. ● Organization of scientific seminars and national and international conferences. ● Existence of mechanisms for linking research activities and teaching processes. ● Existence of a concept of academic honesty and a policy against plagiarism.	● Less cooperation with the potential of scientific research in the region. ● Low number of students in the researcher's EP. ● Lack of participation in international conferences and supporting mechanisms for publication of articles in journals. ● Insufficient involvement of students and AS in research activities. ● Lack of mechanisms to encourage students to engage in research activities.
Opportunities	*Threats*
● Existence of 2 institutes of NAS RA in Gyumri. ● Programs funded by the RA and the interstate budget. ● Funding of conferences organized by universities from the RA state budget. ● Existence of international grants for research activities. ● Existence of a science development strategy at the national level.	● Low state assistance for the implementation of research activities. ● Drastic changes in the law of higher education and science. ● Decrease in the number of young scientists. ● RA's unstable policy.

Planned ways to overcome weaknesses and risks

1. Expanding cooperation with the potential of scientific research in the region.
2. Introduction of SUSH's SDC.
3. Development and introduction of effective mechanisms to engage learners in the researcher's educational program.
4. Development and introduction of mechanisms for participation in international conferences and support for publication of articles in journals.
5. Development and introduction of mechanisms aimed at expanding student and AS involvement.
6. Introduction of student rating and promotion mechanisms.

VII. INFRASTRUCTURE AND RESOURCES

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

Monitoring and improving relevant infrastructures and resources for effective operation /ref.: SP/.

STANDARD a. The TLI has an appropriate learning environment for the implementation of academic programmes.	
Required documents	SUSh SC decision No. 14/3.1, dated on 25.08.2017, SUSh BT decision No. 6/1, dated on 30.08.2017, Rector's report for 2016-2017 academic year, SUSh E-learning portal: elearning.SUSh.am, SUSh Strategic Development Program for the years 2015-2019
Please answer to the following questions:	**%**
Are students satisfied with the prevision of resources?	**82,7%**
Are lecturers satisfied with the prevision of resources?	**63%**
Please analyze the alignment of resources with the institutional qualification framework.	
Please analyze the effectiveness of the learning environment indicating the stakeholder satisfaction (attach or refer to the relevant documents).	

One of the preconditions for the implementation of the SUSh SP is the creation of a favorable educational and scientific environment, its primary components are buildings, the volume of which increased by 5819 m² in 2016 and 2017 (≈36% compared to 2015).

Chart 7.1 Dimensional indicators of buildings m²

16220	18970	22039	22039	22039
2015 թ.	2016 թ.	2017 թ.	2018 թ.	2019 թ.

The main academic building is a two-story stone building located at 4, P. Sevak, Gyumri (10002. 87 m², 1806 m² of which is the basement). In 2017, the result of the extensive architectural work carried out in the main building hall (Center for Continuous and Lifelong Education), Key to Intellect Club, Resource Center for Additional and Lifelong Education /hereafter, resource center/, FCPRC room (2017-2019 office of "Norkent" program), LECIITC room for academic consultation, cafeteria.

The hall (150 seats) has a system with simultaneous trilingual translation, a laptop computer and a projector that allows you to organize conferences, seminars and other events.
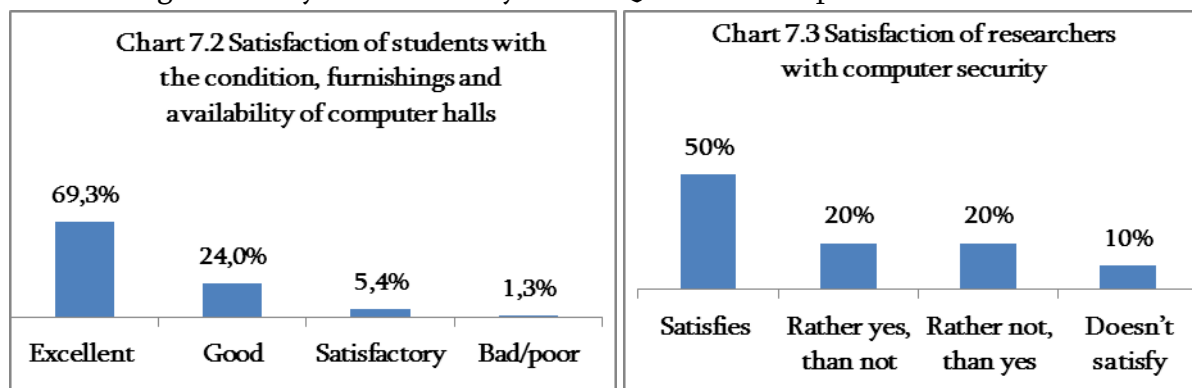
Key to Intellect is an educational micro-environment that encourages alternative, multi-functional, creative, and intelligent thinking, where games, seminars, discussions, and other events can be held using appropriate equipment and techniques (projector, screen, laptop computer, 3 screens, etc.).

Distance learning is possible to be carried out in the hall, resource center, as well as in the FCPRC room. It should be noted that SUSh distance learning/e-learning system has 4 courses installed so far (elearning.SUSh.am). And the distance learning / e-learning system has the ability to expand.

The number of laboratories at the department of Mathematics and Natural Sciences is 10, equipped with valuable, rare technical equipment. In particular, in 2019 - within the framework of the Erasmus+ ABioNet programme, a Biotechnology laboratory equipped with expensive laboratory devices was created at the department of Mathematics and Natural Sciences. It should be noted that the department of Mathematics and Natural Sciences also has a chemical storage facility. According to the results of a sociological study, more than half of the students who participated in the surveys are satisfied (excellent-30.7% and good-39.3%) with the condition and situation of the laboratories. A similar assessment is given to the state and arrangement of the audience (excellent-27.8% and good-40.9%).

In the main building there are 5 computer classrooms, of which 4 and reading hall are also equipped with modern computers, and the wear of the B2-4 audience computers does not allow them to be used for their intended purpose, and a terminal server is used for their use in the educational process.

The following are surveys conducted by the SPQAMC on computer rooms:

Chart 7.2 Satisfaction of students with the condition, furnishings and availability of computer halls — Excellent 69,3%, Good 24,0%, Satisfactory 5,4%, Bad/poor 1,3%

Chart 7.3 Satisfaction of researchers with computer security — Satisfies 50%, Rather yes, than not 20%, Rather not, than yes 20%, Doesn't satisfy 10%

SUSh has classrooms with a projector and a screen, as a result, they are also used for presentation, protection and holding such events. Some classrooms are equipped with a SmartBoard, while there are mobile projectors (2 PCs.) and a screen.

Internet access in the main building of the SUSh is provided using 15 WiFi-Router and 35 Switch installed in the server room and divisions. Installed WiFi devices that are protected by both with free access and code. The University has an Internet connection with a speed of 38 MB/s.

In the foyer, there are two TV screens that work synchronously with the computer, designed for ads and news.

In 2017, funds were allocated for the repair of 2 gyms located in the main building, improving the sanitary condition and equipment, as a result of which the condition of the gyms is satisfactory (including bathrooms).

The gyms of the main building are equipped with modern equipment (15 bicycles, 4 simulators, 2 of which are a treadmill, one is a strength training simulator, one is a bicycle, 4 tennis tables, etc.).

Since 2016, the educational process of military specialties is mainly implemented (except for general educational subjects) in one of the two-storey stone buildings located at 21/5, Shirakatsi, Gyumri (1125.87 sq. m). Before that the educational process was organized in unfavorable conditions. The building has a gun cabinet. The educational building is equipped with the necessary resources. Two computers with printers are installed at the Military chair, as well as access to the Internet and the internal network.

Despite the fact that the classroom facilities and material and technical base of SUSh generally ensure the deployment of appropriate work activities, some lecturers raise the issue of adding an insufficient number of classrooms and some classrooms with new technical equipment in the main building, which is constantly in the focus of the University's management.

Located at 21/5, Shirakatsi is the renovated guest house is provided with all the necessary conditions for proper reception of guests. It was used to receive participants of international and national scientific conferences, as well as invited lecturers. Now, if necessary, it can be rented out on a daily basis.

At 21/5, Shirakatsi, there is another academic building, the territory of which is divided by the SUSh College and the chair of Art. The chair of Art conducts educational activities on the ground floor of the building, in particular, in the workshop for artistic design of clothing and tapestry, in the computer room equipped with 14 laptops, a projector and a SmartBoard, as well as in the room equipped with professional literature. The chair of Art has 1 personal computer and 1 portable computer with printers. Moreover, there are two workshops on the second floor of the Military chair building: drawing and painting. The organization of the educational process in the new educational building for the chair of Art and students in the specialty it serves is carried out starting from the 2017-2018 academic year. The transition was driven by the desire to create a more favorable working environment, since at the address indicated could be allocated separate and favorable conditions for woodworking, ceramic workshops and computer rooms. Here, in a separate one-story stone building, there is a workshop for artistic processing of wood and metal, a woodworking workshop and a ceramics workshop. In the room adjacent to the pottery workshop, is established a furnace for heating clay. In a single-storey building, it is also possible to have two additional classrooms when cleaning and writing off the relevant unsuitable items. It should be noted that there is a need to partially replenish the material and technical base necessary for artistic processing of wood and metal.

In all buildings the educational process is organized in two shifts.

The University's book fund is located in three actual book halls of the library (a total of 105.63m²), reading hall (201.14m²) and chairs (mostly professional literature). The Military chair has a special specialized literature, and the librarian of the Military chair is responsible for servicing books. In bookstores, purchasing new library bookcases is appropriate.

A part of LECIITC (526,97 m²) - the reading hall has created favorable conditions for searching for electronic information, using electronic and printed materials, and preparing new educational materials. The reading hall enables the use 35 computers at the same time. In some parts of the reading hall, fresh periodicals (magazines and newspapers) on various specialties are presented, as

well as new purchased books. At the end of the physical space for the reading room, it was possible to perform face-to-face work in individual and group formats.

In accordance with rector's order No. 238, dated on 03.11.17, the implementation of works on inventory, accounting and evaluation of the property of LECIITC has been started. As a result of the completion of the process, it turned out that the book fund of SUSh consists of **58542** units of books, **739** units of periodicals (magazines) and 921 units of dissertation annotation.

As a result of accounting, inventory and evaluation of the book fund, electronic catalogs were created in Excel format, which support library work and are placed on the University SUSh.am site.

In the 2017-2018 school year, a new file library was purchased for the Service and Book Depository Department, as the existing one was in poor condition. Of course, the old file system is still used until it is completely out of use. Moreover, cards and boxes were completely replaced for users of the Service and Book Depository Department with new ones. However, one of the priorities is to switch to electronic services, which requires launching an appropriate electronic library program and creating a database.

At the end of the 2018-2019 academic year, the total number of books was 60362. One of the priority issues is the acquisition of new literature on various specialties. In this regard, the library benefited from July 16, 2019, donation from YSU (548 units of books, magazines and brochures).

In 2018, The library received 30 periodicals in various specialties.

In the 2017-2018 academic year, the number of books borrowed, according to the Service and Book Depository Department, was 3054, of which 2828 books were borrowed by students, and 226 by employees. In the 2018-2019 academic year, the number of books borrowed was 2303, of which 1973 books were borrowed by students, and 330 by employees. The reduction in book borrowing is mainly due to a reduction in the number of students.

In order to meet the professional needs of students and employees of SUSh http://library.SUSh.am/the electronic literature section of www.SUSh.am website contains e-books for various sections. This database mainly includes modern professional literature. This part of the site has been improved, becoming visually more accessible for use by beneficiaries. Useful links subsection havs also been revised and updated. It is necessary to expand the library's participation in international library networks and consortia, which is a priority in the information society.

The level of satisfaction with library services among students and lecturers is satisfactory.
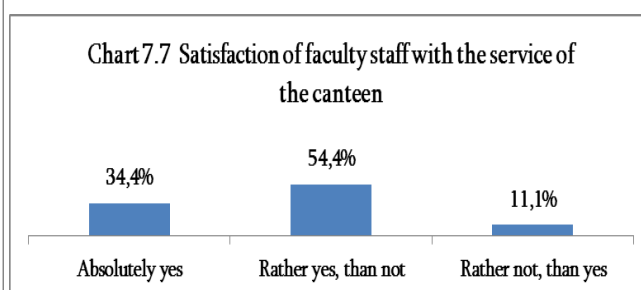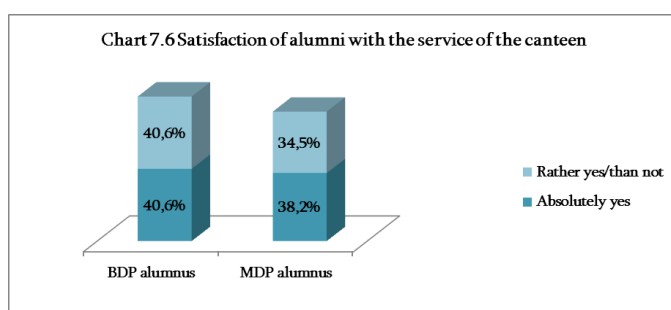

Chart 7.4 Satisfaction of students with library service

Chart 7.5 Satisfaction of faculty staff with library service
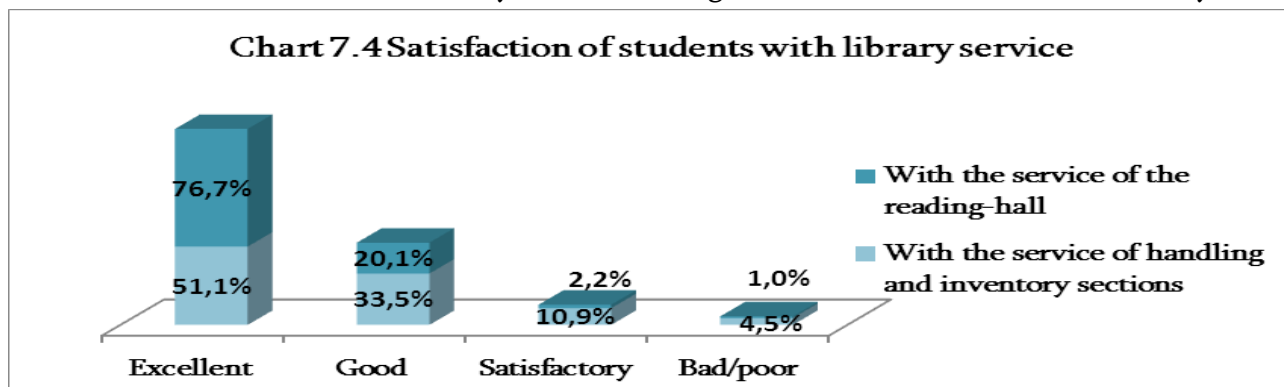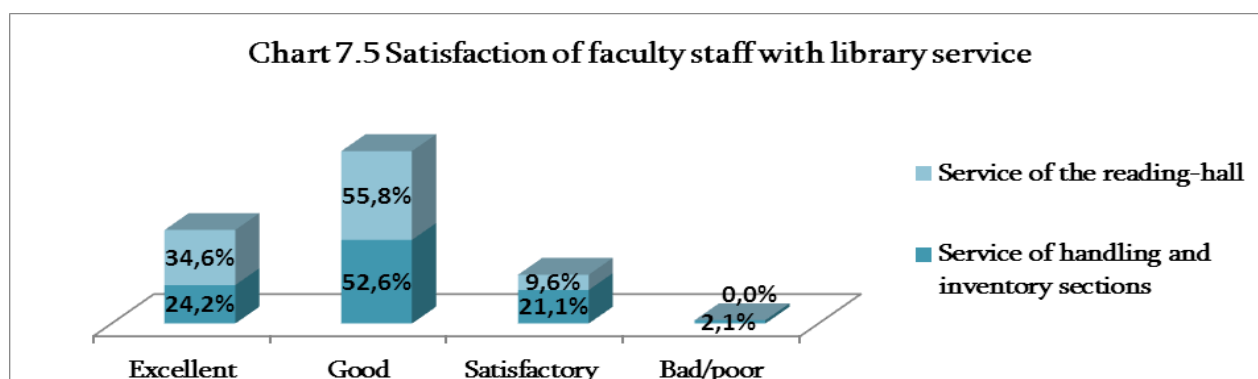
It should be noted that the physical space of the LECIITC provides a renovated office (39m²) for academic consultations, which only needs a partial replenishment of the property. This is a stable and changing, formalized and unprofessional environment for comparing learning segments. Furthermore, another state-of-the-art academic consultation room (76.5 m²) has been developed in 2018 and has not yet been completed.

Students are satisfied with the components of the learning environment, in particular, the professional competence of the chair's AS - 92% and the provided educational materials - 86%. About 70% of researchers are satisfied with access to educational materials (textbooks, manuals, lectures).

One of the most important resources of SUSh is the TV Studio, founded in 2007. This is a place for covering the activities of SUSh, forming a positive corporate authority, as well as gaining experience for students of Journalism and other specialties. Currently technically equipped studios need a partial update.

In 2017, the physical territory of the University's cafeteria was improved, upgraded, and the menu was revised. The satisfaction of University graduates from the cafeteria is shown in Chart 2 below.

Chart 7.6 Satisfaction of alumni with the service of the canteen

Chart 7.7 Satisfaction of faculty staff with the service of the canteen

In 2017, a new boiler (with a capacity of 1900 kW) was installed in the main building of the University with its own automation that allows saving gas. During the same period, a diesel generator was installed, one of the goals of which is to ensure uninterrupted operation of both the boiler and the most important parts of the SUSh.

Thus, in accordance with the 1st problem of the section 7 of SUSh SP, in accordance with the requirements of the SEPs at the University, sufficient work was carried out to consistently improve the educational and working environment.

To assess the situation and improve the processes, the results of research conducted by the SPQAMC are presented to the rector, the SC and discussed with the heads of the relevant divisions. On the University's website, as well as in individual divisions of the University, there is a possibility of feedback. Tools for evaluating the effectiveness of the learning environment are also reports of chairs, departments, and other structural units and draft decisions that make it possible to identify the existing needs of structural units and identify ways to improve processes.

STANDARD b. The TLI provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and objectives.
Required documents   SUSh Strategic Development Program for the years 2015-2019   SUSh Revenue and Expense Estimates, SUSh Revenue and Expense Performances
Please analyze the effectiveness of the budget allocation. Is the budget allocation in accordance with the institution strategy? Does the budget allocation provide for the goal achievement? Support the approach and the effectiveness (attach or refer to the relevant documents).

The distribution of the budget by revenues and expenditures is reflected in the income and expenditure estimates approved by the SUSh Board of Trustees for 2016-2019 /attached to the e-platform/. As of 2019, the cost of education and training in the revenue and expenditure estimates is about 48% of total expenses, and research and development costs are about 3%.

Budget allocation is not reflected in the revenue and expenditure estimates for strategic areas, but financial expenditures are calculated in certain areas. Thus, in 2016-2018, expenditures planned and included in certain items of expenditure in the income and expenditure estimates for strategic areas have the following distribution, while the growth of financial investments in the relevant areas has led to an increase and development of efficiency.

N	Name	According to the estimate (thousand drams)			Actual (thousand drams)		
		2016	2017	2018	2016	2017	2018
1	Governance and administration	170,000	180,500	201,500	143,779	189,023	196,474
2	SEP, AS and ESS	387,560	562,940	501,452	571,880	604,013	506,159
3	Students	31,250	31,150	32,864	42,273	33,661	29,702
4	Research and development	15,000	21,500	26,000	8,857	24,486	27,423
5	Infrastructure and resources	301,330	386,240	286,635	232,323	399,384	283,255
6	External relations and internationalization	5,000		3,582	5,382	461	3,582
7	QA Internal System	8,000	8,000	10,000	7,927	8,068	9,326
	Total	918,140	1,190,330	1,062,033	1,012,421	1,259,096	1,055,921

Actual revenues from the Fundation's educational activities in 2016-2018 were distributed as follows:

N	Name	Sum (thousand drams)			Percentage		
		2016	2017	2018	2016	2017	2018
1	State financing	463,547	484,190	483,461	47.7	45.3	51.4
2	Tuition fees	504,722	581,226	452,394	51.9	54.3	48.1
3	Refreshment courses and other activities	4,395	4,190	4,413	0.4	0.4	0.5
	Total	972,664	1,069,606	940,268	100.0	100	100

As per 2019 revenue and expenditure estimates, state funding is in the amount of 430,326 thousand drams or 44% of the total income, the tuition fees are in the amount of 511,700 thousand drams or 53%, from retraining and other activities - 44.072 thousand drams or of 3%.

Funding received under grant programs is distributed in accordance with the relevant agreements concluded with donors.

The effectiveness of the budget allocation will be discussed based on actual financial data for 2018. Ref.: Revenue and Expense Performances of 2018 approved by SUSh BT on 29.06.2019. In comparison with the corresponding items in the revenue and expenditure estimates, omissions were recorded in almost all 2018 expenditure items. At the same time overspending was recorded for several expenditure items in comparison with the corresponding items in the revenue and expenditure estimates in 2018. Underspendings did not have a negative impact on the normal activities of the University and is the result of rational management. Overspendings are fully justified

and are mainly due to grant expenditures that could not have been planned when the estimate was made. For example, it was planned to spend AMD 15.250 thousand for the purchase of non-current assets (fixed assets), actually, 43.603 thousand drams were spent or 28,353 thousand AMD. in drams more. As a result, a very important property for the development of the University was purchased. At the same time, the default in the amount of 24.776 thousand drams of expenses for major repairs and current repairs occurred due to a lack of financial resources. It should be noted that in 2016-2018, in the Fundation's revenue and expenditure estimates, most of the planned expenditures were related to the strategic directions of the SEP: 2016.-83.8%, 2017 -98.8%, 2018 -97.7%.

STANDARD c. The TLI has sound financial distribution policy and capacity to sustain and ensure the integrity and continuity of the academic programmes offered at the institution.
Required documents — SUSh Statute, The SUSh procedure for budgeting, adoption and analyzing the factual data (output)
Please analyze the effectiveness of the budget allocation TLI and continuity of the programmes offered at the institution. Support the approach (attach or refer to the relevant documents).

The TLI has a policy of allocating funds that ensure the implementation and continuity of goals and guarantee the implementation of goals and continuity of SEPs. In particular, before making an estimate of income and expenses for each financial year, the relevant departments receive requirements for the needs, the amount of necessary financial resources to meet which is calculated by the Department of Financial and Economic Analysis, programming and accounting according to the strategic priorities of the University.

The policy of planning, managing and monitoring the institution's activities in accordance with financial resources is implemented using a number of procedures. Planning is carried out on the basis of the SUSh procedure for budgeting, adoption and analyzing the factual data (output), compiled and approved by the University. Financial resources are managed and monitored on a regular basis by the Department of Financial and Economic Analysis, Programming and Accounting.

The procedure for using the funds received from the state budget is determined by the agreement concluded with the relevant Ministry for this year. In the case of direct provision of material assets, the use is regulated by agreements on the donation and gratuitous use of property.

Mechanisms that guarantee the purposeful use of financial resources are enshrined in the SUSh Statute and the RA law "On funds". In particular, articles 38 and 39 of the above-mentioned law set requirements for the publication of the annual report on the activities of funds and mandatory audit performance. University 2016-2018 annual financial reports have been independently audited, audit reports and annual activity reports have been published azdarar.am on the site in accordance with the procedure established by law.

STANDARD d. The TLI's resource base supports the implementation of institution's academic programmes and TLI strategic plan, which promotes for sustainability and continuous quality enhancement.
Required documents — SUSh Statute, SUSh Strategic Development Program for the years 2015-2019, The SUSh procedure for budgeting, adoption and analyzing the factual data (output)
Please analyze the effectiveness of the resources ensuring sustainability and continuous quality enhancement (attach or refer to the relevant documents).

Mechanisms, processes and procedures for timely allocation of resources in the SUSH are regulated and implemented by the rector, Departments of Financial and Economic Analysis, Programming and Accounting, and Economic Activity and Procurement Coordination, guided by

, and the RA law on procurement.

The number of students is crucial in planning and purchasing resources. Since the admission is organized according to the planned number, there is usually no sharp increase or decrease in resource requirements.

The first stage of planning resources necessary for the implementation of the educational process in SUSh is carried out on a bottom-up basis.

It is appropriate to note that an effective tool for increasing the problems with resources necessary for the implementation of SEPs is the reports of structural divisions, which are taken into account when drawing up the project estimates of income and expenses of the University.

At the next stage, the rector of SUSh, together with the Department of Financial and Economic Analysis, Programming and Accounting and other departments, discusses the estimate of income and expenses, after which it is submitted for approval.

STANDARD e. There is a sound policy and procedure to manage information and documentation.	
Required documents	SUSh General Department Statute, SUSh Official Website, SUSh LECIITC Electronic Library Page, SUSh E-learning Portal
Please analyze the effectiveness of information and documentation management policies and procedures. Support the approach (attach or refer to the relevant documents).	

In order to manage information and document flow in SUSh in 2019, SUSh General Department Statute was developed and approved. Incoming correspondence is received and registered by the General Department. Documents are provided to structural divisions in electronic form (via e-mail or internal network) and/or in paper form.

The University has an installed server, an internal local computer network, through which computers installed in departments and classrooms, by roles (guest, user, user, user with editing right, administrator), can communicate with each other and have access to the Internet. The document flow of the University is carried out both on the platform created on the server and intended for internal use, and at email addresses that operate with the nominal extension of the University. Information security is provided by periodic server updates, data archiving, and antivirus software.

One of the most effective communication tools between RA MESCS and SUSh is Mulberry document management system. Starting from March 2019, it became possible to send messages from the outgoing section not via official email, but through the specified system, so that the dynamics and changes in the document status are visible.

Archiving and storage of documents reflecting the activities of structural divisions in the SUSh, as well as scientific and technical processing, accounting, use and storage of archival documents is carried out by the Archive, guided by the draft Statute of the Archive.

The electronic database of academic data of students, introduced in 2007, was created and applied in the three-stage system of education for all specialties. In 2013, a new program with new solutions was introduced and applied, and since 2016, this program has been replaced with new software running on an Internet browser, and two software programs are currently running simultaneously. This is a multi-faceted system of organization and control of the educational process of SUSh. The database also contains information about the AS related to EPs. The database contains the main documents for managing the educational process. curricula, workload of the chairs and departments, exam bulletins, exam schedules, etc. Thanks to the electronic database, you can display the student's

AQG, academic certificate, academic credit debts, etc. The electronic support is controlled by a single source, only one-time access is possible. Double access is possible on the basis of a memo in the case of a permit. This mechanism makes it possible to contribute to academic integrity.

Despite the fact that the system has improved since 2016, providing an expanded field of functionality, EPMC periodically identifies problems of improving the information system, one of which is the inability to output University-wide statistical data.

In 2017, the University also developed a multifunctional electronic whiteboard software tool, which is not yet used.

Since 2017 a new University website with daily updates has been used and continues to function (SUSh.am), which makes it possible to participate in the activities of the University. Since 2018, a distance learning/e-learning system has been released (elearning.SUSh.am), and an electronic library has been released with new updates (library.SUSh.am).

Despite the continuous improvement of educational and working environment in accordance with the requirements of the SEPs at the University relating to the 1st issue section 7 of SUSh SP, 1.2-ohms direction periodically held work, however, there is a need in the univERIAl electronic management of internal workflow, ensuring higher efficiency, transparency and accountability processes, work has been carried out on the 1.2 subissue periodically, but there is a need for a univERIAl electronic program for managing internal document flow, which will ensure greater efficiency, transparency and accountability of processes.

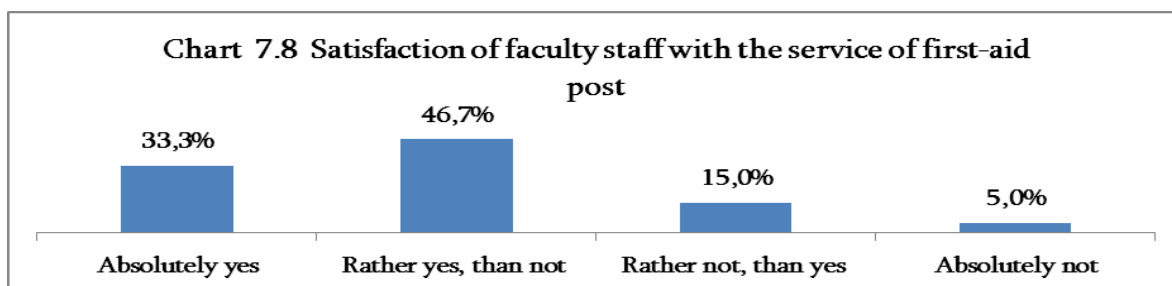| STADNARD f. The TLI creates safe and secure environment through health and safety mechanisms that also consider special needs of students. |
|---|
| Required documents   SUSh Statute, SUSh internal disciplinary rules, regulations Statute of SUSh Trade Union Organization |
| *Please, based on the stakeholder reflections, provide analysis for the effectiveness of health and safety services.* |
| *Please analyze the effectiveness of health and safety services. Support the approach (attach or refer to the relevant documents).* |

In order to ensure a safe and secure environment, SUSh provides health and safety services in accordance with the legislation, SUSh Statute and the relevant provisions of SUSh internal disciplinary rules.

SUSh medical facility, located in the main building, provides its internal beneficiaries with first aid services, there are two positions - a doctor (currently vacant) and a nurse. It is equipped with medical instruments and essential medicines. The results of lecturers' satisfaction with the medical facility are shown in Chart 7.8.

Chart 7.8 Satisfaction of faculty staff with the service of first-aid post

- Absolutely yes: 33,3%
- Rather yes, than not: 46,7%
- Rather not, than yes: 15,0%
- Absolutely not: 5,0%

We see the need to have a medical center at 21/5, Shirakatsi to serve Art and Military chairs and college students.

Trade Union organization of the University (the Union) has always been instrumental in organizing various sports activities, purchasing sports equipment /ref.: [Trade Union Statute, The Collective Agreement of SUSh and the Trade Union](), [reports of the Trade Union]()/, and in matters of financial regulation of the health problems of individual workers. Since 2019-2020 academic year, a number of teachers have left the Trade Union organization, and now the Chairman of the Trade Union works on a voluntary basis.

Health services are mandatory medical examination of applicants in the specialties of PMT and Physical Education and Sports Training, as well as first-year students of SUSh with the participation of a invited cardiologist.

In order to preserve the health of students, the Chair of Physical Education and Methods of Its Teaching of SUSh organizes annual traditional tourist trips of students, hikes, cross-country competitions, inter-department championships in various sports (football, basketball, chess, arm wrestling, tennis, shooting, etc.), as a result of which national teams are formed from various sports of the University, which later participate in national competitions on the program of University games. 2016 to this day, students of Physical Education and Sports Training specialties take an active part in student sports competitions at the RA level, organized by the RA MESCS and the Student Sports Federation. The Chair of Physical Education and Methods of Its Teaching, having the appropriate human resources, is ready to conduct classes with students with special needs with a clear medical diagnosis of their illness. In order to preserve the health of the AS, swimming groups are organized, and it is possible to use modern gym equipment for free. Event links: [1](), [2](), [3](), [4](), [5](), [6](), [7](), [8](), [9](), [10](), [11](), [12](), [13](), [14](), [15](), [16](), [17](), [18](), [19](), [20](), etc.

In order to conduct medical examinations of employees the University cooperates with Gyumri polyclinic No. 2 after N. A. Melikyan. In order to protect the health of internal beneficiaries, the adjacent and internal territories of educational buildings have been greened by acquiring new types of plants and tree species, as well as carrying out appropriate works to protect existing green areas.

The educational buildings have a round-the-clock security and safety regime. Ensuring public order in the main building, college and high school of SUSh is carried out by the relevant specialists of the Gyumri Security Department of the Main Department of State Security of the RA Police in accordance with the relevant agreement. At night, the security of educational buildings is carried out through SUSh night gatekeepers. At the same time video cameras are installed in different parts of the main building. In the relevant parts of the educational buildings of the SUSh, evacuation schemes are established in case of emergency situations and there are essential tools for preventing the spread of fire, extinguishing fire and carrying out rescue operations (fire extinguishers, fire pipes, etc.). Each wing of the main building is provided with a fire exit. SUSh hall and Key to Intellect Club are provided with a modern fire warning system.

Ramps of main building of SUSh and the college building, external doors of the hall and entrance doors of Key to Intellect Club are intended for persons with physical disabilities

Summarizing, it can be noted that substantive steps have been taken to improve the 3rd task of the 7th department of [SUSh SP]() - health and safety services, however 3.1 regulation of clarifying the working descriptions of employees who provide health and safety services is in the process.

STANDARD g. TLI has mechanisms in place for the evaluation of the effectiveness, applicability and availability of recourses given to the teaching staff and learners.

Required documents	Rector's reports, SPQAMC reports, Department and chair reports

> *Please analyze the effectiveness of services and mechanisms ensuring quality of the resources, their effectiveness, applicability and availability. Support the approach (attach or refer to the relevant documents).*

A measure of feasibility, effectiveness, and availability of resources provided to students and teachers, are studies conducted by SPQAMC, discussions and research carried out by quality supporter students /details in criterion 10/. Questionaire is used as a method of study. The survey includes students (including researchers) as well as the AS. The participation of researchers and representatives of the AS in surveys was introduced in the 2019-2020 academic year. The structure of the [questionnaire](#) is multi-faceted, one part of which is devoted to elucidating educational and methodological, material and human satisfaction from the resources of SUSh.

Overall satisfaction with training and logistical resources	
Satisfaction with the work of the department in terms of providing training resources / auditorium, material and technical resources	55%
Satisfaction with the efficiency of distribution of the auditorium means	56%
Satisfaction with book maintenance services	63%
Satisfaction with the quality of reading hall services	75%
Satisfaction with the services provided by the medical facility	69%
Satisfaction with cafeteria services	74%

Problems and resource requirements are also identified in the reports of chairs and departments.

SUSh website (SUSh.am) is a platform for accessible, transparent information about the structure of the University, human, financial, library and other resources, their use, as well as educational events organized at the University for internal and external beneficiaries of the organization. In addition to the site regularly posted the latest information in social media (Instagram, Facebook, Twitter). Information means are also foyer TV screens installed in 2016, announcement boards of departments and other structural divisions, etc. In addition, LECIITC has a box of suggestions and observations, which also makes it possible to hear the voice of internal stakeholders of the University.

Strengths	*Weaknesses*
• Well-maintained conditions in all buildings of SUSh. • Newly created and / or overhauled reusable training facilities /SUSh hall, Key to Intellect Club, resource center, guest house, workshops, etc/. • Availability of TV studio. • Laboratory to be launched under the Erasmus+ ABioNet programme. • 3 physical areas and a distance learning/ e-learning system for 4 courses (elarning.SUSh.am). • Availability of the official website and electronic library page. • Availability of an electronic database of students' academic data. • Availability of mechanisms for evaluating the resources and software provided to students and AS.	• Shortage of alternative budget revenues. • Incompleteness of the electronic document management system. • Insufficient modernization of the system of maintenance of the library. • Inferiority of opportunities for people with special needs. • Insufficient modernization of some technical equipment.
Opportunities	*Threats*
• Availability of different grant programs. • Availability of inviolable capital. • Library membership in international library networks and consortia.	• Deterioration of the demographic and socio-economic situation. • Decrease in the number of applicants. • Poor support from the state.

Planned ways to overcome weaknesses and threats

1. Providing revenues from numerous alternative budget sources, conducting business activities.
2. Implementation of electronic document management system.
3. Modernization of the library service system.

4. Continuous improvement, modernization and development of material and technical resources.
5. Work implementation on creating additional conditions for people with special needs.

VIII. SOCIETAL RESPONSIBILITY

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

SUSh's liability in the direction of societal responsibility are enshrined in the SP, according to which the University is accountable to the country and society for the provided education, research and resources used. In clause 16.4 of the SUSh Statute it is noted that the purpose of SUSh is to ensure the continuity, transparency and publicity of the educational process.

STANDARD a. There is clear policy on institutional accountability.	
Required documents	SUSh Statute, SUSh SP, SUSh SP Work Plan for the years 2015-2019
	Rector's report for 2016-2017 and 2017-2018 academic years

Please analyze the impact and effectiveness of the accountability processes (attach or refer to the relevant documents).

Through the multi-level accountability system used in the SUSh, a bottom-up approach to accountability is provided, reports are discussed in the appropriate links, and then their publicity and availability is ensured.

AS representatives are accountable at the chairss according to the appropriate formats (lecturer's individual plan, the format of scientific papers, the annual rating of the effectiveness of AS, the report on practice, etc.) /ref.: SUSh Chair Exemplary Statute, Order of Periodical Assessment and Rating the SUSh AS/. The head of the chair presents an annual report on the activities of the chair in the DB, the head of the Military Chair - in the SC /ref.: SUSh Department Exemplary Statute, SUSh Military Chair Statute, SUSh Statute/. The annual report of the Dean of the depatment was heard and evaluated in the DB (ref.: SUSh Statute, clause 94, subclause 4), the Statute was changed on 16.04.2019, in accordance with this, now it will be presented and discussed in the DB, and will be evaluated in the SC. Reports of structural units, trade unions, and the chairman of the SSS are also submitted to the SC. Then the annual report of the rector, including performance on income and expenses for the financial year, is heard and evaluated at an open meeting of the BT, which also involves external dividends, and then placed in the sub-section "Reports" of the SUSh Documents section on the SUSh website. In this matter, the University also cooperates with regional radio and television companies /"Shant", "Tsayg", "GALA"/ and newspapers. In addition, every year, no later than March 25, following the reporting year, SUSh is obliged to publish a report on its activities and the conclusion of the person performing the audit of financial statements on the official website of the RA public notices (http://www.azdarar.am), if the value of assets exceeds ten million drams /ref.: SUSh Statute /.

Previously, the reports did not contain an analytical part, this is stated also in the ERIA: "...reports are mostly factual in nature and do not always provide in depth analysis". In this regard, the format of reports was revised, and in order to provide an analytical component, it was suggested that the reports should be guided by a quality assurance and continuous improvement PDCI methodology, including statistical data for comparative analysis. As a result of this approach, the

improvement of the functioning of a structural unit is considered as a continuous process /details in criteria 1 and 10/.

This report system helps to identify problems and improve management.

STANDARD b. The TLI ensures transparency of its procedures and processes and makes them publicly available.	
Required documents	Mechanisms promoting accountability of the TLI. Reports, analysis of accountability for the last 5 years
Please analyze the impact and effectiveness of the mechanisms promoting accountability to society. Support the approach (attach or refer to the relevant documents).	

The transparency and accessibility of SUSh procedures and processes is provided to the society on the electronic platform through the coverage of the University's website, social networks (Facebook, Instagram, Twitter, LinkedIn, YouTube) and electronic media. Transparency is ensured by traditional means of information dissemination through active cooperation with regional and national TV and radio companies and newspapers.

Access to information at the University is also provided by the publication of news related to the educational process, upcoming events on the announcement screens and announcement boards in the departments.

Emphasizing the accountability of the public, the official website contains reports, internal procedures and regulations, BT and SC structures, decisions and protocols, statements and results of admission, and other information /details in standard g. of criterion 2/.

Stressing the importance of accountability to government and society for providing educational, research and other services, as well as ensuring accessibility and transparency of information about its activities, SUSh FCPRC coordinates the dissemination of information about University activities and formation of positive rating. The center, which is also responsible for creating and maintaining a positive public opinion, actively cooperates and provides feedback to journalists, representatives of the media sphere, public organizations and other external stakeholders. FCPRC employees of public relations, press secretary, operator and website responsible positions provide the processes. The content of the corresponding publication about the processes of each division is produced by these divisions, which are published in the corresponding section of the official website of the SUSh and on the official Facebook page by FCPRC employees. At the same time, the number of divisions (SPQAMC, LECIITC, etc.) have their own Facebook pages.

The comparison and analysis of the results of the surveys conducted in 2017-2019 show that the positive opinion and trust in the University among the external and internal beneficiaries of SUSh are at a fairly stable and high level. In particular, among the AS, students and graduates no special differences were recorded due to the fact that they would advise their relatives and friends to enroll in SUSh. Positive response here is an average of 77%. We believe that on the one hand, the work on forming a positive opinion about the University and a high rating play a certain role in this issue, which is satisfactory for about 75% of the respondents. On the other hand, an important factor is access to information about SUSh, mainly through the website and social networks. 88.5% of respondents are mostly satisfied with access to information /ref.: in electronic questionnaire of the 10th criterion and in SPQAMC/.

Scientific, educational, cultural, social activities of SUSh, student events, reforms in the sphere and programs implemented in this direction become available not only through articles and publications, but also through the program "University Journal", the video materials prepared in its framework are published on the [SUSh official YouTube channel](). The program prepares and broadcasts information, portrait videos, videos related to issues of concern to students, full videos of important events, and periodically touches of the work of the high school and college of the University and the activities carried out.

The best example of transparency of processes and accessibility to the public was the 8-9 hours long live broadcast of the rector's election in SUSh, which was unprecedented /[https://www.youtube.com/watch?v=-Wewc2R9jhw](), [https://www.youtube.com/watch?v=UlFAZ0u26QE,]() [https://www.youtube.com/watch?v=Dh7DSWAyMTw/]().

Due to the peculiarities of the relevant process or regulatory document, their preliminary versions can be pre-posted in the intra-University network, sent by e-mail for discussion, monitoring and suggestions. After that, the final version is posted on the site for the purpose of accessibility to the public, as well as providing feedback.

Reports of works carried out within the framework of intra-university grant programs, published issues of the SUSh scientific almanac, information about national and international conferences, conducted surveys, discussions, etc. are placed in the relevant subsections of the section SPQAMC of the official website of SUSh.

The expression of public awareness and accountability about education, research work performed, provided by SUSh, is also a public presentation of the final theseses of students of the master's educational programme, which gives the greatest opportunity to attract and participate in external beneficiaries.

STANDARD c. The TLI has sustainable feedback mechanisms for establishing relations with society.	
Required documents	Policies and procedures for establishing feedback mechanism with the society Feedback mechanisms promoting links with the society, Evidences and analysis
Please provide analysis for the effectiveness and sustainability of the feedback mechanisms, Support the approach attach or refer to the relevant documents).	

SUSh FCPRC, according to the functions established by the SP and the [Statute of the center](), provides feedback from the society, which is carried out by different mechanisms.

Clause 8.3 of the [ERIA]() states: "the University does not yet have a policy and feedback procedures to facilitate public relations, and it is at the planning stage ...". In this direction, the following works were performed by the FCPRC.

The [FCPRC regulations]() have been developed, which states:

3.8 Respond to messages and requests received from external and internal beneficiaries through feedback.

3.9 Monitor and study the results of public opinion and feedback.

Certain work is underway to develop the main functions and procedures for implementing the actions specified in the regulations. In particular: FCPRC Draft Regulations, SUSh Public Relations Draft Procedure, SUSh Marketing Strategy Draft Concept were developed.

In order to clarify and develop public feedback mechanisms a new official website and social pages of the University have been created and are actively operating.

In the "Feedback" section of the SUSh website, visitors have the opportunity to ask their questions by means of a message. Beneficiaries can also communicate at the SUSh official email address (info@SUSh.am).

Posted daily news of the education sector related to University statements, invitations to scientific conferences and seminars held at the University upcoming events and information science and education with a link to the website posted on the official Facebook pages of the University, thanks to this increased site traffic. In 2018, the site had an average of 3,800 visitors per month, compared to the same period (from January to October) in 2019 the site was visited by more than 5000 users a month .
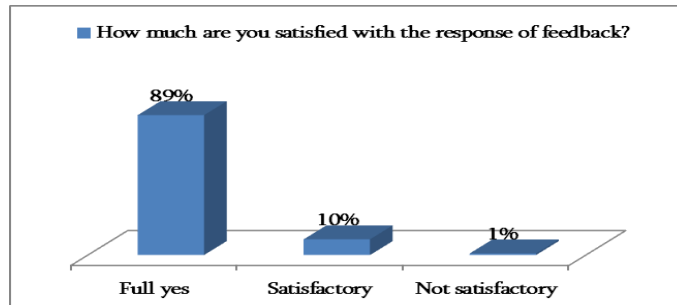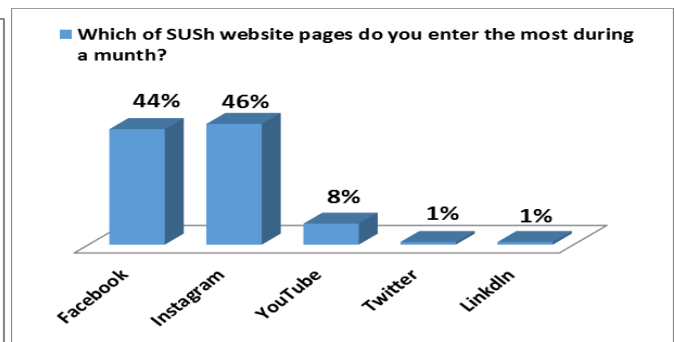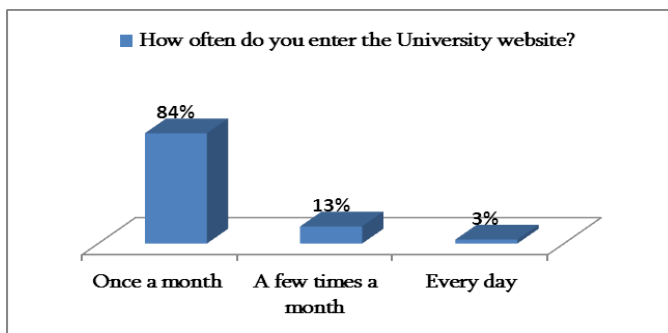
According to the analysis of the received messages, despite the fact that the official website of the University provides the necessary information to the active business and beneficiaries, Instagram is rapidly developing. However, Facebook social network remains the most effective way of feedback, since the vast majority of beneficiaries almost everywhere and constantly follow the news and respond to this platform thanks to the simplified tools of the application on personal phones.

In addition to the 7-year-old Facebook profile, there is an official page on the social network that covers the educational and cultural life of the University, maintains active communication with students and other internal and external stakeholders, responding to thousands of letters received from them. Note that the Facebook page of the University with 2500 students has more than 6500 active subscribers.
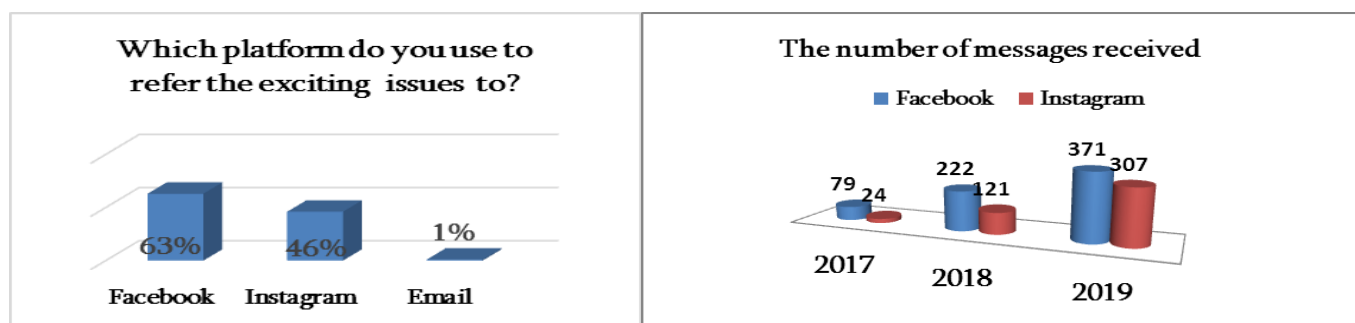
The official e-mail of SUSh also includes questions related to the feedback section on the site. In general, the Internet, as a means of providing feedback, is the most effective. In 2017, as a result of the work done and the use of media groups, the number and activity of followers has increased significantly in the social network Instagram and the rating platform of universities ["uniRank™"](uniRank) ranks second among universities in Armenia. By the way, feedback in Instagram is provided not only by personal messages, but also by tools provided by the social network, through periodic surveys.

In order to ascertain the satisfaction or dissatisfaction of internal and external beneficiaries from the above feedback mechanism and to improve existing mechanisms, FCPRC periodically sends requests to the beneficiaries, the results of which are presented below:

How often do you enter the University website?

Which of SUSh website pages do you enter the most during a munth?

How much are you satisfied with the response of feedback?

The FCPRC has a monitoring team that discusses issues of concern to external and internal beneficiaries received through feedback every week.

As a result of the analysis of surveys, it turned out that many students complain that the schedule of exams, lessons are not published on time on the site. Despite the fact that the site has dedicated appropriate sections for updating the lesson schedules and exam board, students learn about the schedules from their departments. Among the issues of concern to students, a large number are also issues related to admission, the system of discounts, graduation paper and master's theses presentation schedules, the schedule of awarding diplomas, the educational process, organized events.

The center prepares informative video reports, articles and photo reports, which are distributed on social platforms, as well as in the media.

The FCPRC collects, studies, and analyzes publications and broadcast materials related to the University's overall media activities. As a result of the monitoring, it was considered necessary to organize press conferences, during which answers were given to questions of concern to the wider society /www.youtube.com/watch?v=5RJN9hLUMFg, www.youtube.com/watch?v=5La5MoChE-I, www.youtube.com/watch?v=OWO4FdGMl9g, www.youtube.com/watch?v=4RARQUd4Efw, www.youtube.com/watch?v=jwa6jkXKfXY&t=218s,www.youtube.com/watch?v=xVQLdZg-GAM&t=5s, https://www.youtube.com/watch?v=v5NL8StQpAU&t=25s/.

FCPRC is constantly trying to improve public relations mechanisms and feedback tools, keeping up with constantly developing digital media and PR technologies. FCPRC staff regularly participate in retraining courses for the application of best practices in SUSh, material and technical base are updated, introduced new mechanisms of PR-technologies. In particular, within the framework of the ERASMUS+ BOOST program, the center's staff took part in a training at the University of Rovira Virgili in Spain on the development of a communication strategy aimed at internationalization, as well as in an internship with leading universities in several countries, which will allow benchmarking in the course of further work.

STANDARD d. The TLI has mechanisms that ensures knowledge transfer to the society.	
Required documents	SUSh Academic Advice Management Regulations, SUSh SP, Internal and external mechanisms for assessing extra-curricular activities Internal processes and evidences for assessing value/ knowledge transfer to the society

Please analyze the effectiveness of knowledge transfer mechanisms. Support the approach (attach or refer to the relevant documents).

Being a kind of educational, scientific, sports and cultural center of the Shirak region, SUSh pays special attention to the provision of services, knowledge, and transfer of values to society.

Considering additional and long-term education as a public good and value, SUSh conducts professional consultations. In this respect, stand out as the professional chairs and LECIITC. According to SUSh Academic Advice Management Regulations, professional consultations are periodically held at the choice of specialists with the involvement of internal beneficiaries of the University. Surveys about satisfaction with the consultation were conducted by LECIITC /ref.: LECIITC /, at the same time, a questionnaire was developed by SPQAMC, which will study the satisfaction of these processes.

For graduates of general education institutions, applicants the University organizes and conducts consultations for the purpose of professional orientation, as well as additional courses to prepare for entrance exams to universities. SUSh also provides social and psychological services for socially vulnerable groups.

In connection with the situation created as a result of socio-economic developments, the public demand and attitude to education, especially to higher education, has changed. In addition to the fact that education today has become an important factor of socialization, ensuring personal and professional competitiveness. On the other hand, special importance was given to degrees as Social Work, Social Pedagogy, Inclusive Education Organization, Applied Psychology, Tourism and Intercultural Communication, Information Technologies, Administration, etc. Taking into account this reality, SUSh organizes retraining courses in the relevant areas and carries out both within the framework of international cooperation and grant programs.

However, it should be noted that the organization and implementation of educational and consulting services provided to the society are not always conditioned by the need to study and meet public requirements, sometimes they are not periodic, not consistent and consistent, without taking into account the observations and suggestions of the beneficiaries through feedback.

AS representatives periodically participate in the broadcasts of regional radio television companies and publish materials in regional newspapers and magazines /ref.: a study on periodical assessment and rating of work quality of AS/.

As a result of works became necessary to develop and implement mechanisms for identifying and examining educational and consulting needs and demands of society and the degree of satisfaction of beneficiaries of services actually provided, a toolkit, setting out their observations and suggestions.

> *Please provide the explanations of the institution's role with regards to the contributions to the development of citizenship. List the major achievements and drawbacks.*

Scientific conferences and seminars are also of great importance. SPQAMC organized national and international conferences, coordinated the process of conducting scientific seminars at the chairs. In SUSh scientific almanac scientific articles are published free of charge (details in criterion 6), this is of great importance not only for the University, but also for the Shirak region, also, for the scientific potential of the Republic.

LECIITC organizes book discussions, the main purpose of which is to increase interest in books and, of course, to activate the internal stakeholders of the University through initiative, the formation of new social networks. Not only a University lecturer has been a speaker, but also a student. This is stated in the section "Events" of LECIITC on the SUSh website

http://SUSh.am/entertainments-library/. To participate in the event, you can register online. In addition, at the same center, at the suggestion and with the direct participation of students, an analytical club "Fairy Tale Lover" was created and in the 2018-2019 academic year, a discussion of 5 fairy tales was organized. Fairy tales were discussed by methods of stimulating the use of professional knowledge.

Strengths	*Weaknesses*
• Availability of a clear accountability policy. • Availability of the corresponding structural division in SUSh. • Availability of the official website, pages in social networks. • Availability of specialists with appropriate capabilities and skills. • Cooperation with regional media, mass media, leading foreign and local universities and relevant organizations. • SUSh participation in international grant programs related to this field.	• Non-system implementation of additional services provided to the society. • Imperfect mechanisms for evaluating and providing feedback on additional services provided to society. • Lack of policies and procedures for studying the demand for additional services provided to the company.
Opportunities	*Threats*
• Need for additional educational and consulting services. • Increasing social demand for non-formal education and retraining. • Availability of grant programs for the implementation of additional educational and consulting services provided to the society.	• Imperfection/lack of legal framework for the recognition of the final results of non-formal, informe education and retraining. • Socially unsecured condition of the population of Shirak region for additional educational and consulting services.

Planned ways to overcome weaknesses and threats

- Development of procedures for the organization and implementation of educational and consulting services provided to the society.
- Development of policies and procedures for studying public demand for educational and consulting services.
- Activation and diversification of activities aimed at increasing public activity and involvement.

IX. FOREIGN RELATIONS AND INTERNATIONALIZATION

CRITERION: TLI promotes the exchange and development of experience through Foreign Relations, contributing to the internationalization of the institution.

> The vision of the university mentioned in the SP of the university is as follows: "To become an institution which aims to integrate into the European educational system and to internationalize the educational system". And the goal is: "Ensuring the activities that promote comprehensive development of Foreign Relations, exchange of experience and internationalization of the university".

STANDARD a. There exist policies and procedures in TLI to encourage the establishment of Foreign Relations in order to create an environment conducive to exchange, development and internationalization.	
Required documents	SUSh SP, SUSh Strategic Development work plan for 2015-2019 years, FCPRC regulations,

Annual reports for Foreign Relations and internationalization (for the last 3 years)
Analyze the effectiveness of policies and procedures for the exchange of experience, development and internationalization. Justify the approach /make brief citations from relevant bases/.

The first phase of SUSh's external cooperation, organization and implementation of internationalization activities can be considered the activities that began in the second half of the 1990s, when the university was involved in the works of the TEMPUS program funded by EU. Both Armenian and European universities and other educational organizations were included in the cooperation networks within the TEMPUS programs, which contributed to the creation of an environment and culture of external cooperation and internationalization through the exchange of best practices. Due to this, the issues of external cooperation and internationalization have been included in the university's SP.

In general one of the primary preconditions for ensuring the efficiency of the reforms of the higher educational system, and in particular the work on external cooperation and internationalization, is the institutionalization of activities and the existence of legal acts and annual reports regulating the activity of the relevant structural subdivision, as well as their continuous review and improvement. In this respect, as a key document, first of all, the SP for the development of the university and its corresponding work plan are highlighted. The goals and objectives of this field of SUSH's activities are generally set out, as well as the activities aimed at their implementation. In particular, the following are identified as objectives:

1. To improve procedures and mechanisms to facilitate Foreign Relations and internationalization.
2. To develop and introduce QAP and procedures for the FCPRC.
3. To review and improve the procedures regulating the activities of the FCPRC.

The activities aimed at the solution of these problems, as well as the activities aimed at the internationalization of the university in general, were mainly carried out in the framework of TEMPUS, ERASMUS MUNDUS, ERASMUS + programs.

In 1997-2002 distance learning and open learning systems have been developed and introduced in participating universities through two TEMPUS programs, and professional training courses on social work have been provided with the application of their individual elements. As a result of these works, a social work education center was established in SUSH, as well as a BEP in "Social Work" was introduced.

The ERASMUS MUNDUS "External Cooperation Window" program implemented in 2007-2012 has enabled the AS and administrative staff of SUSh, as well as students to carry out short and long-term teaching and research works or to continue their education at European Partner Universities, contributing to the expansion and diversification of international cooperation. SUSh also hosted 1 student from the French Partner University with a Bachelor's degree program within the framework of this program.

Two programs: DIUS and PICQA, imlemented in 2010-2013 within the framework of the TEMPUS provided the opportunity to develop and introduce internal systems of the university's self-evaluation and quality assurance, and to establish a QAC at SUSh. One of the key indicators for evaluating the effectiveness of these works is that SUSh was able to prepare a self-evaluation report in 2014-2015 and receive institutional accreditation in 2016 for four years.

In 2012-2015 SUSh participated in three more programs: HEN-GEAR, ARARAT, SuToMa. The first two of them involved the creation of a database of students and graduates, the works implemented for institutionalized cooperation with employers. As a result, the University-Employer Cooperation Center was established at SUSh. The third program aimed at developing a sustainable tourism development course, which enabled the introduction of a relevant Master's program at SUSh.

Another international cooperation program (ARMENQA) was implemented during 2013-2016. The main objective of the program was to develop and introduce national and spherical qualification frameworks in RA. SUSh participated in the development process of the educational qualification framework. On the basis of the handbooks and guides created in the framework of the program, almost all SEPs have been reviewed and refined at SUSh, with particular attention to the definition of learning outcomes and relevant professional and general competences.

In terms of developing and introducing new courses and SEPs within the framework of international cooperation, "Armenian Network of Excellence in Bio-products Science and Technology" - ABioNet program implemening during 2017-2020 within the framework of ERASMUS + stands out. The latter provided the opportunity to acquire and install the necessary equipment of a modern powerful Biological laboratory, as well as to develop a Master's program in the field of "Biotechnology", which will accept its first students in the 2020-2021 academic year.

In terms of university internationalization, of particular importance is the work carried out within the framework of ERASMUS + BOOST "Boosting Armenian Universities Internationalization Strategy and Marketing" program (2016-2019), which is also attended by SUSh. Due to this program, participating universities and other organizations have developed a preliminary version of the National Strategy for Internationalization of Higher Education and Research of RA, on the basis of which the universities will soon develop their internationalization strategic plans. Partly due to this fact, and partly due to the fact that in recent years SUSh has been given the status of a new university and structural changes have constantly been made, external cooperation and internationalization strategies, and the procedures and programs resulting from it are in the process of being developed.

FCPRC has developed regulations regulating its activities, which will be submitted to SC for approval after being discussed in the relevant committee.

STANDARD b. TLI's Foreign Relations and Internationalization Infrastructure guarantees a regulated procedure.	
Required documents	FCPRC regulations, SUSh's QAMC, Infrastructure activity reports
Analyze the effectiveness of SEI's Foreign Relations and Internationalization Infrastructure works. *Justify the approach /make brief citations from relevant bases/.*	

The first infrastructure to coordinate Foreign Relations and internationalization processes at SUSh, the Department of Foreign Relations and Reforms, was established in 2005. In 2013, it was changed into an Foreign Relations Department, and in 2017 it became a Center for Scientific Policy and External Cooperation. Due to their work, SUSH has participated in over 10 international cooperation projects implemented within the framework of the European Union's TEMPUS, ERASMUS MUNDUS, ERASMUS + programs. Due to these works a rich material-technical base and experienced staff have been created at SUSh, modern specialties such as Social Work, Sustainable Tourism Development have been introduced, a Master's program in Biotechnology has been developed, which will be introduced from the 2020-2021 academic year. New structural subdivisions

have been set up: QAC /now: SPQAMC/, University-Employer Cooperation Center /now: Student Support, University-Employer Cooperation Department/, Social Work Educational Center /now: Chair of Psychology, Sociology and Social Work/ which, due to the structural changes of SUSh, have undergone partial status changes and restructurings today, bearing the initial functions.

Since 2018, the Foreign Relations and internationalization processes have been coordinated by FCPRC, whose work is coordinated by the Director. The center has 6 employees, two of which are involved in co-ordination and implementation of external cooperation and grant programs, two are involved in public relations, one is responsible for website operations and one is an operator. The main purpose of the center's activities is to organize, implement and coordinate external cooperation, internationalization of SUSh, social responsibility and visibility assurance procedures. For this reason, the functions of the center are as follows:

1. To develop and introduce a strategy for SUSh's external cooperation and internationalization, appropriate procedures and coordinate their implementation process.

2. To inform SUSh structural devisions about republican and international cooperation grant programs.

3. To support SUSh internal stakeholders in the procedure of applying for, and participating in academic mobility and exchange programs.

4. To inform the society about the main goals and functions of SUSh, its fields of activity, implemented and planned actions.

5. To illustrate and promote the expansion and diversification of SUSh-society relations, as well as improving the quality of its implementation.

6. To respond to messages and inquiries received from internal and external stakeholders through feedback.

7. To participate in SUSh's procedures of self-evaluation and accreditation.

The center is currently coordinating two ERASMUS + programs, one of which is the BOOST, the main objective of which is developing and introducing the Internationalization National Strategy for Higher Education and Research of RA. The objective of the other is the establishment of the Armenian Biotechnology Excellence Network and the introduction of a Master's Degree Program in "Biotechnology". The center actively and fairly effectively participates in the implementation of the work provided by the above-mentioned work packages. In particular, after the trainings at the European partner universities, based on the relevant study materials, trainings were organized for the staff and students of SUSh and other universities in Gyumri, where the experience of leading foreign universities, as well as the activities implemented at SUSh in the field of internationalization of universities, introduction and application of biotechnologies were presented.

The working groups of the center have been regularly involved in the works of the development of the National Strategy for Higher Education Internationalization, the identification of relevant indicators and the definition of their characteristics.

The SEP for "Biotechnology" developed by the AbioNet Program, has been compiled and translated into English with subject descriptions and learning outcomes, which will enable to apply to the RA Ministry of Education, Science, Culture and Sport for a relevant license and to implement the EP.

STANDARD c. TLI effectively cooperates with local and international institutions and foundations.

Required documents	Agreements on Foreign Relations and Internationalization Bases reflecting Foreign Relations and Internationalization

Present the main achievements of TLI in the Foreign Relations and internationalization procedures during the last 3 years, the reasons for the failure of the agreements. Analyze the effectiveness of the SEI's cooperation. Justify the approach /make brief citations from relevant bases/.

The activities of the SUSh's external cooperation and internationalization have been carried out mainly within the framework of TEMPUS, ERASMUS MUNDUS, ERASMUS + programs, encompassing both university capacity building and academic mobility and exchange fields. Particularly, during the last 3 years SUSh has participated in 3 international cooperation programs aimed at capacity building of universities: **ARMENQA, BOOST, AbioNet** /details are presented in Standard a of the same Criterion/.

SUSh also participates in the ERASMUS + KA1 Academic Mobility and Exchange Program in cooperation with Cluj Napoca university of Romania, Ioan Cuza, as well as the universities of Valladolid, Spain and Keele, England. This cooperation is implemented within the framework of bilateral agreements and provides both outgoing and incoming mobility for students, academic and administrative staff. So far, within the framework of the above-mentioned programs SUSh had 6 students, 9 academic and administrative staff with outgoing mobility, as well as 2 students and 2 AS with incoming mobility. Both with outgoing and incoming mobility participants, SUSh's FCPRC provided appropriate support and consulting services so that they also appear as SUSh ambassadors in host and sending universities.

During the information days organized by ERASMUS + National Office, the issues of SUSh involvement in new international cooperation programs were discussed in Gyumri and Yerevan with a number of Spanish universities and colleges.

In the ERIA of 2016, it was noted that the procedure of internationalization at the university is carried out only through programs with external funding sources, rather than on its own initiative, investments and resources. In this regard, on the one hand "Ensuring Equitable Regional Development through SUSh Empowerment and Diversification of Educational Services" - NORKENT program implemented at SUSh in 2017-2019 stands out, funded by the World Bank, and coordinated by the "EPs Center" PIO of the Ministry of Education, Science, Culture and Sport of RA, with 15% of its budget co-financed by SUSh. In addition, the renovation of the additional and continous /lifelong/ education center, its resource center, as well as the project office has completely been carried out by SUSh.

On the other hand, the implementation of the monitoring mentioned in the ERIA has been implemented at SUSh and it is already the third year that the work of the internal grant programs is being fully funded by SUSh. Participation in these shall be carried out on a competitive basis in accordance with the relevant regulations. So far, 5 programs have been awarded, 3 of which have already been successfully completed and 2 are still ongoing /details are presented in Criterion 6/.

During the last 3 years SUSh has signed or re-signed cooperation agreements and memorandums with a number of EU, RA and RF universities and other organizations. Partnerships with some of the universities and other organizations listed below are being implemented under the ongoing ERASMUS + International Grant Programs.

In consortium for submitting applications for ERASMUS + International Cooperation Programs KA1 (ICM) and KA2 (CBHE) which will be implemented in 2020, SUSh received invitations from 11 EU and Armenian HEIs.

EUROPEAN UNIVERSITIES

N	NAME OF THE UNIVERSITY	CONTRACT TERM
1.	Jade University of Applied Sciences (Germany)	2016-2021
2.	Euroacademy (Tallinn, Estonia)	2016-2021
3.	International University of Struga (Macedonia)	2016-2021
4.	University College of Teacher Education (Austria)	2017-2022
5.	Alecu Russo Balti State University (Moldova)	2017-2022
6.	Academy of Public Administration (Moldova)	2017-2022
7.	University of Pitesti (Romania)	2017-2022
8.	Technical University of Cluj Napoca(Romania)	2017-2021
9.	Royal Institute of Technology in Stockholm (KTH) (Sweden)	2016-2019
10.	Universitat Politecnica de Catalunya (Spain)	2016-2019
11.	Universitat Rovira I Virgil (Spain)	2016-2019
12.	Instituto Superior Tecnico (Portugal)	2016-2019
13.	Tallinna Tehnikaulikool (Estonia)	2016-2019
14.	Alexander Technological Educational Institute of Thessaloniki (Greece)	2017-2020
15.	Technische Universitate Dresden (Germany)	2017-2020
16.	Universidade Catoloca Portuguesa (Portugal)	2017-2020
17.	Universita Degli Studi Di Teramo (Italy)	2017-2020
18.	Univetsity of Valladolid (Spain)	2018-2020, 2019-2022
19.	Keele University (GB)	2010-2019
20.	Alexandru Ioan Cuza Univetsity (Romania)	2015-2021

UNIVERSITIES OF CIS COUNTRIES

N	NAME OF THE UNIVERSITY	CONTRACT TERM
1.	Federal State Budgetary Educational Institution of Higher Professional Education - ASU (Astrakhan, Russian Federation)	2015-2020
2.	Armavir State Pedagogical University (Armavir, Russian Federation)	2015-2020
3.	Shadrinsk State Pedagogical Institute (Shadrinsk, Russian Federation)	2016-2021
4.	Lipetsk State Pedagogical University (Lipetsk, Russian Federation)	2016-2021
5.	Kazakh National Pedagogical University named after Abbay (Almaty, Kazakhstan)	2015-2020
6.	Telavi State University after Iakob Gogigabashvili (Telavi, Georgia)	2016-2021
7.	State University for the Humanities and Technology (Russian Federation)	2018-2023
8.	Russian Technological University-MIREA (Moscow)	2019

ARMENIAN UNIVERSITIES

N	NAME OF THE UNIVERSITY
1.	Artsakh State University
2.	Vanadzor State University after H. Tumanyan
3.	Armenian State Pedagogical University after Kh. Abovyan
4.	American University of Armenia

5.	Yerevan State Conservatory after Komitas
6.	National Information Center for Academic Recognition and Mobility
7.	Yerevan State University
8.	YSU Ijevan Branch
9.	Goris State University
10.	Gavar State University
11.	Armenian State University of Economics
12.	Armenian State University of Economics Gyumri branch
13.	Public Administration Academy of RA

OTHER ORGANIZATIONS

N	NAME OF THE ORGANIZATION	CONTRACT TERM
1.	"Victoria" Historical and Cultural NGO	2014-2019
2.	"Youth Initiatives Center" NGO	2013-2018, 2019-2024
3.	"Nor Luyce" NGO	2016-2019
4.	Teach for Armenia	2016-2026
5.	Birthright Armenia	
6.	"Women for Development" NGO	2019-2020
7.	GREF organization	2018-2019
8.	Jinishian Memorial Foundation	2016-2018

/The contracts and memorandums are kept in FCPRC/.

SUSh is also implementing a very effective cooperation with the Embassies of Russian Scientific and Cultural Center Gyumri branch of Russian Federation /RF/, United Arab Emirates /UAE/ and China /PRC/ located in Armenia. The UAE ambassador and lecturers from the AS lectured at SUSH. Awareness days were organized at SUSh by the initiative of RSCC, where representatives of different RF universities got acquainted with the students and the AS of SUSh, as well as presented their universities, their curricula and opportunities to study there. The same center organized scientific and cultural events with the active participation of SUSh. The information is always disseminated through the SUSh website and Facebook page.

Representatives of the foreign partner universities of SUSh participated in the international conference held at SUSh in 2018, they are also unique ambassadors for SUSh, informing their universities more thoroughly about our university, contributing to its internationalization.

STANDARD d. SEI provides the necessary level of foreign language knowledge of internal stakeholders to enhance the effectiveness of internationalization.			
Required documents	Mechanisms to promote professional knowledge of learners and lecturers of foreign languages, Information materials in foreign languages		
Number and percentage of lecturers, administrative staff knowing foreign languages, for the last 3 years.			
	Employees:	2016-2017	2017-2018	2018-2019
1	AS	≈55%	≈55%	≈60%
2	Administrative staff	-	≈90%	≈90%
3	Education support staff	-	≈70%	≈70%
Number and percentage of students knowing foreign languages, for the last 3 years.			
	Students	2016-2017	2017-2018	2018-2019
1	Bachelor	≈70%	≈70%	≈70%
2	Master	≈80%	≈80%	≈80%
3	Researcher	≈100%	≈100%	≈95%
Foreign Language courses offered to foreign learners /SEPs and number of foreign students by years/			

1	The name of the course or SEP	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
2	English Language and Literature	0	0	0	0	0
3	Translation Studies: English-Armenian	0	0	0	0	0
4	Translation Studies: English-Russian	0	0	0	0	0
5	Intercultural Communication: French - Armenian	0	0	0	0	0
6	Intercultural Communication: German - Armenian	0	0	0	0	0
7	Russian Language and Literature	0	0	0	0	0
8	History of Armenian Mass Media	0	0	0	1	0
9	Online Media	0	0	0	1	0
10	Media Skills	0	0	0	1	0
11	TV Journalism	0	0	0	1	0
12	Foreign Language (English)	0	0	0	1	0
13	International journalism and international organization	0	0	0	1	0
14	Regulation and Self-regulation of Media	0	0	0	1	0
Number of students involved in foreign language courses /SEPs/ by countries						
	Countries	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	Romania	0	0	0	1	0

Present and analyze the achievements of the institution over the last 3 years in the above procedures. Justify the approach /make brief citations from relevant bases/.

Evaluating and emphasizing the importance of ensuring the necessary level of foreign language proficiency for internal stakeholders in internationalization, SUSh has carried out some work in this regard. In particular, it organized additional English courses for its staff by providing budget funds. As a result of the two-phase training, about 40 employees were trained /details are presented in the report of SPQAMC for the 2017-2018 academic year/. At the same time, and afterwards, employees participated in paid and free training courses organized by other organizations.

Subsequently, foreign language courses were organized in cooperation with professional chairs and various international organizations. Specifically, within the framework of the grant programs supported by the Embassy of Japan, Japanese language courses were organized at SUSh, which were attended by 65 stakeholders during 3 years. As a result of these works, SUSh now has relevant literature, and 1 of the participants received the right to teach Japanese. Opportunities for continued cooperation are currently being discussed with the embassy.

Since 2008, the university has been cooperating with GREF: French Teacher Training Association. 2 visits with 6-week duration were intended annually according to the bilateral agreement with GREF signed in 2008-2017, during which GREF representatives provided trainings for students, trainings for lecturers, assisted in organizing Francophonie events, provided French language and methodological literature (including CDs). Now a new cooperation agreement has been signed with GREF and in March 2018, a lecture was organized for lecturers and students of SUSh devoted to the issues of French Language Teaching Methodology as well as Modern French Literature.

The BEP at SUSH provides a course in the Foreign language (English, French, German) in the professional field, which enables to develop language skills. Then, during the review and revision of the curricula, the hours allocated to teaching foreign languages at the BEP were increased and a certain professional orientation was given to their content in the non-professional departments.

The assignment of rating points according to the proficiency level per the [Order of Periodical Assessment and Rating the SUSh AS](#) is a step towards the promotion of the knowledge of foreign languages within the AS of SUSh.

Subsequently, the volunteers of "Birthright Armenia" conducted trainings on the development of English communication skills, attended by both lecturers and students: https://www.youtube.com/watch?v=7sue2DmMSS4&t=1s, https://www.youtube.com/watch?v=xL1hsbbTUrI&t=1s: Specifically, in 2019, 30 students from SUSH participated in a training course organized by a volunteer on Peculiarities of Public Speech and received certificates of participation from SUSh and "Birthright Armenia" /the video is available at: https://www.youtube.com/watch?v=u0EG0AT7FSQ/. With the efforts of another volunteer and FCPRC, a revised and updated SUSh information leaflet (booklet), as well as an informative and commercial video, were prepared and posted on the SUSh's website: https://www.youtube.com/watch?v=u0EG0AT7FSQ. The cooperation with the volunteers of "Birthright Armenia" is still going on.

The issues of organizing courses in Russian, Arabic and Chinese for the students and AS of SUSh are discussed with the partner embassies and representations in Armenia /UAE, PRC, RSCC/.

The basic information on the SUSh's website is also provided in Russian and English, at the same time work is done to provide all the material in these languages.

> *Provide the list of organizations (specifying the country) following the examples of which SEI has benchmarked its Foreign Relations and internationalization policies and procedures (comparative analysis of advanced experience).*

Benchmarking of the University's Foreign Relations and Internationalization policies and procedures was mainly carried out within the framework of ERASMUS+ BOOST "Boosting Armenian Universities Internationalization Strategy and Marketing" program, and by following the examples of EU partner universities /1.Catalonia Polytechnic University, Spain, 2.Lisbon Technical University, Portugal, 3.University of Rovira Virgilio, Spain, 4.Royal University of Sweden, Sweden, 5.Tallinn University of Technology, Estonia/.

Strengths	*Weaknesses*
• Experience in participating in international cooperation programs. • Availability of separate courses taught in foreign languages (English, German, French, Russian) in SEPs. • Participation in the works implemented within the framework of ERASMUS+ BOOST program. • Existence of structural subdivision coordinating Foreign Relations and internationalization activities since 2005. • Existence of staff with relevant experience. • Close cooperation with different organizations and universities.	• Insufficient knowledge of foreign languages of the academic and administrative staff. • Passivity of the students and AS in the activities aimed at ensuring the sufficient level of foreign language knowledge. • Incomplete translation of the material available at the SUSh's website into English and Russian.
Opportunities	*Threats*
• Availability of national and international grant programs funded by the RA Government, different foreign organizations and foundations and diversification of their fields. • Cooperation with embassies, other international organizations and representations in Armenia. • Facilitation of foreign entry visa procedures, accessibility.	• Lack of financial resources allocated to education and science, rather complicated procedures and requirements for their availability and accessibility. • Complicated procedures for obtaining foreign entry visas. • Imperfection of Legislation for mutual recognition of learning outcomes.

1. Development and application of mechanisms to increase student and AS involvement in additional foreign language courses.
2. Involvement of lecturers and students of the relevant profession in the translation of website materials, especially within their internships.
3. Involvement expansion in national and international grant programs.

X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: *The TLI has an internal quality assurance system for promoting establishment of a quality culture and continues improvement of all the processes of TLI.*

The interests and liabilities of SUSh in connection with the IQAS are enshrined in the <u>SP</u>, according to which the University directs its activities to constantly improve all processes and ensure the formation of a quality culture.

STANDARD a. The TLI has internal QAP and procedures.	
Required documents	SUSh SPQAMC Statute /<u>Appendix 10.1.1</u>/, SUSh QAMC /<u>Appendix 10.1.2</u>/, SUSh MIQAS,
Please describe and analyze the effectiveness of the institution IQAS policy and procedures. Support the approach (attach or refer to the relevant documents).	

SUSh QA strategy is formulated for the purpose of the 10th point of SUSh <u>SP</u>. To achieve this goal, the following tasks are provided:

- Ensuring the effectiveness of IQAS activities,
- Effective use of human, material and financial resources for QA internal processes,
- Increasing the involvement of internal and external beneficiaries in QA processes,
- Periodical revision of IQAS,
- Creating sufficient foundations for QA external evaluation processes,
- Ensuring transparency of information about the quality of University processes

Defining the policy in the field of quality of education, SUSh is guided by the RA Constitution, the RA law "On Education", the statutes, articles <u>SUSh IQAS</u> /<u>Appendix 10.1.2</u>/, as well as the communique of Berlin and Bergen sent to the countries that joined the Bologna Declaration, which calls for creating harmony in the higher education systems of European countries. It is consistent with the main objective of the RA educational policy - "to ensure high quality of education, while maintaining its validity and compliance with the current and future requirements of the individual, society and the state".

"The mission of the University IQAS is to promote confidence-building in the main areas of the University's activities (education, science and public services) and to assure that the quality of the qualifications awarded by the University and the existing criteria are maintained, constantly improved and effectively managed." /ref.: <u>Appendix 10.1.2</u> - <u>SUSh IQAS</u>/.

In June 2011, the center for QA and control was established in GSPI as part of the department for external relations and reforms with the support of the TEMPUS program, which was renamed the

software center a year later, acting as a separate independent structural unit. In according with GSPI SC decision of the meeting of May 23, 2014 GSPI IQAS manual was put into circulation and operated.

QAC conducted periodic surveys on student assessment of professional and pedagogical qualities of the AS.

Surveys were also conducted on 1. Satisfaction of students and lecturers from the scientific library of GSPI, 2. Evaluation of the effectiveness of the management system and administrative structures of the GSPI, 3. Students' satisfaction with the pedagogical internship of the GSPI, and other issues, which, however, were conducted once.

In addition, in 2014, 2015, and 2016, in the framework of TEMPUS HEN-GEAR programme a meaningful questionnaire was developed that was used to conduct surveys among graduates, the results of the survey analysis were presented in the form of a report.

As a result of structural changes of the SUSh /according to BT decision N 3/1, dated on 19.04.2017/ the QA center was transformed into CQAM that has been operating since June 1, 2017. Statute of the center has been approved, according to which the center extends its functions in accordance with the goal (main objective of the center: a) the formation of the motor principle of internal quality management at the University; b) the application of mechanisms of management and quality assurance (providing new, private self-regulation mechanisms); C) and promoting a culture of continuous quality improvement in accordance with the criteria and criteria of external quality assurance).

The center aims to actively involve external and internal stakeholders in the QA processes. Committees for QA of chairs have been formed. According to the order of the rector, coordinators of QA of chairs and departments were apponited on a voluntary basis. On the part of CQAM, a team of students who support quality has been formed, a corresponding database has been created, and regular meetings and discussions with students have been organized. A database of graduates was created, making them participants in surveys.

After the process of accreditation of the first infrastructure capabilities of the SUSh, the questionnaires for conducting surveys were revised, and new ones were developed. Guided by the principles of continuous quality improvement, compliance with European quality assurance standards, and accountability at the international and local level, the center's staff developed a number of concept documents and questionnaires to streamline the QA processes: 1. SUSh CQAM Statute, 2. SUSh AS professional, pedagogical and organizational competencies assessment questionnaire for students, 3. Lecturer's need for development of professional, pedagogical and organizational competencies assessment questionnaire, 4. SUSh Bachelor's and Master's Stundents Assessment of Education Received in the University, Professional and Organizational Ratings of the University, 5. SUSh Student and Alumni Assessment of Education Received in the University, Professional and Organizational Ratings of the University, 6. Questionnaire for evaluating the effectiveness of the University-wide SPSS course, 7. Order of Periodical Assessment and Rating the SUSh AS, 8. Format of the rector's report, 9. The concept of evaluating the results of the development and implementation of SUSh SP, 10. Order for discovering, assisting and regulating the SUSh students' needs, 11. Order of conducting SUSh surveys and evaluating reliability, 12. Order of rating and rewarding SUSh students, 13. Format of lesson auding protocol.

A mechanism for conducting online surveys on the Google form platform has been introduced. Comprehensive analyses were carried out.

Mechanisms are being developed to ensure the reliability, transparency, reliability and effective analytical mechanisms of research, the results of which will ensure the implementation of the known Deming cycle.

As a result of structural changes of the SUSh /according to BT decision N 11/1, dated on 23.04.2018/ the CQAM was transformed into SPQAMC that has been operating since May 4, 2018. It was created on the basis of a former CQAM, including some functions of the former center for science policy and management of external cooperation and expanding them. As a result of recent structural changes, expenditure efficiency has been achieved, while ensuring high process efficiency /details in standard a of criterion 2, ref.: SPQAMC report for 2017-2018 academic year/. In particular, the goal was to conduct research conducted by the center on a scientific basis, moreover, in the future, to develop and stimulate research aimed not only at the relationship of educational and research processes of the University, but also, in particular, at the development of the University and process management, at the same time involving students and using the full potential of the University /ref.: SUSh Draft concept of development of science, SUSh Regulations for awarding intra-university grants for scientific activity (revised in 2019)/.

Structural and functional changes mainly show that the University is constantly reviewing and improving the IQAS.

The basis for establishing the structure and staff list was GSPI ERIA and the APDE program based on it. In particular, it was noted that it is necessary to improve the process of analyzing the collected data, improve the mechanisms for implementing requests, apply various data collection mechanisms, improve the IQAS, etc.

On this basis, there are now research implementation coordination and research analysis coordination positions in the SPQAMC. At present, the transition from traditional paper surveys to online surveys has been made, numerous analysis mechanisms are used, and the scope of research that is required in accordance with the criteria established by the ANQA for self-analysis of TLI's institutional capacity has been expanded.

Functions of the center's employees are clarified /details in standard b of this criterion/.

1. SUSh IQAS /Appendix 10.1.2/, 2. SUSh MIQAS, 3. Evaluation of the effectiveness and quality of professional internship by students of SUSh, 4. SUSh Student Assessment of Effectiveness of Knowledge Assesement and Quality, 5. SUSh Student Assessment of Education Received in the University, Professional and Organizational Ratings of the University, 6. SUSh Students Assessment of the Expectations from the Professional and Organizational Processes of the University, 7. Questionnaire for assessing the quality of professional training of SUSh graduates of Bachelor's and Master's degrees by the members of the final certification committee, 8. SUSh AS Assessment of the Management System and Administrative Structures, 9. Anti-plagiarism policy in SUSh, 10. The policy of mentoring, encouraging and ensuring the professional progress of beginner lecturers at SUSh, 11. SUSh AS Retraining and Professional Qualification Improvement Regulations, 12. Format of the depatments' and chairs' reports, etc.

Currently in SUSh already has a number of mechanisms and procedures aimed at consistently improving the QA of University management and administrative structures, obtained in the

University education, professional and organizational rankings of the University, SEPs, professional, pedagogical and organizational competencies of AS, ES and administrative staff, evaluation of students, pedagogical practices and quality learning resources. They are:

1. Annual work plans for all processes and departments of the University and annual reports that ensure accountability and transparency of all processes of the branch, identify shortcomings and omissions, and develop programs for improvement.

2. Annual monitoring and periodic review of SEPs (the process does not yet have a system regulation, there are separate elements and approaches), the purpose of which is to assess the quality and compliance of programs with established goals, as well as the relevance and continuous improvement of the program. The result of these processes is the preparation and implementation of an action plan to improve the quality of the program.

3. Surveys to assess the satisfaction of University graduates and educational processes (in 2014-2016 in the framework of the HEN-GEAR program, and in 2018 by CQAM and SPQAMC), which assess the content and methods of training, learning resources and support services for students, the level of satisfaction from the organization of the educational process and the overall educational environment. The results are used for continuous improvement of the relevant areas.

4. Opinions of external stakeholders regarding graduates and student-interns of SUSh, through which the opinions of external stakeholders are explained regarding the professional competencies of graduates and student-interns of the University, general abilities, demand for graduating specialties, offers for new specialties, University graduates in the labor market. The results are used in improving existing SEPs, opening new specialties, and other processes.

5. Issues of assessing the needs for the development of professional, pedagogical and organizational competencies of the teacher (since 2018), the results of which are used in the preparation of programs for improving the skills of the AS, improving SEPs and reviewing the distribution of credits.

6. Participation of external beneficiaries in the final certification committees and surveys conducted among them (since 2019), the results of which are used in the process of revision of the EP.

7. Surveys to assess the effectiveness of the organization of pedagogical practices organized by the University (in 2015 and since 2019), the results of which are used to improve the organization of practice and review goals.

8. Surveys conducted among teachers and students regarding the University's current assessment system (in 2015 and since 2019), the results of which are used to review the assessment system.

9. Surveys on the assessment of professional, pedagogical and organizational competencies of AS by SUSh students (2007), which assess the professional, pedagogical and organizational qualities of the teaching staff, as well as the quality of individual courses and training modules. The results are used for the development and implementation of improvement measures, as well as in the process of selection, retraining, nomination and awarding of main AS.

10. Lesson auding, the results of which are aimed at improving the learning process, improving the quality of teaching.

12. Surveys to study the satisfaction of students and AS from the University and educational processes, through which students and employees evaluate their satisfaction with the resources and services of the University, the work of departments, and make suggestions for improving the University's activities. The results are used for continuous improvement of the relevant areas.

13. [Surveys to assess the expectations of SUSh students from the professional and organizational processes of the University](#) (since 2019), the results of which will be used to improve various processes and bring them in line with the expectations of students.

The above-mentioned QA procedures are generally officially approved by the SUSh SC, provided to educational and administrative structures, and in order to make them available to external users and the general public, they are posted on the official website of the University.

STANDARD b. The TLI allocates sufficient time, material, human and financial resources to manage internal quality assurance processes.	
Required documents	SUSh SPQAMC Statute /[Appendix 10.1.1](#)/, SUSh MIQAS, SUSh QAMC /[Appendix 10.1.2](#)/,,
Please describe and analyze the effectiveness of the institution IQAS policy and procedures. Support the approach (attach or refer to the relevant documents).	

In the 2016-2017 academic year, the QAC operated in 8 main positiona: director, specialist, and 6 departments representatives. Chairs' QA representatives also took part in the work of the QAC.

From June 1, 2017 to May 4, 2018 the [QAC](#) operated with 4 main positions: director, chief specialist, leading specialist, and first category specialist. The staff was gradually replenished /ref.: SPQAMC Statute/.

According to the presentation of the chairs and approval of the rector, committees were created for the development of chairs, which also include representatives of the Student Council and SSS (their functions are defined in the [SUSh QAMC](#)), as well as the chair QA coordinator. Responsible for the chair QA is the head of the chair.
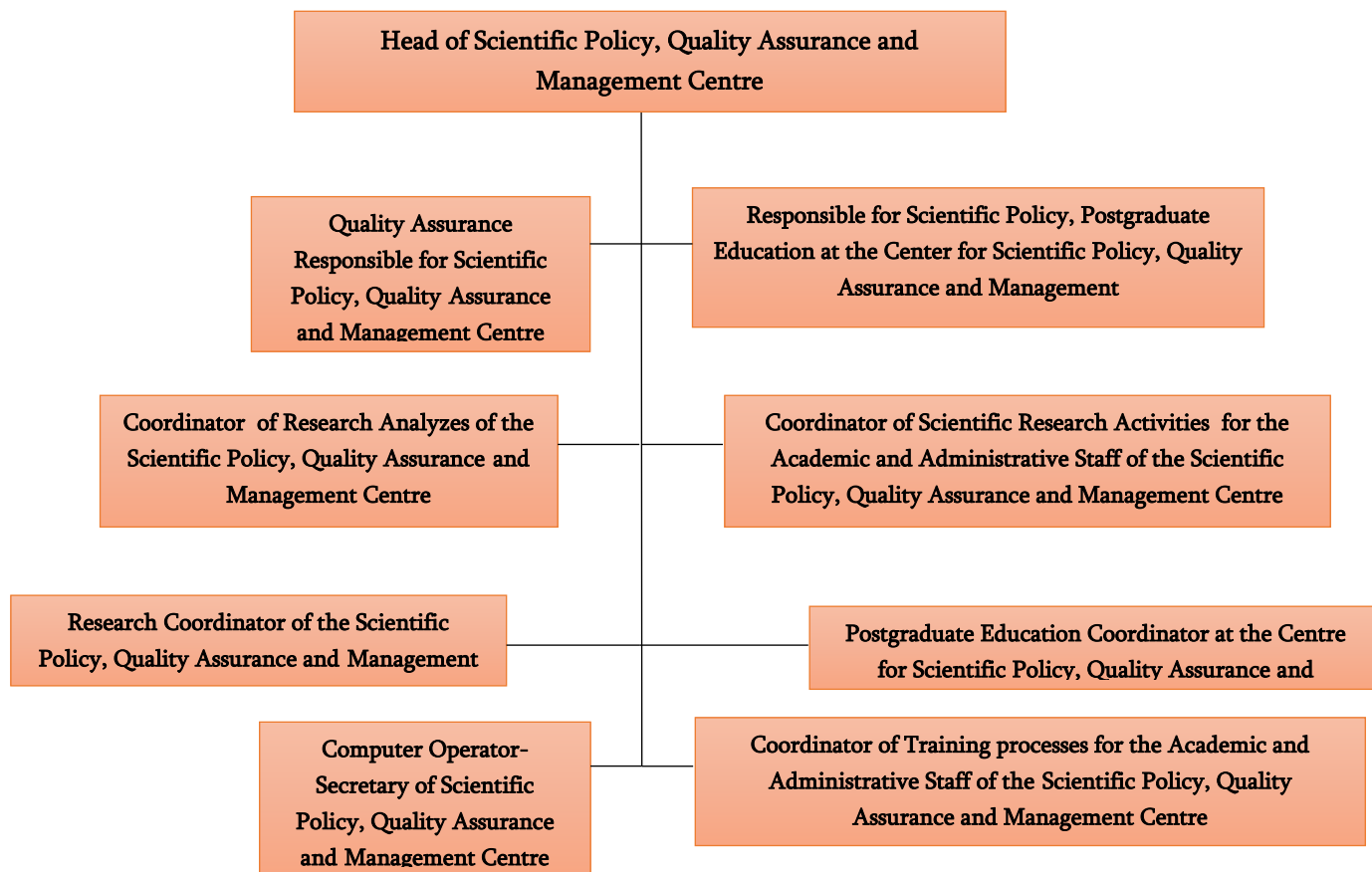
Responsible for the department QA is the dean. The Department Board is responsible for monitoring, controlling, and ensuring quality at the department. Responsible for the infrastructural units' QA are the heads of structural units. The College also has a College quality committee, which also includes students and the College quality coordinator. Responsible for the college QA is the college director. Functions of the committee are stated in [SUSh QAMC](#) /[Appendix 10.1.2](#)/:.

Functions of departments' QA coordinators are: 1. ensuring awareness and involvement of students of the department in the processes taking place in the University; **2.** participation in discussions organized by the Center and systematic transmission of opinions of students of the department, **3.** implementing other QA enabling processes.

Functions of the chairs' QA coordinators are: 1. ensuring awareness and involvement of the chair AS in the processes taking place in the University; **2.** participation in discussions organized by the Center and systematic transmission of opinions of students of the department, **3.** implementing other QA enabling processes.

As a result of meetings of the center's director with a number of student groups, a student group of volunteers was formed. Discussions of various processes and issues are organized with the group, problems are identified (often solutions are also suggested) and presented to the relevant authorities.

Since May 4, 2018 SPQAMC operated /in accordance with relevant [Statute](#)/ with 8 positions. Below the hierarchical structure of SPQAMC is presented / ref.: SUSh staff list and [Appendix 10.1.2-SUSh QAMC](#)/.

```
                    Head of Scientific Policy, Quality Assurance and
                               Management Centre

        Quality Assurance              Responsible for Scientific Policy, Postgraduate
        Responsible for Scientific     Education at the Center for Scientific Policy, Quality
        Policy, Quality Assurance      Assurance and Management
        and Management Centre

    Coordinator of Research Analyzes of the      Coordinator of Scientific Research Activities for the
    Scientific Policy, Quality Assurance and     Academic and Administrative Staff of the Scientific
    Management Centre                            Policy, Quality Assurance and Management Centre

  Research Coordinator of the Scientific         Postgraduate Education Coordinator at the Centre
  Policy, Quality Assurance and Management       for Scientific Policy, Quality Assurance and

        Computer Operator-             Coordinator of Training processes for the Academic and
        Secretary of Scientific        Administrative Staff of the Scientific Policy, Quality
        Policy, Quality Assurance      Assurance and Management Centre
        and Management Centre
```

The responsibilities of the employees of SPQAMC are clarified, which were submitted to the Department of personnel management and legal support /ref.: SPQAMC/. SUSh QAMC also issues organizational chart of the university IQAS.

University QA structure is now provided with appropriate specialists and necessary resources. The center organizes its work in three offices /1 of them – small/. Discussions with coordinators and students of departments and chairs are held in the appropriate rooms of the University. Surveys are conducted in the reading hall, where computers and the Internet are available, which allows us to conduct online surveys.

The center is equipped with the necessary technical equipment and furniture: computer, printer, locker, desk, etc. As necessary and with the permission of the rector, the necessary stationery is allocated.

Employees of the center, department and chair QA coordinators (in some cases, also vice-rector, chair heads, and other employees) participated in refresher courses, conferences, and discussions organized by CQAM, as well as universities and organizations of the Republic of Armenia (for example, CRRC, "Research School", "Caucasian Research Resource Center" Armenia) aimed at ensuring and improving quality management processes /ref.: SPQAMC/. The University's management is ready to finance such trips, emphasizing their importance.

After retraining, the director of the center and other participants passed their knowledge and skills to other employees, as well as to the QA coordinators of the faculties and departments, who in turn informed the heads and employees of the departments and chairs.

In order to effectively allocate time resources, the center draws up a work plan, and employees draw up a description of the daily activities, taking into account the Parkinson's and Pareto's laws on labor /ref.: SUSh MIQAS, SUSh QAMC/.

Conducting surveys in electronic format saves material (paper, necessary for printing materials) and human (for digitizing survey results) resources.

Currently, the draft budget does not yet provide for separate planning related to QA processes, and their financing is carried out as unforeseen expenses. The necessary stationery is provided on the basis of the report as necessary, but this process needs to be further refined.

STANDARD c. The internal and external stakeholders are involved in quality assurance processes.
Required documents   SUSh QAMC /Appendix 10.1.2/, SUSh MIQAS, SUSh Statute, SUSh Department Exemplary Statute, SUSh Chair Exemplary Statute
Please describe how the internal and external stakeholders are involved in the IQAS process and provide the effectiveness analysis. Support the approach (attach or refer to the relevant documents).

The University encourages the expanded and informed participation of teaching and administrative staff in the QA and improvement processes, and encourages individual initiatives in the QA process of training and administrative divisions.

Expanded and informed involvement of staff makes it possible to use their capabilities to achieve the goals of the University. In this sense, the correct formulation of the responsibilities and rights of the administrative and teaching staff will contribute to the implementation of the mission and goals of the institution, and through full and professional participation. This implies an appropriate human resources policy, which must be documented and have an environment of appropriate management and evaluation goals and directions, in which the staff is fully involved in achieving the goals of the institution.

Full participation of students, graduates, AS and employers in the QA processes is one of the main guarantees of the system's effectiveness, as well as the requirement of European standards. The main forms of their participation in various fields are as follows /ref.: Appendix 10.1.2-SUSh QAMC, SUSh MIQAS/.

- surveys of students about courses, practices, and competence of the AS,
- surveys on the satisfaction of graduates with education received at the University,
- surveys on the satisfaction of students and AS with the educational, scientific and organizational processes and resources of the University,
- surveys to assess lecturer's self-assessment and development needs,
- opinions on the level of satisfaction of employers with graduates,
- opinions of students and teachers about intern's teaching,
- University and educational programme self-assessment processes.
- research on student needs assessment,
- involvement of beneficiaries in the graduation examination boards,
- involvement of in BT and SC,
- involvement of students, lecturers and graduates in various committees (SP development, development of internal legal acts, SEP development, etc.),
- involvement of students in the process of research and dissemination of information aimed at improving quality,
- involvement of lecturers and students in the document development process.

The main University divisions/associations, structures and distribution of responsibilities involved in the IQAS are represented among them in the SUSh QAMC.

Student participation is not limited to participation in surveys and discussions. they often conduct their own research and identify important issues (for example, organizing discussions, interviewing target groups, and presenting results). At the same time, a group of students is very active and interested in the processes, expressing a desire to participate in the courses of expert students organized by the QAMC. In this regard, the problems are caused by the fact that courses of expert students are organized in Yerevan and there are great difficulties for regional students in this regard.

There is a committee for the development and improvement of internal legal acts /ref.: rector's order No. 35, dated on 12.03.2019/ in accordance with the [SUSh Statute](#) and other legal acts, the latter was revised, a number of documents were provided. At the same time, various divisions develop draft versions of various documents, which are reviewed and revised by the committee for the development of internal legal acts, and for consideration in the SC, the final conclusion is given by the committee for the improvement of internal legal acts.

The project version of each new document is submitted to divisions (including departments and chairs) for discussion and inclusion of observations and suggestions from internal beneficiaries.

In addition to the above-mentioned processes, the self-analysis committee includes both heads of administrative structures (center director's, heads of chairs, deans) and other administrative staff, heads of chairs, graduates, employers, students, coordinators, and lecturers (in accordance with the approaches presented by QAMC) /ref.: rector's order No 398/1, dated on 29.10.2019 /.

The Committee of the RA MESCS (former MES)conducted inspections and evaluations of some of the University's processes due to a number of events in the University.

The University aims to expand and continuously improve student engagement in the QA processes.

STANDARD d. The internal quality assurance system is periodically reviewed.	
Required documents	GSPI QAP and its procedures, GSPI IQAS guide, SUSh QAMC, SUSh SPQAMC
Please analyze the effectiveness of the mechanisms ensuring periodical review of the internal quality assurance system. Support the approach (attach or refer to the relevant documents).	

Continuous quality improvement is an essential component of the University's QA policy, designed to ensure continuous and stable improvement in the quality of teaching, learning, and evaluation in accordance with the changing needs and needs of students and the labor market.

The means by which the University strives to ensure continuous and stable quality improvement depend largely on its profile, mission, formed quality culture, strategic goals, and chosen quality policy.

In the context of continuous improvement and quality improvement, the University is guided by the following principles:

1) QA processes are regulated, monitored, and periodically reviewed,
2) QA processes are based on quality monitoring reports, statistics of students, graduates and employers, and graduate employment.

The mechanism for continuous improvement of the University's quality is based on a circular process consisting of the following four main stages: **planning, implementation, evaluation, improvement**.

QA division was periodically revised. As we noted, since June 2011, the Quality Assurance and Control Center has been operating as part of the Department of External Relations and Reforms, a year later, it became an independent structural unit, renamed the QA center. Since June 2017, it has been transformed into a CQAM, expanding the functions /details in the 10-a standard/, since May 2018 it was transformed into SPQAMC. At the same time, as we have already noted /details in the 10-a standard/, the components that were already in operation before, have been revised and improved, and new mechanisms have been developed and implemented.

SUSh QAMC was adopted by the SUSh SC in 2019. Mechanisms and tools for periodic review of IQAS are fixed in the SUSh QAMC and SUSh MIQAS /**IQAS revision scheme**/.

The basis for reviewing IQAS is performance indicators, research results (cost-effectiveness, compliance with strategic goals, effective organization of processes based on the results of self-analysis), information obtained by feedback mechanisms, external experts' evaluations, and benchmarking results of leading local and foreign universities.

To familiarize with the QA structures of other universities were not only studied the statutes, the QA concepts and guidelines of these universities, but also on the basis of prior agreement by the director of the centre met with officials of other universities (YSLU, YSU, ASPU) and spoke about matters of interest.

A significant review does not occur earlier than once a year, and partial procedural changes occur during the year.

After each stage of the processes, the mechanisms and approaches are reviewed, taking into account the problems encountered in the process, experience. In addition, approaches that are in tune with the requirements of the time are implemented, and also the characteristics of the University are taken into account.

In order to address the shortcomings presented in the expert report, based on the results of a self-analysis of institutional capabilities, an improvement action plan was drawn up, in which improvements were noted as measures of effectiveness.

- *Develop and apply policies, procedures, and mechanisms that encourage the participation of external beneficiaries in QA processes;*
- *Develop mechanisms for monitoring and analyzing the QA system's activities and ensure the continuity of professional development of responsible persons;*
- *Improve the process of data collection and queries carried out at the University by implementing mechanisms for the reliability of their implementation.*

Enough actions and reforms have been implemented in the direction of the last two processes.

At the University, QA is conducted in accordance with established criteria and research results. As a result of the periodic revision of the system, the administrative organizational structure of the IQAS was formed.

The effectiveness of the revision of IQAS is also evidenced by the QA documents discussed and finally confirmed in the SC, as well as the reports of SUSh SPQAMC, which reflect the work done in this direction in recent years

Please provide the list of countries and organizations against which you have benchmarked the internal quality assurance policies and procedures (a comparative analysis of the good practice).

N	Name of the organization	Counrty
1.	Yerevan State University	Armenia
2.	Yerevan State Linguistic University	Armenia
3.	Armenian State Pedagogical University	Armenia
4.	Keele University	England

STANDARD e. The internal quality assurance system provides valid and sufficient background for the success of the external quality assurance processes.	
Required documents	Rector's report for 2016-2017 and 2017-2018 academic years, Reports of divisions
Please support the validity of the documents and the effectiveness of the approach (attach or refer to the relevant documents).	

Self-analysis of institutional opportunities was first carried out in 2015, based on the results of which an expert report was compiled for external evaluation. The University's management team and responsible persons, having studied the issues mentioned in the report, developed the APDE in 2016. It included not only the actions planned in the near future, but also the steps that were implemented in 2015 on the consultations specified in the expert report.

In 2017, a new format of the rector's report was developed and implemented, based on 10 self-analysis criteria. here, the analytical component has clearly expanded, while at the same time pursuing the goal of fully bringing it into line with the format of self-analysis in the future. Similar report formats are also developed for departments and chairs. This not only tends to expand the analytical component and create a culture of annual self-analysis, but also to include a report on the implementation of the strategic program, which has never been implemented before. This is a progressive approach that is still in its infancy. Note also that, despite the fact that the University has not approved the KPIs, some of them are already implemented (since 2017) the formats as rector, and divisions (particularly SPQAMC), it is also necessary to develop and implement KPIs for evaluation of all processes and ensure accountability.

It should be noted that the report on the activities of SUSh SPQAMC for the 2017-2018 academic year was also compiled in accordance with 10 criteria and includes a fairly extensive analytical part. At the same time, the evaluation mechanisms are aligned with the requirements of the criteria and must be consistently fully aligned, which allows you to constantly possess the necessary information.

Currently, the entire documentary database is used for self-analysis of institutional opportunities in the SUSh, the necessary database is collected /enough documentary and information data is uploaded to the electronic database of the ANQA/, all the information contained in the above reports, and the analysis obtained from the internal quality assurance assessment mechanisms. An analytical approach is shown in terms of the effectiveness of processes and mechanisms.

STANDARD f. The internal quality assurance system ensures the transparency of the processes unfolding in the TLI through providing information on the quality of the processes to the internal and external stakeholders.	
Required documents	SUSh Statute, SUSh QAMC, SUSh MIQAS
Please analyze the effectiveness of the mechanisms ensuring the transparency of the processes (attach or refer to the relevant documents).	

In accordance with the main objectives of the University's QA system, namely: 1. show

interested and external evaluators that the policy, system, and processes for professional development are effective, 2. to ensure accountability of the University to quality education, learners, employers, the founder (the government), authority (state administrative institution of "The Office of the RA President") and other funding bodies /SUSh QAMC, SUSh MIQAS/, the University ensures the transparency of its activities.

The University ensures transparency and accessibility of processes for the society. Every year it publishes a report on its activities, including information about implemented programs, financial sources, educational, scientific and other processes. It is published on the official website (http://www.SUSh.am/) /SUSh Statute/.

Centers, departments, chairs, and other divisions of the University are accountable to the SC and / or the DBs. The latter also provides an opportunity to evaluate the implementation of work plans.

More details about accountability were made in the 1st, 2nd, and 8th criteria.

The University has an FCPRC that provides public relations using stable feedback mechanisms.

Electronic questionnaires were created and applied to evaluate the University's activities, through which it is possible to study the opinions of interested persons about the activities of SUSh, providing feedback to the University and graduates. The process of improving quality in general is carried out by conducting online surveys, involving students in the University process (including the formation of student QA groups). The QA system is periodically reviewed and improved, contributing to the improvement of the University's activities and the rise of the QA system.

It should be noted that the SPQAMC has its own section on the SUSh website, where information is periodically updated and events are covered: discussions with QA coordinators and students of departments and chairs, conducted surveys and other processes.

Strengths	*Weaknesses*
• Availability of the University's development SP • Availability of QA structure and technical equipment • Availability of authorized representatives and committees at departments and chairs • Availabilty of QA machanisms and tools • Involvement of internal and external beneficiaries in QA processes • Participation of employees in retraining, seminars and discussions organized by ANQA • Institutional accreditation of the University in 2015 • Transparency of the University's activities and QA processes • Availabilty of MIQAS and IQAS • Availabilty of MIQAS revision policy	• Lack of KPIs to assess a number of processes, as well as their accountability • Work of QA coordinators of departments and chairs on a voluntary basis • Absence of documents regulating the allocation of financial resources, guaranteeing the implementation of QA processes, absence of a separate line in the draft budget • Incomplete participation of divisions in QA processes • Unregulated solutions to problems raised on the basis of research, imperfect improvement processes
Opportunities	*Threats*
• Partnership with ANQA, • Partnership with quality assurance institutions of Armenian universities, • Availability of grand programs • Results of a comparative analysis of quality assurance policies and procedures implemented by other universities,	• Decrease in financial revenues, • Drastic changes in the law on higher education and science, • Unstable policy of the RA government, • Indifference of external beneficiaries to QA processes.

Planned ways to overcome weaknesses and threats

1. Development of KPIs for all procedures,
2. Include a separate line in the draft budget for implementing QA processes,
3. Implementation of mechanisms to stimulate the involvement of divisions in the QA processes,
4. Ordering of the solutions to the problems raised through research, improving the effectiveness of process improvements.

LIST OF APPENDICES

Appendix No.	Name
1.1.1	SUSh Statute
2.1.1	SUSh Structure
3.1.1	List of specialities implemented in the institution
3.1.2	"Informatics and Applied Mathematics" BEP
3.1.3	"Informatics and Applied Mathematics" MEP
3.1.4	"Biology" BEP
3.1.5	"Biology" MEP
3.1.6	"Elementary Pedagogy and Methodology" BEP
3.1.7	"Pedagogy and Methodology /Elementary Education/" MEP
3.3.1	SUSh procedure for evaluating and appealing the results of training in full-time / part-time Bachelor's degree and Master's degree programmes in the framework of the credit programme
3.3.2	SUSh SC decision No. 19/1, dated on 27.10.2017
3.3.3	SUSh SC decision No. 4/1, dated on 18.10.2018
5.5.1	SUSh rector's order No. 207, dated on 06.10.2017
10.1.1	SUSh Scientific Policy, Quality Assurance and Management Centre Statute
10.1.2	SUSh Quality Assurance and Management Concept