

Approved in the session of the Scientific Council of "M. Nalbandyan State University of Shirak"

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Chairman of the Scientific Council: _____ Ye. Serobyan

CONCEPT OF THE "M. NALBANDYAN STATE UNIVERSITY OF SHIRAK" FOUNDATION FOR THE MANAGEMENT OF EDUCATIONAL PROGRAMS

PREFACE

The "M. Nalbandyan State University Of Shirak" Foundation (hereinafter referred to as the Foundation), functioning as an academic, scientific, and cultural institution of higher education, places a strong emphasis on adapting its educational programs to the evolving external factors and the demands of the labor market in the Republic of Armenia (RA), intending to prepare skilled and competitive professionals. The following concept is aimed at the effective management of the processes of preparing specialists in line with modern educational reforms.

1. GENERAL PROVISIONS

- 1.1. The Concept of Managing Educational Programs at the "M. Nalbandyan State University of Shirak" Foundation (hereinafter referred to as the 'Concept') defines the methodology for overseeing bachelor's and master's educational programs (hereinafter referred to as the 'EP'), outlining the mechanisms for implementation, control, monitoring, evaluation, improvement, and replanning
- 1.2. This Concept was developed in accordance with, the Law Of The Republic Of Armenia On Education, The Law Of The Republic Of Armenia On Higher And Postgraduate Professional Education, the Regulation of the Foundation, and other internal legal acts.

2. METHODOLOGY OF MANAGEMENT OF THE FOUNDATION'S EDUCATIONAL PROGRAMS

- 2.1. The Foundation administers educational programs through the Educational And Methodological Process Management Center, the Chair, the Methodical Council of

Professional Educational Programs, those Responsible for Educational programs, and the Quality Assurance Department/the person in charge of the Chair Quality Assurance (see Appendix 1).

The Foundation's Quality Assurance Department carries out the evaluation of the effectiveness of the management of the EPs.

2.2. Educational And Methodological Process Management Center (referred to hereinafter as the EMPMC), responsible for ensuring the delivery of quality educational services aligned with the foundational objectives of the Foundation's Strategic Development Plan, oversees, monitors, enhances, and strategizes the implementation processes of educational programs. This is achieved through the application of predefined measurable tools, with support from the Quality Assurance Department, which evaluates and presents proposals for:

- **Continuous (Annual) improvement,**
- **Phased improvement,** specifically, four-year intervals for bachelor's educational programs and two-year intervals for master's educational programs.

When planning continuous (annual) and phased improvements, the EMPMC is guided by the relevant teaching, learning, and evaluation methodology (Appendix 2).

The EMPMC

- 1) Implements tools for the effective management of the educational programs
- 2) Executes the function of continuous monitoring of the educational programs, ensuring the implementation of planned processes. Monitoring can be conducted either partially or comprehensively.
- 3) Plans the continuous/phased improvement process, which is based on operative, clear and objective information about the educational process, the results of analyses, and suggestions received from the participants of the management process, in order to identify areas for improvement.
- 4) When performing continuous/phased improvement planning, it relies on the improvement plan-package received by the Methodological council, which is discussed with the Quality Assurance Department and includes:
 - A comparative analysis of the educational programs implemented by the

Foundation and similar programs, along with the results of benchmarking. The benchmarking process is coordinated by the Chair which is responsible for issuing the educational program (in the case of phased improvement).

- SWOT analysis of the educational programs. The execution of the SWOT analysis is coordinated by the Chair responsible for issuing the educational program (in the case of phased improvement).
- Comprehensive analysis of student, alumni, and employer surveys, and the reports of the Final Certification Committee that are approved at the Chair session.

2.3. The Methodological Council of the educational programs, (hereinafter referred to as the Council), is formed by the rector's order. The Chairman of the Board is responsible for education programs.

2.3.1. The Council comprises the head of the chair, students in the field and/or related fields, employers in the field, alumni, and representatives of the faculty (hereinafter referred to as the Faculty).

2.3.2 The Council executes the processes of evaluating the results of monitoring and improvement of the educational programs.

2.3.3 The evaluation of the educational programs is conducted based on information gathered through various tools and mechanisms:

- a) Analysis of overall results of classroom observations both during the semester and during one phase, according to the sections of the educational program (general and professional).
- b) Analysis of the results of the 'Assessment of the Professional, Pedagogical, and Organizational Competencies of the faculty' and 'Assessment of the Needs for the Development of the Professional, Pedagogical, and Organizational Competencies of the Lecturer' surveys conducted among students,"
- c) Analysis of the results of surveys conducted among alumni,
- "d) Analysis of the results of surveys conducted among employers after the internships,
- e) Analysis of the reports of the Final Certification Committee.

2.3.4. The results and conclusions of the monitoring serve as the foundation for a realistic and valid evaluation of the educational programs, upon which the following is established:

a) The necessity for **continuous/annual** improvement, specifically:

- Improvement of teaching and learning methods,
- Enhancement of evaluation/assessment forms and methods, review of assignments,
- Revision of course content,
- Provision of resources.

b) The necessity for **phased improvement**, involving a comprehensive revision of the educational programs, specifically:

- Reviewing and refining the purpose and outcomes of the education programs to ensure they align with the Foundation's mission, The Armenian National Quality Framework and National Sectoral Framework standards, are clear, measurable, and in line with the targeted outcomes.
- Expanding the content of the educational programs to ensure alignment with the requirements of the contemporary labor market, incorporating achievements from emerging research and application areas, and addressing development trends
- Implementing learning and assessment technologies, employing innovative approaches to enhance teaching and learning.
- Expanding the consideration of inclusion issues, ensuring the relevance of the educational programs to the needs of all students, and introducing inclusive education practices
- Strengthening and diversifying the connection between study and research.
- Expanding opportunities for students to develop their practical skills.
- Other

2.3.5 The Council submits the comprehensive package of its proposals for phased improvement to the EMPMC, which has been discussed and approved during the

Chair's session.

- 2.3.6 The Council holds its sessions at least twice during each academic year. The session is considered valid if two-thirds of the members are present. Decisions are made by a majority of the members present at the session. In case of a tie, the preference is given to the Chairman of the Council's vote.

2.4. The Chair that issues the educational programs:

- 2.4.1. Analyzes and presents the comprehensive results of the classroom observations to the Council, under the coordination of the head of the Chair.
- 2.4.2. In its annual report, the Council includes, as a separate section, the package of analyses, recommendations, and observations, on which the person, responsible for the quality assurance of the Chair, prepares a report.

2.5. The person responsible for the educational programs

- 2.5.1. Coordinates and ensures the preparation and enhancement of the educational programs' major's profile package.
- 2.5.2. Assists in monitoring the implementation of educational programs.
- 2.5.3. Conducts benchmarking and SWOT analysis of the educational programs, leads the Council, and prepares the phased improvement package.
- 2.5.4. Analyzes and presents to the Council the reports from the Final Certification Committee.
- 2.5.5. Analyzes and presents to the Council the consolidated results of surveys conducted by the Student Support, University-Market Cooperation Department among alumni.
- 2.5.6. Analyzes and presents to the Council the results of surveys conducted by the Student Support, University-Market Cooperation Department among employers after the internships.
- 2.5.7. Participates in classroom observations with the head of the chair and analyzes the results.

2.6. Quality Assurance Department

- 2.6.1. Analyzes and presents to the Council the consolidated results of surveys conducted

among students.

2.6.2. Analyzes and presents to the Council the consolidated results of surveys conducted among the Faculty.

3. FINAL PROVISIONS

3.1. This Concept, the proposed changes and additions to it are approved by the Scientific Board of the Foundation.

3.2. This Concept comes into force from the moment of approval.

Appendix 1

MATRIX FOR THE MANAGEMENT OF THE EDUCATIONAL PROGRAMS

N	Management bodies/ Management stages	Educational And Methodological Process Management Center Student Support, University-Market Cooperation Department	Methodological council of educational programs	Chair/ Head of the Chair	The person responsible for educational programs	Quality Assurance Department/ The Person Responsible For The Chair's Quality Assurance
		<i>Alumni, employer surveys</i>	<i>Continuous/phased improvement plan-package</i>	<i>Classroom observation/ Report</i>	<i>Benchmarking, SWOT, Reports, Surveys</i>	<i>Surveys (students, faculty), Related reports</i>
1	Implementation			X		
2	Ongoing control	X		X	X	
3	Monitoring/ Highlighting needs	X		X	X	X
4	Evaluation		X	X	X	X
5	Improvement	X	X	X		
6	Replanning	X				X
7	NEW PHASE					

METHODOLOGY FOR TEACHING, LEARNING, AND ASSESSMENT

A crucial element in the management of educational programs is the policy of selecting teaching, learning, and assessment methods that align with the intended outcomes of the programs, promoting student-centered learning. The Foundation, recognizing the significance and deeming it necessary to regularly update these methods for the realization of program goals, employs the following methodology for their selection.

1. In order to meet the educational needs of the students and to ensure the effectiveness of the implementation of the educational programs, the expected results of the *educational programs* ↔ *course outcomes* ↔ *teaching method* ↔ *learning method* ↔ *assessment method/assignments* ↔ *resources* components are harmonized
2. The expected outcomes of the educational programs are the knowledge, competencies, and skills acquired by students upon completing their courses. The achievement of the expected outcomes of the educational programs is guaranteed through separate courses.
3. The selection of teaching, learning, and assessment methods is aimed at achieving the course outcomes
4. **The selection of teaching and learning methods should:**
 - a) Ensure the acquisition of knowledge, competencies, and skills outlined in the course outcomes, the assessment indicator of which is students' progress.
 - b) Consider the changing needs of students.
 - c) Be based on feedback and opinions obtained from the analysis of the results of the evaluation of the professional, pedagogical, and organizational competencies of the faculty, conducted among the students.
5. **The selection of assessment methods should:**
 - a) Correspond and directly align with the purpose and outcomes of the course.
 - b) Be diverse to ensure the reliability of the assessment.
 - c) Guarantee the principles of impartiality and fairness through the use of various pre-defined evaluation scales/rubrics.

- d) Include formative and summative assessment types for a comprehensive understanding of student progress.
- e) Ensure flexibility in the selection of assessment methods through regular review based on feedback and analysis of the results of the 'Evaluation of Professional, Pedagogical, and Organizational Competencies of the Lecturer', conducted among students.