

**'NATIONAL CENTRE FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE'
FOUNDATION**



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
EURASIA INTERNATIONAL UNIVERSITY**

Yerevan – 2023

INTRODUCTION

The institutional reaccreditation of Eurasia International University (hereinafter 'EIU' or 'TLI') is carried out based on the application of the education institution.

The process of institutional accreditation was organised and coordinated by the 'National Centre for Professional Education Quality Assurance' Foundation (hereinafter 'ANQA'). ANQA was guided by the Regulation on 'State Accreditation of RA Education Institutions and Their Academic Programmes' set by the RA Government Decree N978-N, dated June 30, 2011, as well as the Decree N959-N, dated June 30, 2011, on 'Approval of RA Standards for Professional Education Accreditation'.

The expertise was carried out by the independent expert panel formed in accordance with the requirements set by the ANQA Regulation on 'Formation of the Expert Panel'. The expert panel consisted of 4 local experts and 1 international expert.

Institutional accreditation is aimed not only at external quality assurance, but also at the continuous improvement of the quality of management and academic programmes. Therefore, local and international experts had two tasks:

1. To carry out institutional capacity assessment in accordance with the RA state accreditation criteria;
2. In order to improve the quality, to carry out an expert assessment in terms of compliance with international developments and integration into the European Higher Education Area (EHEA).

The report contains the results of the YSITC institutional capacity assessment according to the RA tertiary education accreditation criteria and international expert's peer review for EHEA integration.

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SUMMARY OF EVALUATION

EXPERT EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO RA PROFESSIONAL EDUCATION ACCREDITATION CRITERIA

The expert evaluation of Eurasia International University (EIU) was carried out by the independent expert panel formed in accordance with the requirements set by the ANQA Regulation on 'Formation of the Expert Panel'. The evaluation was carried out according to 10 accreditation criteria set by the RA Government Decree N959-N, dated June 30, 2011.

During the evaluation, the expert panel took into account that the TLI is going through the process of institutional accreditation for the third time. During the examination, the progress of the institution after the previous processes, the impact of the improvements provided by the follow-up programme on the domains of the TLI's activities were observed.

While carrying out the evaluation, the expert panel also took into account that the EIU considers its vision: 'To be a leading education institution with flexible management in the region, aimed at training highly educated professionals with practical skills and abilities, theoretical and applied knowledge in accordance with the ever-evolving demands of the labour market'.

Since the previous accreditation, EIU has reviewed the AP outcomes to ensure consistency with other similar APs, as well as their compliance with National and Sectoral Qualifications Frameworks. Focusing on the tendency to continuously improve the APs, starting from the 2019-2020 academic year, the TLI has started another round of improving educational processes, as a result of which the benchmarking of APs and the formats of education and subject programmes have been reviewed. The TLI has also carried out work on the modernisation of teaching and learning methods. The expert panel emphasises the observation of the outcomes of the bachelor's and master's APs implemented by the EIU, from the point of view of clearly separating them. It is also an important circumstance to clarify the mechanisms of placement of optional courses and their selection in order to achieve the goals of APs.

In order to ensure correlation between the AP requirements and TS qualifications, the TLI has reformulated the qualification descriptors according to majors and directions, established the selection criteria for the TS, revised the position passports, clarifying the general requirements for a professor, associate professor, assistant and lecturer. Emphasising the training of specialists in accordance with the requirements of the labour market, the TLI continuously replenishes its TS with teachers employed in the field. The TLI also has the necessary material and technical base and infrastructures for the implementation of the goals of the APs, it also continuously replenishes its resources through the Erasmus+ programmes, cooperates with sectorial institutes and academic organisations for the purpose of joint use of resources and organisation of internships. However, the library resources of the TLI and the laboratories intended for the implementation of the 'Pharmacy' AP still need to be re-equipped to meet international standards and ensure the achievement of the outcomes defined in the APs.

By studying the APs of the TLI and considering the availability of the appropriate TS for their implementation, the continuous improvement of the infrastructure, the TLI ensures the credibility of the awarded qualifications with the observation of the expert panel.

Referring to the strategic governance of the TLI, it can be noted that the mission of EIU is understandable for the stakeholders. The TLI is currently improving the tools of strategic planning and evaluation, defining key indicators of activity efficiency according to sectors. The TLI also needs to improve the financial resource planning mechanisms, aligning them with the SP goals.

Governance in the TLI is carried out by combining the activities of collegial and individual governance bodies. The expert panel emphasises the improvement of the mechanisms of the selection of stakeholders, their involvement in the councils, which will greatly contribute to the reflection of the needs of the stakeholders in the core of the decisions made and to raising awareness about them. The implementation of the risk management toolkit is also an important factor, taking into account the challenges of RA, the TLI's trends in the direction of continuously increasing the number of international students and introducing new APs. The QA system also helps to a certain extent in the improvement of governance processes by providing data on the institution's strategic directions and supporting the implemented processes, and their comprehensive and periodic analysis will significantly contribute to increasing the effectiveness of the decisions made.

The TLI continuously improves the educational environment, expands the services provided to students. In accordance with its peculiarities, in a multicultural environment, the TLI also ensures the integration of international students into the student environment, involving them in the TLI governance and student bodies.

Emphasising accountability and transparency regarding its activities, the TLI makes available its documentation, events, and information on student admissions on its official website and social platforms. Having high social responsibility, EIU implements a number of events for future students from different social strata.

With its strategy, the TLI also considers promotion of applied and academic research important. In this direction, after the previous accreditation, the TLI has taken some steps, trying to create new incentives, to form an appropriate infrastructure for the implementation and promotion of research. Nevertheless, in order to achieve the goals set for this direction, EIU still needs to assess its capabilities, expand the involvement of teaching staff in research processes, and strengthen education-research connections.

EIU encourages exchange of experience and internationalisation by engaging in various international programmes that provide opportunities for faculty and student capacity building. The TLI also cooperates with local and international organisations in the field for the organisation of student internships and the transfer of practical skills. Thus, it can be noted that the TLI continuously makes efforts and provides resources to ensure its long-term development.

The strengths of the TLI are the following:

1. availability of strategic planning tools,
2. the implementation of APs arising from the institution's mission and in accordance with the RA NQF,
3. the application of AP benchmarking and best practice localisation mechanisms,
4. continuous improvement of the educational environment in line with the educational needs of students,
5. staffing with highly qualified TS,
6. continuous improvement of infrastructure and resources, taking into account students with special educational needs,
7. ensuring accountability for the TLI's activities for internal and external stakeholders,
8. societal responsibility of EIU in the context of transferring knowledge and values to the society,
9. continuously increasing the TLI's involvement in international programmes aimed at developing the abilities of staff and students,
10. the impact of the QA system on the EIU processes.

The weaknesses of the TLI are the following:

1. the weak link between financial planning and SP objectives;
2. imperfection of risk management mechanisms,
3. the imperfection of the mechanisms for the distribution of elective courses and their selection,
4. the involvement of an incomplete range of stakeholders in the processes of development and monitoring of APs,
5. incomplete expression of education-research connection,
6. insufficient level of involvement of the TS in research processes,
7. low indicators of the TLI's involvement in research grant programmes and international research databases,
8. the scarcity of finance diversification mechanisms,
9. the imperfection of the comprehensive and complete analysis toolkit of the data collected by the TLI.

Main recommendations:

Mission and Purposes

1. To introduce mechanisms for coordinating financial resources planning and objectives of SP activities.
2. To evaluate the feasibility of the strategic goals set by the TLI, connecting them with the defined KPIs and the resources of the TLI.

Governance and Administration

3. To ensure clear strategic planning with guarantees of feasibility, short-term, mid-term and long-term implementation in accordance with planning with clear distribution of responsibilities, monitoring with a comprehensive analytical basis.

4. To develop and implement risk reduction mechanisms for the university's strategic planning.
5. To improve the effective approaches of collegiality in the governance system, with the most comprehensive analysis of the factors affecting the university's activity.
6. To ensure the full application of quality management principles for document evaluation, administration of policies and procedures.
7. To improve the mechanisms of publication of information about the quality of APs and awarded qualifications and their evaluation.
8. To improve the mechanisms of collecting and analysing information on the effectiveness of processes determined by strategic goals, based on comprehensive assessments.

Academic Programmes

9. Ensure a process of improving APs aimed at preparing alumni who meet the demands of the labour market and increasing the visibility of the EIU APs among similar programmes.
10. In order to guarantee the AP outcomes, ensure the interdependence of learning outcomes and assignments, teaching, learning and assessment methods, paying special attention to practical abilities and skills.
11. To clarify the mechanisms of distribution and selection of optional courses.
12. To observe the courses implemented in the bachelor's and master's degrees in order to avoid repetition of their contents.
13. To ensure the appropriate level of English language proficiency of international students upon admission, guaranteeing the possibility of effective involvement in the educational process.

Students

14. To introduce effective mechanisms for international students to study professional trajectory and collect data.
15. To take steps to clarify the role of the Student Council, emphasising the involvement of students at all levels and highlighting their needs.
16. To introduce a clear toolkit for linking research conducted by students and AP goals, reflecting research tasks in programmes.

Faculty and Staff

17. To clarify "Professional requirements for teaching staff" in the APs, setting the minimum thresholds that a lecturer must have when hired.
18. To improve the evaluation format of the lesson observations, emphasising the observations of the respective teacher and planning improvement processes based on it.

Research and Development

19. To clarify the role of the research centre in achieving the goals set by the TLI.
20. To introduce mechanisms for developing the capacity of faculty members to apply for research grant programmes.
21. To take measures to ensure the TLI's representation in the international ranking lists of various universities.

22. To improve incentive mechanisms for EIU faculty members for their research achievements by setting clear criteria.
23. To introduce institutional mechanisms for linking the educational process and research.
24. To create a toolkit for the implementation of the research process and the internationalisation of its results.

Infrastructure and Resources

25. To develop and introduce mechanisms for diversification of financial sources, also using the full potential of the TLI's managerial board.
26. To take appropriate measures to improve the infrastructure for the AP on "Pharmacy".
27. To calculate the provision of resources for students according to APs to guarantee the sustainability of the implementation of APs.
28. To introduce a system of observing safety rules in laboratories to ensure safe learning of students.

Societal Responsibility

29. In the process of accountability, to ensure the assessment of compliance with the key indicators of activity efficiency, putting it in the basis of further planning.
30. To ensure the essence of the Armenian language version and foreign language versions available on the EIU website, taking into account the trends of EIU internationalisation.

External Relations and Internationalisation

31. To match the English level of the TLI students to the courses offered in English by the APs.

Internal Quality Assurance System

32. To ensure more coordinated and specified activities of quality chair specialists, quality agent students, aimed at the decentralisation of the QA processes.
33. To conduct more comprehensive analyses (including of the QA system) by the QAC and other circles, based on the observation and comparison of the results of studies among internal and external stakeholders.
34. To ensure the collection and analysis of relevant information for self-assessment within the framework of annual reports, at the same time with the implementation of a justified SWOT analysis at appropriate intervals.

Karen Trchunyan
Chair of Expert Panel
18.09.2023

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

When looking at the EIU integration into the higher education area, the following topics have been in the focus of the evaluation: curriculum quality standards, staff and resources, research and internationalisation.

It can be noted that there are certain differences between Eurasia International University and European universities, but due to recommendations and improvements, they can be reduced to a minimum.

Quality criteria of syllabi, staff and equipment.

The European Higher Education Area ensures more comparable, compatible and coherent systems of higher education in Europe. The EIU with the new bachelor programme in pharmacy follow these criteria with the exception of a 4 year-study programme considering the special school education in Armenia. The program, the content and the credit points at EIU are comparable, compatible and coherent with the higher education in Europe.

A Quality Assurance Centre has been established, to enhance the quality of the programme and discuss the development with the students and various levels of the management.

Nevertheless, problems arising in the facilities of the laboratory equipment, which do not correspond to European standards. The pharmacy programme is relatively new and is not connected with other programmes in natural sciences, such as chemistry, physics, biology and medicine, because pharmacy is the only natural science programme of EIU. The installation of the whole programme is very expensive particularly for a private university with a limited budget. It needs a lot of effort to improve the 'Pharmacy' AP continually, especially in the installation of new and modern laboratory equipment.

The idea to prepare and install a master programme in pharmacy is laudable and for the future absolutely necessary, but under these special circumstances a very challenging task.

The conversations conducted during the visit show a good level awareness of the quality culture and the internal QA system. All programme managers and teachers are open for discussions, evaluation and improvement of the programme in the future.

Research

In a TLI with master's and doctoral programmes, scientific research is fundamental to the quality of education, but at EIU with only a bachelor programme in pharmacy the scientific research is limited and the number of publications is low, including those placed in peer-review journals of international range. On the other hand, some national and international conferences have been organised, and the academic staff have participated in the implementation of projects financed from national sources. However, this activity is limited to a small group of university teachers. The dominant group is either not academically active or publishes its work in local publishers.

The visit has shown that among the teachers there is a large group of people with excellent command of English, actively cooperating with foreign universities, but this cooperation is the result of individual initiatives, and not the result of the system of promoting scientific research at the EIU.

Internationalisation

Internationalisation of higher education programmes has increased the mobility of international students at TLIs around the globe. Internationalisation is a fundamental indicator of the ranking of worldwide universities. It is evident that incoming and outgoing international students are a sign of prestige and quality for many higher education institutions, while internationalisation is a fundamental indicator of the ranking of worldwide universities. EIU has relatively good connections to universities in Asia and Europe. The exchange in the Erasmus plus programme is working with the exchange of PhD students to Italy, Spain and Germany.

Most of the students in the pharmacy programme come from abroad, especially from Iraq. But the application has stopped in the last years and strong endeavours have to be made to enhance a better exchange with more applications of foreign students.

Recommendations:

- Analyse the content of curricula and syllabuses in terms of saturation with modern knowledge and content.
- Install a modern lab equipment especially with intent of the start of the master programme in pharmacy.
- Strengthen the participation of students and teachers in the implementation of the quality improvement with discussions and permanent evaluations for the programme in the future.
- Introduce incentives to intensify scientific research and publish its results in international peer-review journals in view of the upcoming master programme.
- Offer more lectures taught in English and increase the number of classes taught in foreign languages with regard to internationalisation.
- Analyse the effectiveness of the internationalisation policy and strengthen cooperation with universities of a similar profile.
- Increase the visibility of EIU especially for foreign students and partners, by English and Russian versions of the website.
- Strengthen the participation of all stakeholders, especially external stakeholders, in designing, monitoring and evaluating the pharmacy program, scientific research and academy management.
- Strong endeavours have to be made to enhance a better exchange with more applications of foreign students.

Hans-Jürgen Duchstein
EIU international expert

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of the institutional capacities of Eurasia International University was carried out by the following expert panel¹.

1. **Karen Trchunyan:** Doctor of Biological Sciences, Professor at the Chair of Biochemistry, Microbiology and Biotechnology of Yerevan State University, head of the expert panel.
2. **Armenuhi Sargsyan:** Candidate of Physical and Mathematical Sciences, Associate Professor, head of the Academic Policy, Quality Assurance and Management Centre of Shirak State University, expert panel member.
3. **Aida Tadevosyan:** Candidate of Legal Sciences, teacher at the Chair of Law of the European University of Armenia, member of the expert panel.
4. **Hans-Jürgen Duchstein:** Professor at the University of Hamburg, international member of the expert panel.
5. **Sergey Abrahamyan:** Master's student of the AP on 'Management' of the European University of Armenia, student member of the expert panel.

The composition of the expert panel was agreed with the education institution and appointed by order of the ANQA director.

The works of the expert panel were coordinated by **Meri Barseghyan**, ANQA Policy Development and Implementation Division Specialist.

The translation was provided by **Vardanush Baghdasaryan** and **Kristine Ohanyan**.

All the members of the expert panel, the coordinator and the translators signed a confidentiality agreement and a declaration of exclusion of conflict of interest.

PROCESS OF THE EXTERNAL REVIEW

Application for State Accreditation

Eurasia International University applied to ANQA for state institutional accreditation by filling out the application in the prescribed format and submitting copies of the license and its annexes.

The ANQA Secretariat has reviewed the data submitted in the application, the attached documents.

After the decision to accept the application was made, a bilateral agreement was signed between ANQA and EIU. A schedule for the accreditation process has been drawn up and approved.

Self-assessment

¹ APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

The institution submitted the self-assessment of the institutional capacity and the package of accompanying documents according to the format set by ANQA, within the timeframe provided by the schedule.

The ANQA coordinator reviewed the report to verify its compliance with the ANQA requirements. The self-assessment conformed to the prescribed format, the relevant grounds and the attachments required by the format were available. Then, the self-assessment and the package of attached documents, the electronic questionnaire completed by the TLI were provided to the expert panel, the composition of which was agreed with the university in advance and approved by the order of the ANQA Director.

Preparatory Phase

In order to prepare the expert panel for the work and to ensure the effectiveness of the processes, ANQA conducted four trainings on the following topics:

1. The main functions of expert panel members;
2. Preliminary assessment as a stage of preparation of the expert report, the main requirements for the report;
3. Methodology of document and resource examination;
4. Ethics and techniques of meetings and questions.

Examining the TLI's self-assessment and package of attached documents, the expert panel conducted a preliminary evaluation according to the format, preparing a list of required documents for further study, as well as a list of issues and questions, indicating the relevant departments or target groups. During the preliminary evaluation, expert panel members participated in online lesson observations at the institute. Then, the expert panel summarised the results of the preliminary evaluation and made a plan-schedule for the site visit [1].

Guided by the ANQA Accreditation Manual, the schedule includes expert meetings with all groups, open and closed meetings, document reviews, etc.

Preliminary Visit

On September 18, 2023, the meeting with the managerial staff took place at EIU. During the meeting, the site visit schedule², was discussed with the institute, the list of additional documents to be studied was presented, discussed, mutually agreed decisions were made on organisational, technical, informational issues, ethics norms and meeting participants' behaviour. The conditions for focus group and expert panel meetings were discussed, and the rules for organising hybrid meetings in an online environment (because of the pandemic) were clarified.

Site visit

The site visit took place between June 13 and 16, 2023. The work of the panel started with a closed meeting, the purpose of which was to discuss and agree the scope of the expert assessment with the international expert, the issues to be studied during the visit, the strengths and weaknesses of the TLI according to the criteria, the procedure of the focus group meetings, and clarify the next steps.

² APPENDIX 2. SCHEDULE OF SITE VISIT

The expert panel, ANQA coordinator and translator were present during the visit.

The site visit started with a meeting with the Rector of the institute and ended with a meeting with the TLI managerial staff. The participants (teachers, students, deans, chair heads, employers and alumni) of focus group meetings organised to clarify the questions were selected from the list provided in advance by the TLI. All scheduled meetings were held. During the planned visit, the expert panel also reviewed documents³ and resources⁴.

During the closed meeting of the expert panel held at the end of each working day of the visit, interim results of the expert evaluation were presented, and at the end of the visit, the main results of the visit were summarised in a closed discussion.

The expert evaluation was carried out within the framework of the ANQA procedures and State Accreditation Criteria and Standards, which provide for a two-tier rating scale: satisfactory and unsatisfactory.

Expert Report

The expert panel conducted the preliminary assessment based on the electronic questionnaire filled out by the university, the self-assessment submitted, the examination of the attached documents, the online lesson observations, as well as the site visit (as a result of regular discussions). Based on the observations made after the discussions, the expert panel and ANQA coordinator prepared the preliminary version of the expert report.

The international expert also prepared a separate opinion on the peer review. The documents were translated and provided to the expert panel. The peer review opinion is fully included in the text of the report. After the approval of the expert panel members, the preliminary report was provided to the TLI.

The TLI sent its response to the preliminary version of the report to ANQA on 21.08.2023. ANQA provided observations of the institution to the experts. On 28.08.2023, ANQA organised a meeting between the TLI representatives and the expert panel, during which the submitted observations regarding the preliminary expert report were discussed.

Taking into account the observations of the institution, the expert panel made the final version of the report.

Meri Barseghyan

Expert Panel Coordinator

18.09.2023

³ APPENDIX 3. LIST OF DOCUMENTS OBSERVED

⁴ APPENDIX 4. RESOURCES OBSERVED

BRIEF INFORMATION ABOUT EIU

History. Eurasia International University is a higher education institution with more than 25 years of history. The TLI presents itself as a dynamically developing education institution with a significant group of international students, valuing the quality of education and innovation.

The vision of the TLI is: 'To be a leading education institution with flexible governance in the region, aimed at training highly educated professionals with practical skills and abilities, theoretical and applied knowledge in accordance with the ever-evolving demands of the labour market'.

The TLI outlines its mission on three levels: teaching, research and public service, giving a primary role to the organisation of effective teaching and learning.

Education. EIU provides educational opportunities at the 6th - bachelor's, 7th - master's, 8th - researcher (scientific degree - candidate of sciences) levels of the RA NQF. The main higher APs of the TLI are: 'Management', 'Law', 'Foreign languages', 'Pharmacy', 'Information systems', 'Journalism', 'Elementary pedagogy' and 'Finance'.

Master's degree includes 'Constitutional Law', 'Civil Law and Procedure', 'Criminal Law and Procedure', 'International and European Law', 'Management', 'Project Management', 'E-Business Management', 'Hospitality Management', 'English Language and Literature (TEFL)', 'Information Systems (IS)' and other specialisations.

The TLI continuously coordinates APs of EU partner TLIs to ensure comparability and harmonisation of APs, as well as to promote mobility of staff and students. EIU has adopted a full credit recognition policy and developed appropriate mechanisms to ensure the implementation of this policy.

Research. In the EIU 2019-2025 strategic development plan (SDP), the promotion of quality research as a key direction of the TLI's development was presented with an emphasis on the relevant goal: 'Promotion of applied and scientific research aimed at the development of the university'.

The 9 goals of the UN 2030 Sustainable Development Agenda have been selected by the EIU AC as EIU TLI-wide priorities, guided by the EIU strategic plan.

Having the implementation of researches and their quality improvement as a strategic priority in the context of the 2019-2025 SP, a review was also carried out in the EIU organisational structure: in particular, the coordination of the academic works of the TLI was entrusted to the vice-rector for strategic development, considering it as a target strategic direction, the 'Centre for International Relations and Research' was disbanded, there are separate Centre for International Relations and Research Centre, and accordingly, the position of the head of the Research Centre was also filled.

Internationalisation. EIU has adopted a comprehensive internationalisation vision since the transformation of the TLIs SP in 2014. During that time, the TLI considered internationalisation as a separate strategic goal and target area, developing specific actions and goals around it. During the implementation of the SP, the TLI expanded the scope of international cooperation. Currently, the EIU

managerial staff is trying to find a new approach to spread and root internationalisation at all levels of the institution, which will completely change not only the practical qualities of the student, but also the governance practice, APs, research, etc.

The TLI aims to implement more intensive initiatives in the direction of internationalisation, taking into account also the changing national policies and priorities, reformed mechanisms that will ensure smoother implementation of the planned activities.

Quality assurance. The QA has been implemented as a separate function at the TLI since 2007, when the Centre for Quality Assurance and Academic Assessment was established at EIU as a new structural unit. One of the main functions of the department was to compile and publish the reference book of learning with the Credit system, to register and monitor students' attendance, to ensure the entry of exam results in the unified (electronic) database of students' academic data, to calculate and monitor the indicators of students' academic progress (Average grade and number of accumulated credits), to prepare and regularly update students' academic bulletins, provide relevant academic departments with information on student progress and class attendance, etc.

With the aim of spreading the QA culture and more regulation of the processes, the EIU QA policy and guidelines were developed in the institution, which more clearly define the quality assurance processes and mechanisms. The EIU QA system is regularly reviewed and improved, the university also conducts an evaluation of the effectiveness of the QA system and develops an improvement action plan.

***Source:** the sources of evidence in the above areas are the documents provided by the TLI (e.g. self-assessment, strategic plan, schedule, department plans, concepts, etc).*

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

I I. MISSION AND PURPOSES

CRITERION: The policies and procedures of the institution are in accordance with the institution's mission, which is in line with ANQF.

Findings

1.1. The institution has a clear, well-articulated mission that represents the Institution's purposes and goals and is in accordance with National Qualifications Framework (hereafter NQF).

The mission of EIU is fixed in the 2019-2025 SP, according to which the TLI outlines its mission in three directions: teaching, research, public service.

EIU has set the following goals for education:

- To teach according to national and European quality assurance standards.
- To implement higher professional and postgraduate education in the fields of social sciences, humanities, information technology and pharmacology aimed at the demands and needs of the labour market.
- To ensure sustainable international cooperation by localising best practices in the fields of training and quality assurance, internationalising educational content.
- To create a collaborative environment for education stakeholders s by facilitating the transfer and dissemination of up-to-date knowledge, skills and abilities.
- To develop learning skills among students through collaborative methods, as well as a willingness to accept new things and to constantly improve, contributing to ensuring their competitiveness in an ever-changing environment.

EIU has set the following research goals:

- To conduct research aimed at modernisation of education content, internationalisation, as well as continuous development of the university.
- To carry out applied research aimed at socio-economic progress and internationalisation of RA.

EIU has set the following goals for public service:

- To communicate the results obtained in the fields of education and research to wide circles of society, spreading the acquired positive experience and knowledge.
- To deepen cooperation with community institutions, to include socio-economic development issues of community importance in the research topics of students' internships and graduation papers.

EIU provides educational services at the bachelor's, master's and research levels, which correspond to the 6th, 7th and 8th levels of the RA NQF. In addition, the TLI values the UN's sustainable development agenda and the above-mentioned UN Sustainable Development Goals until 2030 are taken into account in various documents of the TLI's activities. Moreover, expert studies have

shown that the university also takes into account the UN's 2030 goals agenda in the process of improving the APs, as well as in the development of capacity building programmes.

It should be noted that the current strategy was adopted in 2019 and was not changed after the emergence of various events, in particular the pandemic and the war. There is an annual SP action plan and KPIs are defined according to directions and goals. During the site visit, it was found out that there is an understanding of the defined KPIs and actions to be implemented within the managerial staff, but at lower levels this understanding is not fully rooted to ensure the smooth implementation of the defined objectives-actions-KPIs chain.

During the site visit, it became clear that various meetings are held with the newly formed Governance Council for the purpose of discussing ways of implementing the strategic plan defined by the TLI, giving the board members the opportunity to make their proposals regarding the direction of the TLI's activities. It became clear from the site visit that the Governance Council did not present proposals for the need to introduce new APs and to change or clarify the mission of the TLI, which is partly due to the fact that this governance model is new.

The studies carried out by the expert panel and the meetings with the stakeholders showed that the TLI, based on its set goals, took steps to align the APs with the sectoral qualification frameworks approved by the RA MoESCS, in particular the 'Jurisprudence' AP can be mentioned. The TLI has also expanded the cooperation framework with local and international structures and education institutions, which has provided opportunities for the localisation of best practices, as well as increased the visibility of the TLI due to the provision of various public services. However, it should be noted that some of the defined goals are ambitious enough to be implemented with the current strategy and available resources. In particular, the study of the goals set in the direction of the research, the actions implemented and the resources provided allows us to state that the TLI still has a lot to do in order to achieve the directions set by it, to promote the implementation of applied and scientific research aimed at its development, and the internationalisation of their results.

1.2. The mission statement, goals and objectives of the Institution reflect the needs of the internal and external stakeholders.

According to the self-assessment, the TLI constantly conducts meetings with external and internal stakeholders in order to raise the needs. Monitoring and review of strategic planning is conducted in accordance with the TLI's QA guidelines. In order to develop the current strategy in 2017 by order of the rector, a working group was created to analyse the needs of external and internal stakeholders in order to later reflect them in the newly adopted strategic plan. The internal stakeholders of the TLI are the students, TS and SS. The TLI regularly organises surveys to highlight the needs of internal stakeholders.

It is clear from the visit that the TLI includes the society, the state, partner institutions and employers in its scope of external stakeholders. The analysis of the external environment was performed using the PEST tool, particularly the political, economic, socio-cultural and demographic, technological factors were studied.

The TLI constantly cooperates with employers, involving them in the Governance Council, faculty, and also organises regular meetings of employers based on the demands of the labour market to clarify the implementation of the TLI's mission, strategic goals and objectives. Moreover, since the TLI is private and is not in the same legislative field as state TLIs from a legal organisational point of view, in order to occupy a place in a competitive environment, it involves more external stakeholders in the activities of the institution, which enables employers, representatives of cooperating structures to make their proposals for the implementation of APs, establishing new partnerships in strategic directions for the TLI.

Expert studies have shown that external and internal stakeholders share the importance of defining KPIs by the TLI in a certain sense, but their reflection is still not visible in all areas of the TLI's activity (for example, some departments). In addition to the requirements of the RA labour market, the institution looks at the European labour market in particular and tries to reflect the results both during the improvement of APs and the implementation of strategic goals, since the TLI has foreign students.

During the visit, it became clear from the meetings with the stakeholders that there is no proper planning and adequate funding for the implementation of research and its internationalisation processes.

1.3. The Institution has set mechanisms and procedures to evaluate the achievement of its mission and purposes and further improve them.

In EIU, for the SP development, implementation and improvement of its goals, a number of mechanisms for evaluating the progress of the implementation of SP goals are developed and implemented, which are provided by the QA guide according to the logic of the PDCA cycle. In the EIU operational SP and its action plan, indicators and targets for the implementation of each strategic objective are defined in order to evaluate the performance of each year. There are strategic goals, for example goal 2 - promotion of applied and scientific research aimed at the development of the university, where indicators are defined: the percentage of employees with a degree or title (at least 50% annually), which is more in line with the license conditions of APs, more this KPI- clear mechanisms and actions are not defined to achieve it. In terms of academic publications, allowances are set for publications in SCC-accepted and international repositories, but many faculty members have been encouraged to publish in a TLI-based journal, and evaluation mechanisms to support publications in peer-reviewed journals are in place, but not yet available to help achieve this goal. Expert studies have shown that the level of applicability to local and international research grants is also very low. The KPIs of various goals and actions of the equalised system of SP indicators are almost the same in some directions, and their dynamics are missing according to years.

Thus, it is worth noting that from the comparative study of the TLI's strategic plans, it became clear that the experience of strategic planning in the TLI led to a certain clarification of the KPIs and the improvement of strategic planning processes and the perception of their importance among the TLI's stakeholders.

According to the self-assessment, the indicators of the effectiveness of the application of the quality management system vary between 80-90%, and the lowest percentage (67%) was obtained in the Document circulation and document management, Career development departments.

Considerations: The expert panel positively assesses that the mission of Eurasia International University equally expresses the content of its APs and activity directions. A positive circumstance is also the availability of methodological tools necessary for the adaptation of APs to the NQF and the resulting SQF, which is an important condition for the credibility of awarded qualifications.

The expert panel also highlights the increased involvement of stakeholders in the strategic planning processes, which has led to the reflection of their needs and a unified understanding of the TLI's mission among stakeholders.

The expert panel positively evaluates the fact that over time the TLI has been improving strategic planning with its development and evaluation tools. Thus, the third round of strategic planning differed positively from the previous one, first of all, in that there was a set of KPIs for evaluating strategic goals and that the third round was summarised based on that set.

At the same time, the expert panel notes the importance of ensuring the connection between financial resource planning and the implementation of SP goals, which will contribute to the long-term sustainable development of the TLI.

It is positive to use the KPIs for the implementation of strategic goals and to carry out evaluation with the KPIs later. In this regard, the expert panel considers that the lack of dynamics of the KPIs for the most part should be the centre of attention of the TLI, with the need to clarify and put them on institutional foundations in the next rounds of strategic planning. According to the expert panel, this approach will ensure the balanced development of the TLI in strategic directions.

Summary: Given that EIU has a clearly formulated mission that reflects the main directions of the TLI's activities, the strategic planning toolkit has been noticeably improved since the previous accreditation, there are trends to establish more reliable indicators for evaluating the strategic goals of the TLI, strategic planning includes the approaches and needs of a wide range of stakeholders, the expert panel finds that the institutional capacity of the EIU meets the requirements of Criterion 1.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 1 as **satisfactory**.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and purposes of the institution preserving ethical norms of governance.

Findings

2.1 The Institution's system of governance ensures structured decision-making process, in accordance with defined ethical rules and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.

According to the EIU charter, the EIU governance is carried out in accordance with the RA legislation and the EIU charter through the implementation of the functions of the board of founders (general meeting of participants), the Governance Council of the TLI, the academic council and the rectorate. The new version of the EIU charter was approved in 2022.

From 2023, they revised the composition of the Governance Council, involving students and teachers and revising the operational framework. There is no new order of the Governance Council yet, there is the order of activity of the Board approved by the Academic Council in 2009.

In 2014, the TLI approved the regulations of the Ethics Commission. Among the responsibilities of employees and students, the university charter stipulates the requirement to observe the rules of ethics. It became clear from the expert studies that there is also a case of discussion in the Ethics Committee due to the discovery of a case of plagiarism. The site visit and studies also showed that, although documents are available on the website, which include the provisions of the Governance Council's activities and its scope, the stakeholders are largely unaware of them.

Existing structural divisions in EIU have appropriate activity procedures, job passports are available in general, only some are missing (Programme coordinator position description, Programme coordinator assistant position description). As a result of the previous institutional accreditation, according to the follow-up plan, the TLI planned to carry out a review of the structure, clarifying the functions of the departments, as well as reviewing the hierarchy and responsibility powers of the structural units. However, the TLI still has positions with different names for the same functional scope (coordinator of the AP, responsible for the AP, assistant to the coordinator of the AP, clerk of the AP), from this point of view, structural clarification has not taken place. In addition, in particular, emphasising the development of research, the 'Centre for International Relations and Research' was disbanded, now there is a separate Department of International Relations and the Research Centre, new structural units were opened: the Office of Educational Affairs, the Training Centre, the Preparatory Department, etc, were introduced by SP, other planned target positions: registrar, IT specialist AP manager, training centre manager, etc. The site visit revealed that there are no other employees in the Research Centre except for the head, the coordination of scientific work is assigned to the vice-rector for strategic development, although this direction is considered as a target strategic development direction, and ambitious goals are planned. During the visit, only the position of the head of the QA Centre was occupied, in the event that the department has a rather wide functional scope.

At the same time, it should be noted that the TLI has an organisational structure scheme, in which not all connections are expressed, in particular, it does not appear that the vice-rector for strategic development and academic works and the QA Centre cooperate with the chairs, while the site visit revealed that cooperation exists at different levels of planning and improvement of processes in the TLI.

The TLI operates according to its charter, which was approved in 2009 and revised in 2022. The review is due to the fact that 3 structures have been merged: SC, SSS, Student Rights Defender, as well as the governing bodies of the SC, their powers and election procedure.

It should be noted that there is no financial planning in the SP from the point of view of achieving the respective goals. During the visit, it was found that the approximate calculation of the budget required for the implementation of the SP was not carried out, nor was the study of the financial and other resources required for each department aimed at ensuring the implementation of the SP carried out. From the study of the budgets, it becomes clear that most of the financial resources are allocated to the payment of salaries (about 70%), the scholarship and benefit expenses (about 3%), office and utility expenses (about 5%), the goods and services purchasing expenses (about 6.5%), acquisition costs of non-current assets (around 6.5%). Financial planning and governance of the TLI, college and guest house are carried out separately. About 95% of the income in the TLI comes from the tuition fees.

According to the SP, the TLI has a defined KPI: profitability level (minimum 15% per year), budget forecasting and execution with minimum negative deviation (maximum 20%). The TLI had planned unprofitable and non-self-supporting chairs unification, transformation or termination of activities by 2021, but the site visit revealed that such a calculation was not yet available.

According to the self-assessment and expert studies, EIU also uses a project-based management approach, when an employee is appointed or invited to be in charge of a specific project. It has become clear from the visit that with this approach, the TLI is able to effectively manage various international programmes.

2.2 The Institution's system of governance gives an opportunity to students and the teaching staff to take part in decision-making procedures.

EIU governance and academic councils include both faculty and student representatives - 25% of the total staff. During the visit, it was found out that the students involved in the governing bodies are not interested in the detailed analysis of the discussed issues, at the same time it was found out that the teachers and students who were not involved in the governing bodies were generally not aware of the discussed issues and there were no discussions with them to find out their opinion on the issues concerning them. Meanwhile, 78% of staff (including AS and TS) and 79% of students state that they have sufficient opportunities to participate in the TLI governance and decision-making processes according to the results of the survey conducted for the purpose of self-assessment of institutional capabilities. The visit also revealed that there is a lack of motivation among the teachers and students involved in the governing bodies to participate in decision-making, to discuss the decision with a wide range of teachers and students in order to express their general opinion in the councils, or to carry out awareness activities about the decision made. At the same time, it was found out from the visit that the selection mechanisms for the involvement of students in governing bodies were not clear and understandable for students.

According to the self-assessment, the participation of the stakeholders in the TLI governance is also indirectly carried out through the means of quantitative and qualitative researches organised by

the QA Centre, and evaluation of teachers by students. Expert studies have shown that through such evaluations and conducted surveys, internal stakeholders are able to raise their needs, ensuring the continuity of the improvement of APs, infrastructures and resources.

2.3 The Institution formulates and carries out short-term, mid-term and long-term planning consistent with its mission and purposes as well as has appropriate mechanisms for the implementation and monitoring of those plans.

EIU implements its long-term planning with the 2019-2025 SP. In order to analyse the previous SP, the TLI has conducted an analysis of EIU internal and external environments. In the SP, goals are specified and KPIs are identified for the achievement of the goals. Expert observations have shown that there are KPIs for which numerical indicators have been set either for each year or at a certain deadline, and in some cases, the deadline differs from the SP deadline. It should be noted that no other indicator has been defined for the interim period from that deadline to the SP deadline, so the further development of the mentioned processes until the SP deadline is not visible (for example, the English language level of the staff (at least 50% of them have a B1 level by 2022), improving the digital skills of students and staff (independent user level) (by 2023 at least 50% has it), percentage of financial means directed to research (by 2021 at least 10%), etc). There are KPIs that imply a numerical indicator, but it is not defined what kind of indicator is considered as a goal (Number of teachers teaching foreign languages (at least B2/C1/C2 levels according to European standards), number of trainings aimed at improving research abilities, number of research programmes and publications, etc). The expert panel also considers it necessary to note that there are KPIs for which the defined numerical indicator does not imply dynamics (in particular, the percentage of employees with a scientific degree or title (at least 50% annually), the indicator of satisfaction with working conditions (at least 75% annually), etc).

The SP was approved by the Governance Council, but the site visit revealed that the members of the board generally do not make recommendations regarding the implementation, planning or improvement of strategic processes.

The TLI also has a 2019-2025 SP-related action plan. For each goal, a strategic action, a current action, a person responsible, and a deadline are indicated. The expert panel notes that there are no defined results and no budget for the actions. It was found out from the site visit that no calculation was made as to what kind of budget would be required for the implementation of the SP, they also did not consider to what extent the SP was implemented or whether they had guarantees that it will be fully implemented. In most cases, the date for the actions is indicated as the current or the dates of the actions end in 2019, 2020, and after that, until the end of the SP, other results are not defined.

Expert studies have shown that the actions in the SP developed according to the standards are the same as in the 2019-2025 action plan attached to the SP, again there is no definition of the budget and intended result for individual actions.

From the site visit, it has become clear that although responsible persons are defined for the actions mentioned in the SP, but as the responsible persons are separated in a universal way, without specifying which part of the achievement of the result each of them is responsible for (their reflection

is not visible in the annual plans of the units), it is not possible to determine the amount of responsibility in case of not achieving the result or not providing the specified KPI.

The departments have annual work plans, in which you can also see the actions mentioned in the SP in the same way as in the SP, the action planned for the specific department is not distinguished by that action. There is no budget planning in the annual plans either. For each action, results are indicated, which are provided as a result of a series of actions in the SP action plan. According to the academic year plans, there are no quarterly indicators, although the departments submit quarterly reports, where they descriptively present the processes implemented within the scope of the planned operation.

Reports by the SP indicators and Rector's reports by strategic goals are available for each academic year. Studies show that there are poorly implemented SP indicators, but they did not lead to certain consequences, both in terms of re-planning and accountability.

2.4 The Institution carried out examination of facts affecting its activities and draws on reliable findings during the decision-making process.

The 2019-2025 SP was based on the analysis of the EIU Internal and External Environments carried out in 2019 during the implementation of the previous SP. It became clear from the expert studies that the data for the previous 3 academic years are also presented here, which according to the TLI's presentation is considered a comprehensive analysis of the factors affecting its activity. Thus, the expert studies showed that although the document mentions the achievements and gaps of each objective of the 2014-2018 SP, there are no justifications, conclusions and reference to the influencing factors that will lead to decision-making based on the extracted data.

EIU's QAC conducts surveys of students and staff. This allows to ascertain their satisfaction on various issues, some of which are also viewed as the SP KPIs. However, during the visit and studies, it was found that the factors affecting the TLI's activities are not identified through surveys, only the satisfaction of the stakeholders is studied.

From the visit, it has become clear that there has been a precedent at the TLI, when the student studied the current situation and development trends of the RA labour market as part of the graduation work, which is considered by the TLI as the basis of the labour market analysis. From this point of view, the TLI has not yet carried out another fundamental and comprehensive analysis, which would serve as a basis for making decisions dedicated to the introduction or improvement of APs, the review of strategic plan directions.

It has become clear from the visit that there are cases when employers' approaches to certain issues were important, particularly the opinions of teaching employers regarding the contents of the courses, considering the demands of the labour market.

From the visit, it has been found out that risk management approaches do not work.

EIU conducted a SWOT analysis according to institutional accreditation criteria in 2021, within the framework of the "Development of Internal Quality Assurance Capabilities in RA Universities" programme funded by UNESCO, which was later also used during the self-assessment.

The TLI has international students, but there are no clear analyses of the international labour market. Also, there are no studies on whether international students find a place in the labour market after graduation or not. Only in the case of the 'Pharmacy' specialisation, the citizens of the Islamic Republic of Iran, returning after studying at EIU, pass an exam and receive a certificate, this is considered by the TLI as an important incentive.

From the point of view of the attractiveness of the TLI, the managerial staff considers it important to adapt the TLI area for students' stay and, in this direction, much work is being carried out, considering the issues raised through surveys.

2.5 The management of the policies and the processes is based on the quality management principle (plan-do-check-act /PDCA/).

The expert meetings have shown that the TLI attaches importance to the application of the principle of quality control and tries to implement the administration of policies in line with the principles of the PDCA cycle. Nevertheless, expert studies have shown that this principle has not yet been fully applied in various stages of administration implementation. When revising documents, the beginning of the document states when the revision was made and generally states what has changed as a result of the revision. Expert studies have shown that a number of documents were developed long ago and no improvements have been made. In particular, the QA Policy document was approved in 2012, in which it is stated that an evaluation should be carried out in the Governance Council every year, which should serve as a basis for revisions, but no evaluations for each year are noticeable, there is only the 2022 assessment. A number of documents have not been revised for more than 5 years, such as the Rules of Procedure, the procedure for student evaluation of professors, the procedure for publishing and publicising research, etc, which, according to the QAC's analysis, is due to their incomplete application.

The TLI has an evaluation of the effectiveness of the application of the Quality Management System (internal inspection report) compiled in 2022, where the results of the evaluation of the effectiveness of the governance processes and the evaluation of the effectiveness of the service processes are presented, the data presented is limited to the 2020-2021 year. In most cases, when inconsistencies are noted and there are no deviations, no justification is provided. The site visit has revealed that the QAC takes into account the opinions of the stakeholders, but it is not clear whether a multi-faceted approach was provided to evaluate the given process, all circumstances were taken into account or not. As a result of the assessment, they present conclusions and recommendations. It has become clear from the visit that no significant changes have been made based on these analyses.

For some processes (for example, implementation of APs), there is a problem in planning, for some processes the evaluation-improvement connection is not visible.

There are documents whose contribution is due to institutional accreditation processes (namely: analysis of the 'Comprehensive Student Survey', analysis of the 'Comprehensive Staff Survey', evaluation of the 'Effectiveness of the Application of the Quality Management System', 'Procedure for Internal Inspection of the Quality Management System').

2.6 The Institution has evaluation mechanisms in place ensuring data collection, analyses and application of the data on the effectiveness of the academic programmes and other processes.

In order to collect and analyse information on the effectiveness of APs, evaluations, monitoring of APs, as well as surveys take place in the TLI. The procedure for development and monitoring of APs was developed in 2014 and revised in 2016, adding a procedure for updating teaching materials and resources and a methodology for implementing benchmarking, and has not been updated since then. As a result of document review and site visit, it has been discovered that processes in other directions of APs and SPs have not yet been carried out in a full cycle. The TLI considers the evaluation of the effectiveness of the implementation of the Quality Management System implemented by the QAC as an important mechanism, on the basis of which steps have not yet been taken. From this point of view, the TLI also emphasises the regular implementation of surveys. It has become clear from the expert studies that there are questions in the questionnaires that do not allow identifying a certain problem (in particular, the satisfaction of students with the activities of various departments, the assessment of resources and infrastructure by students or employees). During the visit, it was found out that in some cases (satisfaction with resources, evaluation of TS, etc) the TLI is consistent in identifying the causes of the worrying indicator by applying focus group discussion approaches, but clear analyses due to these processes are not noticeable.

2.7 There are objective mechanisms in place evaluating the quality of quantitative and qualitative information on the academic programmes and qualification awarded.

EIU publishes the proceedings through the official website, social networks, which are largely promotional in nature. Rules, statutes, regulations, procedures, rector's reports are posted on the website, there are no GC and AC protocols, survey analyses, other research results. They also publish Erasmus success stories, information about students who won the best student award.

Published documents, reports and other publications are mostly in Armenian, with the exception of some.

From the studies and the visit, it has been found out that, although the TLI has successful alumni, there are also international students from Iraq who have received licenses to carry out professional activities, but there are no publications about this on the website.

From the studies and the site visit, it has also been found that, although they have surveys about the publications (students and staff evaluate the structure of the site and the quality of the materials), they do not allow to evaluate the above-mentioned publications.

Considerations: The expert panel considers it positive that the activities of governance bodies and departments are regulated in the EIU, which was greatly facilitated by the definition of the operational framework according to the relevant statutes and regulations. Despite some changes implemented in the governance system, governance processes are still not implemented with sufficient stakeholder involvement and participation, and collegial governance is not sufficiently expressed in the

TLI. In this case, although the mechanism of involvement of professors and students in the decision-making concerning them exists formally, but procedurally, it is not expressed. This circumstance, according to the expert panel's assessment, can hinder the complete identification of the needs of the internal stakeholders and the decision-making based on them. From this point of view, the TLI should pay attention to ensuring the transparency and awareness of the selection mechanisms of students and teachers, which will be an additional incentive for the active involvement of students and teachers in the governance processes.

The expert panel positively assesses the presence of mechanisms designed to define and maintain the rules of conduct in the TLI and emphasises the increase of awareness of the stakeholders regarding the existing documents in order to increase the efficiency of the mentioned processes and contribute to the maintenance of management ethics provisions.

The expert panel considers it positive that job passports are generally defined for the positions in the university, and the TLI's aspiration to have a more effective and appropriate structure for the implementation of the SP is appreciated. However, the expert panel emphasises that the organisational chart clearly reflects the vertical and horizontal connections, while attention is paid to providing certain different functions for different posts. From this point of view, the expert panel pays special attention to the fact that the divisions are in line with the defined strategic goals and the intended operational framework in terms of human and other resources. According to the expert panel, the mentioned issues can hinder the realisation of strategic goals and the development of the TLI in the strategic directions it has identified.

The expert panel considers it positive that the TLI implements the electronic management system of the educational process of 'Ebuh' universities, as it can contribute to the efficient organisation of document circulation.

The expert panel emphasises that the lack of distribution of financial resources according to long-term and short-term strategic planning and the existence of problems related to the diversification of budget inputs endangers the realism of all planning and the guarantees of implementation, especially since there are no plans according to APs and analyses of the effectiveness of implementation in financial terms.

The expert panel considers the project management experience at EIU positive, which contributes to the effective management of individual processes.

The expert panel stresses the importance of the fact that the approaches of the internal stakeholders can be presented through the results of the surveys conducted by the QAC, but the essential issues raised through them are not noticeable, which is also due to the weak motivation of the stakeholders. This also proves that participatory management processes suffer due to weak awareness.

The expert panel considers it positive that the TLI has a 2019-2025 SP, has a mission, set goals, they have also tried to implement the mechanism of defining the KPIs and, according to them, made it important to be accountable. However, the expert panel considers the problems in the planning process as worrying (lack of budget planning, lack of clarity of the KPIs, lack of results planned by actions), so long-term and short-term planning have uncertainties and their entirety has not turned into a clear

way to achieve strategic goals according to clear responsibilities and deadlines. In this regard, it should be noted that long-term and long-term strategic governance processes are affected both from the point of view of planning and implementation, as well as monitoring and guaranteeing the availability of goals.

The expert panel also acknowledges the work done to ensure accountability according to the SP is also visible, but the monitoring process is not clear, the shortcomings do not lead to in-depth analysis, re-planning or accountability. There are defined indicators that are medium or long-term and no current intermediate results are defined, which hinders their current evaluation.

According to the expert panel, EIU has some mechanisms through which it conducts studies of factors affecting its activities in a certain way, and they influence decision-making. The expert panel also emphasises the introduction of risk management mechanisms, as well as the implementation of more in-depth analyses when making decisions related to strategic issues or important managerial issues, which will greatly increase the effectiveness of the decisions made.

The expert panel considers it positive that the TLI has introduced a mechanism for evaluating the effectiveness of the application of the Quality Management System, which is still being used, and separate stages of the quality management principle are used for the implementation of the administration of policies and procedures, but the application of the full cycle has not yet become part of the general culture.

For the expert panel, it is visible that in some cases, the mechanisms for collecting and analysing information on the efficiency of some processes have been improved, but the expert panel notes that comprehensiveness of collected information is important for ensuring reliable analyses.

EIU has some publications on the AP quality and awarded qualifications, but according to the expert panel, the publications need to be supplemented from this point of view, which will contribute to providing more updated, objective and unbiased quantitative and qualitative information. Along with that, the expert panel notes that it is important to pay attention to improving the evaluation mechanisms of these publications, which can contribute to the further development of the above-mentioned processes.

Summary: Taking into account the incomplete application of collegiality approaches in management processes at EIU, the imperfection of strategic governance processes, the scarcity of objective and comprehensive data for decision-making, the absence of risk management mechanisms, the incomplete use of the quality management principle in relation to policies and procedures, APs and some processes the imperfection of the mechanisms for collecting, analysing and evaluating the effectiveness of information, the scarcity of publications of quantitative and qualitative information about the quality of APs and the qualifications awarded, and the imperfection of the mechanisms for their evaluation, the expert panel considers that EIU does not meet the requirements of Criterion 2.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 2 as **unsatisfactory**.

III. ACADEMIC PROGRAMMES

CRITERION: The programmes are in concord with the Institution's mission, form part of institutional planning and promote mobility and internationalisation.

Findings

3.1. The academic programmes are in line with Institution's mission, they correspond to the state academic standards and are thoroughly described according to the intended learning outcomes of the qualification awarded.

At EIU, APs are implemented at three NQF levels: 6th, 7th and 8th. As of the 2022-2023 academic year, 23 educational programmes are being implemented, of which 9 are at the bachelor's, 11 at the master's and 3 at the post-graduate educational levels. In addition, they also organise studies in the fields of Law, Pharmacy and Management for international students. The number of international students has increased in recent years, and the TLI is continuously working to increase it.

According to the EIU 2019-2025 SP, the TLI plans to implement higher professional and postgraduate education in the fields of social sciences, humanities, information technology and pharmacology, aimed at the demands and needs of the labour market.

The EIU considers the analyses of the National Statistical Service as a study of current labour market demands. Expert observations have shown that EIU does not have separate comprehensive analyses of the labour market. During the visit, it was found out that they did not carry out a separate study for international students, nor had an analysis of the international labour market been carried out yet.

From the self-assessment and the site visit, it has been found out that EIU values the institutional accreditation process and, accordingly, emphasises that in the previous accreditation process, the expert panel 'reviewed the availability of APs with defined outcomes' and 'the consistency of the APs' outcomes with similar to other APs' have been identified as EIU strengths. However, it is noted that EIU is aware of the continuous process of improvement of APs and according to the 'Programme Development and Monitoring Procedure', it revises and improves APs every year, responding to changes in the labour market and global trends. With this trend, EIU has started another major round of improvement of programme and educational processes starting from the 2019-2020 academic year, as a result of which, in particular, the benchmarking format of APs was revised in 2020, and the formats of educational and subject programmes in 2022. The site visit revealed that SQFs have also been taken into account in recent curriculum improvements. The site visit has revealed that when revising the APs, the TLI considered the experience gained due to the pandemic of 2020 and added a certain part of the course as an option, and in the case of the master's degree, it was conducted entirely remotely, which is done by presenting the application of this opportunity by the teacher and with the special permission of the chair. With this in mind, EIU has worked to create a Microsoft Teams platform where teachers post relevant packages, assignments and class notes.

Examining the APs, the expert panel notes that each AP states the programme's purpose, admission and graduation requirements, and further study and career opportunities for graduates.

General and professional learning outcomes are distinguished, necessary learning resources are indicated. The curriculum package also includes mapping of curriculum outcomes and NQF comparability, as well as mapping of curriculum and course outcomes comparability. The course descriptions of APs mention Armenian as the language of instruction. From the site visit, it has been found that, although work has been done to increase practical and practical hours, the TLI still sees a need to increase them.

Elective courses are presented in the curricula, but there are cases when, as a result of choosing the optional courses in the same list, different final results will be formed as planned, the differences are also expressed by the fact that they are mainly aimed at general or professional final results (in particular, Sociology and Business Communication Skills). The site visit has revealed that the courses chosen by the majority of students are being organised. At the same time, it turned out that only one of the domestic courses is conducted in English, and international students do not have the opportunity to choose a course. It has been found out from the site visit that Armenian master's students have their lessons in English in the same group as international students. Undergraduate studies for international students are carried out in separate groups. However, at the same time, it has been found out that in some cases, international students also have a problem with English.

From the study of documents and the site visit, it has been found out that part-time learning is organised only on Saturdays, which is appropriate for students who also work. Studying in the master's degree is mostly conducted remotely using the capabilities of Microsoft Teams.

As a result of the study and comparison of the APs, it is noticeable that courses of the same name in the bachelor's and master's degrees, which are mostly repeated in content (in particular, the courses in the AP on 'Management': Strategic Management, Project Management).

There are cases where English sources are missing from the bibliography in the course descriptions (specifically, in the AP on 'Management': Accounting, International Management, Informatics, Economic Theory in the courses, Law in the European Law course).

As a result of conducting a comparative analysis, changes have been made in the master's APs, making the study years 1.5 years, as well as revising the list of courses and, to a certain extent, the content. However, at the same time, the learning outcomes planned by the APs have not been changed.

3.2 The Institution has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes of academic programmes, which ensures student-centred learning.

Undergraduate programmes have a 'Teaching and Learning Methods' section, and Master's programmes have a 'Learning and Studying Methods' section. They highlight the teaching and learning methods for the AP. For each course in the AP, the TLI has a course syllabus, in which the proposed forms and methods of teaching and learning are generally indicated.

Within the framework of the revisions launched after the previous accreditation, the departments addressed the question of ensuring the interdependence of outcomes, teaching and learning methods, as well as assessment methods, taking into account the advice given by the expert panel. The site visit has revealed that the teachers are free to choose teaching and learning methods. It

should be noted that there are computers and projectors or screens in the classrooms, which the teachers use in the teaching process. As a result of the training and the site visit, it has been found out that the teachers have made considerable strides in using more interactive methods of teaching and learning, which is characteristically noticeable to the students as well, and is seen as an attractive aspect for the students. In particular, they hold seminars where students deliver presentations and a discussion takes place.

It has been found out from the site visit that when students change the direction of the basic specialisation when entering the 'Management' and 'Law' majors, issues arise from the point of view of full provision of professional abilities, and in this case the teachers try to work individually with the students to achieve the expected results.

From the visit and the lesson observations, it has become clear that the implementation of individual works is seen as an important component. From the study of the documents, it has been found out that the main part of the student's workload is expressed through the component of independent work. Expert studies have shown that there are cases when the topics of independent work are the same as the topics planned within the course and it is not specified what kind of requirement is set before the student as an assignment within the scope of independent work. There are assignments for each topic in the course descriptions. Expert observations showed that there are cases when only literature is indicated in the 'Assignments' section or the assignments are mainly aimed at the formation of theoretical knowledge (in particular, International Management, Theory of Economics), while the APs also have competence-oriented outcomes.

While revising the curricula, the TLI emphasised the addition of a practical component and the organisation of internships. They organise and implement workshops and extracurricular classes conducted by practical experts in the relevant field for the formation of practical skills of students in factories and employers' workplaces.

It has become clear from the site visit that as a result of cooperation between EIU and 'ID Bank' CJSC, the book on 'ID Bank: New Banking Culture' (case study) was published authoring the teachers of the TLI, in which the existing cases are applied in the teaching process within the framework of 'Management' AP.

According to the results of the self-assessment and the site visit, it has been found out that the procedure and methodology of the implementation of the internships were revised, based on the results of the internal inspection carried out by the QA Centre. The TLI has a procedure for organising and conducting internships approved in 2014, which was revised in 2022 as a result of the above. As a result of that revision, for example, educational practices were integrated into the main vocational courses, with the aim of strengthening and deepening the theoretical knowledge acquired by students during the studies, as well as contributing to the formation of professional abilities and skills. However, the visit has shown that the internships are mainly aimed at developing research and analytical abilities and do not express the formation of other professional abilities. There are no separate hours allocated for internship in the curricula and course descriptions. Separately expressed in the curriculum, only

the pre-graduation internship is provided by the undergraduate AP, and professional/research internship by the master's AP.

The EIU QAC conducts surveys, according to the results of which students are generally satisfied with the quality of compulsory courses and the teaching methods used, but the satisfaction index with the quality of elective courses is not high.

3.3 The Institution has policy on students' assessment according to the learning outcomes and promotes academic integrity.

The TLI operates the 'EIU Student Knowledge, Skills and Abilities' assessment procedure, the last revision of which was in 2022. In particular, a point was added that if there are more than 30% (for the part-time - 40) absences in the semester, the student is expelled by the decision of the Academic Council. In 2022, as a result of the revision of the procedure for organising and conducting exams, the evaluation rubrics became mandatory, the implementation of combined and alternative exams was added: online written, online verbal. From the study of APs, it has become clear that there are courses within the framework of which there are assignments, which are mainly aimed at analytical abilities, in some cases, also at practical abilities (in particular, 'Accounting'). Expert studies have shown that the relationship of assignments to course outcomes and AP outcomes is not clearly defined (specifically, 'International Management', 'Management'). It has been found out from the site visit that sometimes students are not able to conduct laboratory experiments for biochemistry and microbiology courses. The number of students majoring in pharmacy is small, students are able to perform experiments many times to achieve the final result. It was also found out from the site visit that the evaluation criteria for achieving the outcomes are not clearly expressed.

The TLI has an appeal procedure, but it has become clear from the visit that there are generally no recorded appeal cases.

The internship evaluation at the TLI is carried out according to the internship defense format, where the following components are distinguished: attendance: 15%, evaluation of the internship coordinator in the organisation: 15%, internship report: 30%, internship defense: 40%. The site visit has revealed that the practice planning is not clear, the assignments given to students mainly depend on the employer's requirements. The results of the internship are evaluated by the chair based on the report and opinion. It became clear from the site visit that the pre-graduation internship is aimed at the implementation of the graduation work, the subject of which the TLI tries to connect with the direction and activity of the internship place.

The TLI has a guide for the preparation and defense of the Bachelor's research work and Master's thesis approved in 2014, which was revised in 2021. The document presents knowledge, skills, and abilities for graduation work and master's thesis, with a comparative table by undergraduate and master's degree programmes. From the site visit and the study of graduation papers and master's theses, it has become clear that the evaluation was carried out according to the format required by the document, but the application of the requirements presented by that document is not always visible in the works.

From the visit, it has been found out that the TLI uses a suitable programme to detect cases of plagiarism of graduation papers and master's theses, but there is still a problem with Armenian texts.

3.4 The programmes of the Institution are contextually coherent with other relevant programmes and promote mobility of students and staff.

EIU has a quite wide range of cooperating TLIs, and in 2017, it conducted a comparative analysis of APs with the corresponding APs of these TLIs. These analyses formed the basis for the revision of APs, which also resulted from the demand of the applicants with the goal of re-specialisation and acquiring a new profession and who were secured with a job to master the outcomes provided by the master's AP faster, and the employers also mentioned the same need. Having this circumstance, as well as the transition to hybrid learning as goals, in 2020, they undertook and implemented a process of comparative analysis. As a result of the analysis, some courses underwent content changes, some were removed from the list ('Management' AP).

From the site visit, it has been found out that all collaborating TLIs were considered while conducting a comparative analysis, but a clear comparison of the AP outcomes of these universities was not carried out, while in many cases they were guided by the information available on the Internet, along with this, the results of the observation of employees in those TLIs with mobility programmes were also studied. The latter were also the basis for reviewing the content of individual courses.

As a result of the comparative analysis, processes aimed at increasing credits were also carried out, but the process of allocating credits to the courses was not always carried out with appropriate justification. There are cases when allocating credit for a certain course was guided by the mechanical averaging of the credits obtained as a result of the study. From the studies and the visit, it has been found out that there are courses that are not in line with international requirements and are not suitable for international students (in particular, Accounting 1, Accounting 2).

Double degree programmes are implemented in the fields of law, management and IT.

In 2019, the TLI approved the 'Policy of Students' Academic Mobility and Recognition of Results' and the 'Procedure of Recognition of Credit Mobility Results'. As a result, on the basis of the pre-signed contract, the student can accumulate credits from cooperating foreign TLIs, as well as from other Armenian TLIs that have passed institutional accreditation, but there is still no experience of students' mobility and credit recognition with different RA TLIs.

When studying the data on the mobility of students, it can be stated that they have not registered a dynamic growth during the last 5 years, while in the case of teachers, this indicator has increased for the last two academic years compared to the 2018-2019 and 2019-2020 academic years. Teacher inflow rates have decreased, and student inflow rates are generally quite low.

3.5 The Institution adopts policies in place ensuring academic programme monitoring, evaluation of effectiveness and enhancement.

EIU has developed a procedure for developing and monitoring APs. According to the document, annual and long-term studies and changes based on them are assumed.

The studies and the site visit have shown that various factors are involved in the revision of APs: the problems presented by the teachers, the opinions presented by the final attestation committee, the international experience, the accreditation process, and the discussions taking place in the chairs, the trends in the development of the labour market, the lesson observations. In the TLI, evaluation surveys of the effectiveness of the implementation of APs are carried out, but their impact on the review of APs is not noticeable.

At the same time, the site visit has revealed that the process of evaluation, monitoring and improvement of APs is still not a clearly coordinated process, in particular, the involvement of employers and the impact of graduates' results on the labour market are not noticeable. EIU generally does not follow the trajectory of international students after graduation because of the difficulties, but in individual cases they consider obtaining a license for alumni to carry out professional activities after returning to their country, which is a guarantee to consider the education received as acceptable. Emphasising the involvement of employers, the TLI involves them particularly in the processes of teaching and theses supervision, as a result of which teachers with practical experience share modern challenges, transfer their experience to students, as well as to their fellow teachers.

Considerations: The expert panel considers it positive that the university TLI has carried out mapping of compatibility with the NQF and works are being carried out in the direction of compatibility with SQF. It is also positive that the TLI emphasises the demands and needs of the labour market, but the implementation of multi-faceted studies and analyses in this direction will contribute to ensuring the continuity of APs. From this point of view, it is also important to take into account the position of international students in the labour market:

The expert panel notes that the APs at EIU have a detailed description of the qualifications awarded and expected learning outcomes, but it is important that this is accessible to students (including international) and all teachers. The expert panel considers positively the works and reforms carried out in the direction of APs, which led to the clarification of the descriptions of APs and the outcomes. For the expert panel, the works carried out in the direction of modernisation of teaching and learning methods, which greatly increased the efficiency of the implemented APs, are also appreciated. However, there are still problems in terms of fully ensuring the outcomes aimed at practical abilities. The expert panel notes that these processes will benefit if the TLI pays more attention to assignments aimed at practical abilities, used teaching, learning and assessment methods, problems in the internship process.

It is positive that they have planned quite a few elective courses in APs. At the same time, the expert panel emphasises the fact of paying attention to optional courses, taking into account the end results provided by them, as well as the possibilities of choosing them. The results of satisfaction surveys are also an indicator of problems related to optional courses, which deserve attention and lead to the need to conduct additional research to more deeply consider their connection with the AP outcomes. This is an important circumstance from the point of view of guaranteeing AP results.

The expert panel considers that the problems of international students' knowledge of English can hinder the learning process, at the same time the same circumstance and constraint can hinder the effective learning process of Armenian students in the master's degree, therefore it is important that the TLI pay attention to this circumstance by clearly assessing the level of students' language proficiency according to characteristics of each AP.

The expert panel considers it positive that the TLI organises and conducts workshops and extracurricular classes conducted by practicing specialists of the relevant field, there are also other results of effective cooperation with employers, which contribute to a certain alignment of APs with the modern requirements of the labour market.

The expert panel positively assesses the processes aimed at improving the students' evaluation policy, in particular the work done in the direction of defining the rubrics, the work done in the direction of the requirements presented to the graduation papers and master's theses, and the work done in the direction of the established evaluation criteria. The expert panel emphasises that the TLI should take active steps in the direction of expressing the connection between assignments, evaluation criteria and outcomes in APs, which will contribute to the full implementation of the evaluation policy and ensuring the transparency of the evaluation system.

The expert panel considers the TLI's efforts to study and implement international experience as positive. According to the assessment of the expert panel, these processes are also an important component of justifying the motto of the TLI ('Our hand is on the pulse of the century'). However, the expert panel believes that when conducting comparative benchmarking, there is a need to sort the selected TLIs and APs according to their goals, to conduct more in-depth and thorough analyses, taking into account the characteristics of the TLI APs and the existing infrastructure.

The TLI has also implemented activities to facilitate student and faculty mobility processes and encourages participation in these programmes. The expert panel considers that the implemented processes will lead to a dynamic increase in the indicators of the mobility of students and teachers, because currently the increase is still noticeable in the indicators of the outflow of teachers.

According to the expert panel, the TLI has carried out notable works in the direction of development and monitoring of APs, and in the case of making the mentioned processes more comprehensive, making researches more comprehensive and involving a wide range of stakeholders, revisions of APs will be based on the most reliable data to prepare alumni who meet the demands of the labour market and to increase the visibility of the EIU APs among similar programmes.

Summary: Considering that EIU's APs derive from the institution's mission, are in line with the NQF, and work is being carried out to align them with the SQF, the TLI is working on modernising teaching and learning methods, clarifying the evaluation policy, emphasising academic integrity, works implements structural and content-wise alignment of APs with international requirements aimed at ensuring mobility, has a procedure for developing and monitoring APs, the expert panel considers that EIU meets the requirements of Criterion 3.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 3 as **satisfactory**.

IV. STUDENTS

CRITERION: The Institution provides support services to students ensuring productive learning environment.

Findings

4.1 The Institution has set mechanisms for promoting students' recruitment, selection and admission procedures.

EIU has clear mechanisms for student recruitment, selection and admission. Admission to study in the existing system of the bachelor's degree is carried out on a competitive basis and in accordance with the 'Regulation of State and Non-State TLIs Admission (according to the Bachelor's education programme)' approved by the RA Government's decision N 597 as of April 26, 2012. Admission to the part-time system is organised according to the EIU student admissions process. Bachelor's entrance exams are divided into competitive and non-competitive. After submitting the documents for the competitive exams, the entrance exams are organised and the students who have obtained sufficient points start their studies at EIU.

At EIU, the number of master's degree applicants has increased. Admission is carried out in accordance with RA Ministry of Internal Affairs as of December 6, 2007 N 1193-N on 'Regulations for Admission and Teaching of Master's degree in RA TLIs'. Admission is carried out on the basis of a competition, according to the accepted order, and also EIU undergraduate students can continue to a master's degree in the same specialty on the basis of an interview, taking into account the progress and results shown during the bachelor's degree.

The admission of international students is carried out in accordance with the 'Procedure for the Admission of Foreign Citizens to Higher Educational Institutions of the Republic of Armenia' and the 'Procedure for Collecting Documents of EIU Foreigners and Obtaining a Residence Card' approved by the RA Government's Decision N700-N as of April 28, 2011. For international students, there is a department of Preparatory courses, during which students are taught the language of instruction and some professional subjects (due to the specifics of the professions), which are a prerequisite for passing the entrance exams for the given profession. International students' English proficiency is tested through an interview, but there is no set minimum proficiency threshold. It has become clear from the visit and lesson observations that in some cases this creates obstacles for students to study professional subjects.

For applicants, information about necessary admission documents and exam subjects is available on the website, as well as an opportunity to receive advice and fill out an admission application directly through the website.

Since 2018, the number of the TLI students has increased: in the current undergraduate system, the number of students increased from 125 to 203, in the part-time system, from 167 to 353 students,

in the master's programme, the number of students reached 77. The number of researchers has also increased: 2 in the existing system, 10 in the remote system.

It has become clear from the visit that EIU carries out a number of activities and organises various events for the recruitment of applicants. To implement this process, the TLI cooperates with a number of secondary professional education institutions and high schools. Within the framework of cooperation with these institutions, professional orientation meetings and trainings aimed at the development of various skills are carried out for the recruitment of applicants.

EIU has established free study places, scholarships and a number of discounts and benefits to ensure the influx of applicants.

Expert studies have shown that there is no clear mechanism for evaluating the effectiveness of all student recruitment functions.

4.2 The Institution has policies and procedures for assessing student educational needs .

Addressing the needs of students at EIU is carried out by various bodies. Students regularly participate in surveys conducted by the QAC, which are aimed both at identifying problems related to APs, teachers, and the teaching process, and at improving other student-related processes.

It has become clear from the site visit that there is a close relationship between the students and the heads of the chairs. In case of questions or problems, the students immediately turn to the chairpersons, who, in turn, provide a solution to the problem. A pilot programme of academic advisors has been launched at the TLI, the purpose of which is to highlight the needs of students and to support them in case of various issues. In case of successful completion of the programme, it is planned to have academic advisors in all courses, who are the experienced teachers of the chair.

It has become clear from the expert meetings that students have the opportunity to participate in the chair's sessions, where they have the opportunity to voice their problems, for example, discussions were held regarding the format of internships, evaluation methods.

According to the TLI, one of the mechanisms for raising the educational needs of students is also their involvement in the Governance Council. Nevertheless, the expert studies have shown that mostly the problems are solved at the chair level and do not reach the Governance Council.

The site visit has revealed that in EIU's QAC, students can act as quality agents, which has a voluntary nature. An open offer is circulated among the TLI students for the implementation of this volunteer work. This provides an opportunity for any student to be involved in the process of eliciting needs carried out by the QAC, to present existing problems, as well as to support the centre in making inquiries more accessible to all students.

It has become clear from the site visit that international students are involved in all levels of need raising, represented both in the Governance and Student Councils. However, the expert meetings have shown that the international students involved in these councils have not yet come up with recommendations to address and improve the educational needs of the students.

4.3 The Institution provides opportunities for extra-curricular activities and advising services aimed at supporting student effective learning.

At EIU, in parallel with the APs of students, workshops, seminars, consultations are often organised at the initiative of various departments, as well as professors, which are aimed at the formation of students' skills, competitiveness and multifaceted development.

At EIU, the Teams platform is actively used to provide counseling to students, through which students are in direct contact with teachers, which facilitates their clarification in case of problems. It has become clear from the visit that the teachers are ready for the organisation of additional classes and consultations and are open to students' suggestions. In case of unclear topics or omissions, the teacher conducts an additional lesson to fill in the gaps.

Besides, within the framework of each subject, there are consultation hours pre-presented in subject programmes.

From the site visit, it has become clear that 'Orientation Day' is held at the TLI during the first week of each academic year, which is designed to present the rules, rights and responsibilities of students at the TLI.

4.4 There are precise regulation and schedule set for students to turn to the SS for additional support and guidance .

EIU has developed clear regulations for addressing administrative staff and governing bodies. During the inspection of the infrastructure, it became clear that the reception hours of the students were posted at the entrance of the SS rooms. Within the framework of the educational affairs office, there is a 'one-stop shop' reception desk, which works with a clear schedule, which is posted next to the window, and during working hours provides students with all the necessary documents, helps them fill out applications, and promptly resolves the issues that concern the student.

In the TLI, the heads of the chairs hold regular meetings with the students to resolve their concerns and complaints. The meetings do not have a regular frequency, they are organised according to the need, depending on the suggestions of the students.

4.5 The Institution has student career support services .

At EIU, a number of departments indirectly participate in the processes that promote students' careers, and the main function is carried out by the Centre for Career Development and Relations with Employers. During the site visit, it was found that the centre implements and organises a number of events, trainings, seminars and workshops, which are aimed at forming soft skills of students and increasing competitiveness in the market. The Career Centre also informs alumni about all the above-mentioned events in advance, giving them the opportunity to participate in them for free. This process is also helped by the employer-teachers, who from time to time act as speakers at these types of events. It has become clear from the site visit that students who are engaged in professional activities and simultaneously studying at EIU also get the opportunity to make speeches and share their practical experience.

From the meetings with the stakeholders of the TLI, it has become clear that internships, which are one of the primary links of student-employer communication, are also considered processes that contribute to the development of students' careers.

Every year, with the help of the career centre and other departments of the university, the 'Career Day' event is organised, which allows students to become aware of the current requirements of the labor market, with the aim of increasing students' competitiveness, creating a direct connection with employers and a platform where the student will have access to the labour market.

During the site visit, it was revealed that the career centre collects data on students' trajectory and studies the dynamics of students' professional growth. According to the data presented by the TLI, the employment rate of EIU alumni in 2016-2021 is 71%, and the professional employment rate for the same period is 45%. The data presented by the TLI prove that the rate of professional employment of students who participated in exchange programmes is particularly high, which is 83% (of which 69% are professional).

It has become clear from the site visit that the process of periodically updating data on the professional trajectory of international students is still problematic due to their leaving RA after completing their studies and changing their contact information. These data are not yet used as a basis for improving the APs, considering that a complete understanding of them is not yet formed among programme managers.

4.6 The Institution promotes student involvement in research activities.

EIU tries to support the involvement of students in research works with various activities. In order to promote research work, the 'Eurasia' scholarship is provided to master's degree students (it is 10-50% of the tuition fee), and the best research work is also encouraged by publication in the 'Banber' periodical. For the academic year 2021-2022, 24 of the graduation papers in the specialty of pharmacy were guaranteed to be published in the form of theses in the journal 'Biological Journal of Armenia' published by the RA National Academy of Sciences.

The TLI has a Student Scientific Society (SSS), which from time to time conducts conferences, seminars, research, as well as seminars and other events on research methods. For example, on March 2 of this year, a student conference on 'Global Challenges and Sustainable Development' was organised, during which representatives from various faculties of the TLI delivered speeches on their topics.

It has become clear from the expert meetings that the internship is also connected with the research topic. Nevertheless, the process of the research implementation is determined by the tasks presented by the employer organisation. There are cases when the teacher involved from the practical field also manages the organisation where the student is doing the internship, and combines the implementation of the internship with the implementation of the research. Expert studies have shown that the implementation of research tasks given to students is still not completely connected to the research directions of the TLI and is not fully reflected in APs.

The research centre operating at the TLI conducts small grant competitions, where the submission of applications with the participation of students is encouraged, which, in turn, also

promotes the involvement of students in research works. Currently, the number of programmes has reached 5.

The TLI has introduced a subject dedicated to the study of research methods at the educational level of the master's degree, within the framework of which students are introduced to the methodology and tools of research implementation.

4.7 The Institution has a special body, which is responsible for the protection of students' rights.

At EIU, the Student Council acts as a body for the protection of students' rights. The SC was formed from the 3 existing student structures: the Student Council, the Student Scientific Society and the Defender of Students' Rights.

At the TLI, the SC has just been formed and therefore it still has no raised and resolved issues. It has become clear from the visit that the SC is still not fully perceived by the students as a body for the protection of students' rights. Regularly, the head of the SC organises meetings with students online and in the face-to-face format, during which the problems in the university are discussed. Nevertheless, the meetings have shown that the students are passive in presenting their needs to the given events organised by the SC.

From the visit, it has become clear that the SC does not have a clearly defined budget for the planned events, but, if necessary, by applying to the TLI, it receives certain funding, depending on the volume of the event and the required funds.

It has become clear from the expert meetings that the students have the opportunity to address all the departments, as well as the QAC, with their questions, to get support to solve the problems that have arisen.

4.8 The Institution has set mechanisms for the evaluating and ensuring the quality of educational, consultancy and other services provided to students.

The EIU QAC conducts various surveys among students, which is the main evaluation mechanism for evaluating the effectiveness of services provided to students. At the end of the semester, students fill out surveys about APs, teachers and resources. As a raised problem, we can mention the lack of academic advisors, as a result of which the pilot programme for their involvement has been launched.

The QAC collaborates with students and engages them as quality agents in its work to support the implementation of surveys, the dissemination of information about the QA processes among students, organising discussions, etc.

Expert studies have shown that the surveys carried out by the QAC (although they refer to various stages of organising the educational process) sometimes do not reflect the evaluation of the effectiveness of consultation services.

It has become clear from the visit that sometimes the students prefer to discuss the problems with the teachers or the heads of the chairs rather than mention them in the questionnaires. An analysis

of the effectiveness of surveys as a mechanism for evaluating students' educational, consultation and other services has not yet taken place in the TLI.

Considerations: The expert panel highlights EIU's continuous efforts to improve the environment created for students and the quality of services provided. It is an important fact that the TLI continuously improves the mechanisms of recruiting applicants, which contributes to increasing the number of potential students, and also regulates the mechanisms of student admission, ensuring transparency and access for all applicants. The expert panel emphasises that the TLI should take into account the clarification of the language proficiency criteria for the admission of international students, which will later make it possible to avoid misunderstandings of the subject by the student due to the knowledge of the language and will make the latter's studies at EIU easier.

The expert panel positively evaluates the policy adopted by the TLI aimed at raising the educational needs of students, which gives an opportunity to identify existing problems and propose solutions through surveys, discussions, chair-student and teacher-student close ties among students. The expert panel positively evaluates the organisation of workshops, seminars and consultations conducted by the TLI, which are aimed at the implementation of effective learning. Also, the readiness of the staff to support and advise students through various platforms is a positive circumstance, which has become an integral part of the TLI's culture.

The expert panel highlights the fact that the TLI has defined a clear regulation and schedule for contacting the SS to provide support and guidance to students, giving students the opportunity to raise their problems and receive appropriate support from both the rector and all administrative levels.

The activity of the Career Centre in the TLI strengthens the connection with employers, providing an opportunity for awareness of the needs of employers and targeted development of students' professional knowledge. An important circumstance is the creation of an alumni bank by the Centre for Career Development and Connection with Employers, which provides an opportunity to follow the professional trajectory of students after completing their studies at EIU. The expert panel highlights the importance of the fact that the TLI considers the use of this data by the chairs as well, which will make it possible to make the monitoring of APs more comprehensive and comprehensive. EIU's implementation of updates on international students' trajectory will also contribute to the formation of an understanding of their professional progress and will serve as a basis for improving the effectiveness of studies of students from these countries who receive their education at EIU in the future.

The expert panel emphasises increasing the involvement of students in the research process, encouraging students in the implementation of research works. The expert panel also considers it an important circumstance that these works, the organised events are also interconnected with the research directions defined by the TLI, that the tasks of a research nature are reflected in the APs, providing an opportunity to ensure the indicators outlined by EIU.

The expert panel considers it positive that the TLI has created opportunities for the protection of students' rights, and in this context also emphasises the importance of the role of the SC not only in

terms of organising various events and meetings, but in the direction of acting as a rights protection body with its primary function.

It is important that the TLI implements mechanisms for the evaluation of services provided to students, and the evaluation of the effectiveness of the implementation of inquiries will provide an additional opportunity to improve the existing mechanisms.

Summary: Taking into account that the recruitment and admission of students at the TLI is carried out with clear procedures, there are mechanisms for highlighting students' needs, opportunities for additional training and career-promoting services, processes for applying to the SS are regulated, the directions for involving students in research work have been expanded, there are mechanisms for evaluating the effectiveness of services provided to students, the expert panel considers that EIU meets the requirements of Criterion 4.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 4 as **satisfactory**.

V. FACULTY AND STAFF

CRITERION: The Institution has a highly qualified faculty and staff to achieve the set goals for academic programmes and institution's mission.

Findings

5.1 The Institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff for the provision of academic programme.

In order to ensure the APs implemented at the EIU, the TLI has appropriate policies and procedures for the selection of TS and SS. The TS and SS recruitment and selection is regulated according to the 'Procedure for the Formation of Positions of the TS and the Calculation of the Load', which defines the principles of the formation of the main positions of the TS of the TLI and the norms for the calculation of the load of the teaching staff, the 'Order for the Selection of the SS and TS', which regulates the procedure and conditions for the SS and TS selection, respectively, as well as the 'Procedure for the Selection of the Head of the Chair of EIU'.

According to clause 2.7 of the 'Procedure for Creation of Positions of TS and Calculation of Workload', the TS positions are filled by competition. The specifics of educational, research and organisational activities of different categories of professors, the specifics of competitive and deputy position are defined by the regulations and position descriptions approved by the EIU Academic Council.

Within the framework of the site visit, it became clear that in order to fill with competitive and highly qualified specialists, the TLI increased the salary fund of the TS. Beginning with the 2019-2020 academic year, a differentiated salary has been established for full-time teachers, degree holders, and English language teachers. A distinction was also made for teachers related to information systems

and the field of Pharmacy, taking into account the approaches in the labour market of the respective fields.

The TS selection and recruitment process is one of the key ones in the TLI's view, so it regularly goes through the PDCA cycle. From the point of view of increasing the effectiveness of the recruitment of the TS and SS, it is worth noting that since the previous accreditation, the HRM department has revised the descriptions of the positions of the TS, added professional requirements, which are the basis for the announcement of vacant positions. At the TLI, faculty, as well as the SS and TS, are hired on a contract basis, which is preceded by a competitive selection process.

From the site visit, it has become clear that the HRM department is responsible for the organisation, holding of tenders for employees of the TLI's subdivisions, TS and other vacant positions, and the processes of concluding employment contracts. In order to fill vacant positions of the TS and SS relevant announcements are published both through EIU accounts on social networks and on relevant websites.

In this context, expert studies have shown that the requirements for teachers are presented in the announcements in a very general way, without clearly specifying the requirements separated by professions.

5.2 The requirements for qualifications of teaching staff per academic programme are comprehensively stated.

Based on the recommendations provided by the expert panel during the institutional accreditation in 2018, the TLI revised the job descriptions to clarify the general requirements for professor, associate professor, assistant professor, and teacher. Thus, according to the EIU faculty job description, the minimum qualification requirements for the position are:

- Education (high progress demonstrated during the years of professional education, at least a master's degree, a qualified specialist within the framework of the taught subjects),
- Work experience (professional work experience is desirable in the field in which the teacher should teach and conduct courses).
- Special knowledge (computer literacy, foreign language proficiency knowledge of collaborative and innovative learning methods)
- Skills and abilities (pedagogical work, skills in using collaborative and innovative learning methods, course development, management skills, research skills, effective time management, excellent written and verbal communication, independent and team working skills).

The professional requirements for the TS are also fixed in the APs, in the 'Professional Requirements for the TS' section. The general requirements for lecturers are set out in the EIU TS job descriptions.

Due to the specifics of the qualifications awarded within the APs of each profession, APs define the requirements for scientific and pedagogical personnel necessary for the implementation of the educational process: professional, pedagogical and research. In this context, the expert studies have shown that the presented requirements are not measurable, they are quite general, the minimum

thresholds of the mentioned requirements are not defined, which will serve as a basis for the involvement of relevant personnel. For example, there is no information on how many years of professional work experience a representative of a given profession must have, as well as whether work experience is necessary in the given field of specialisation, whether the candidate must have scientific publications in the given field of specialisation or not, etc.

Expert studies have shown that the professional requirements for faculty members are fixed in APs, in the 'Professional Requirements for Faculty Members' section, however, within the framework of the site visit, it became clear that in individual cases, in practice, deviations from the specified requirements are sometimes recorded (for example, within the AP on 'Pharmacy', there are teachers, for example, in the direction of biochemistry, pharmacology, in which direction the narrow professional education of the teacher differs).

5.3 The Institution has well established policies and procedures for the periodic evaluation of the teaching staff.

The evaluation of the activity of EIU faculty members is carried out in accordance with the "Procedure for the Evaluation of Faculty Members and Determination of Supplements" adopted by the AC on 01.03.2012 (revised on 30.03.2021). The regulation on the evaluation of the TS determines the procedure for evaluating the teaching quality and efficiency of the EIU TS, the remuneration for the work of the teacher and the application of the bonus. The assessment is made on the basis of the compliance of the planned work activities, work plans and the actual results of their implementation, as well as on the results of self-assessment, teachers and evaluation sheets filled out by students, and a multi-factor evaluation system of teachers is implemented at EIU, and a weighted average score is calculated. On an annual basis, the results of the evaluation of lecturers are summarised in three directions: educational methodical work (70%), scientific activity (20%), and social (extracurricular) activity (10%). In the context of educational work, the teacher performs self-evaluation by presenting facts (40%), is evaluated by the head of the chair (35%) and students (25%).

After the 2018 institutional accreditation, the faculty evaluation toolkit was revised. In particular, in the 2019-2020 academic year, as a result of the study conducted by the QA Centre, the HRM Department and the Research Centre, the self-assessment toolkit of the teaching methodical and scientific activities of the teachers was revised, replacing it with the collection of facts. Changes were also made in the evaluation rubric of the head of the chair, again mostly excluding subjectivity and unnecessary questions. In general, the head of the chair evaluates the teachers from the educational methodical point of view, based on the current lesson observations of the teachers, and the social activities based on the existence of such bases as the minutes of the chair meetings, the basis of the teachers' involvement in the EIU governing bodies, etc. During the visit, it became clear that starting from the 2019-2020 academic year, the evaluation was completely carried out with the improved toolkit.

The format of student evaluation of teachers is a way to analyse and evaluate the course and educational environment created by the teacher from the students' point of view, as well as an

opportunity to identify factors that hinder the improvement of the teacher's educational performance. Assessment is conducted through the use of instructor and educational environment, as well as course assessment tools.

The assessment includes criteria that highlight the student's perception of the teacher's professional training as much as possible. These criteria are, for example, the presentation and implementation of the subject programme by the teacher, the evaluation mechanisms used by the teacher, the content of the delivered material, teaching skills, etc.

The assessment is done at the end of each semester after final exams. The assessment results are analysed and stored in QAC. It became clear from the site visit that the individual evaluation results are published within the framework of an individual conversation with the teacher, in which the main administrative employees participate, but the evaluation data can become the subject of a group discussion in a generalised manner, with the aim of strengthening the professional abilities of the teachers.

Within the framework of the site visit, it became clear that with the introduction of the 'Ebuh' system at EIU, it is also planned to launch a unified information database of the research works carried out by the representatives of the TS, with which an attempt will be made to collect the evaluation data of the teachers.

After the institutional accreditation in 2018, the 'Procedure for Conducting Trainings and Discussing Results' was also revised. Provisions have been added regarding the organisation of scheduled and unscheduled, online and face-to-face classes, and the assessment format has been revised. During the site visit, it became clear that the introduction of this order was ensured from the 1st semester of the 2020-2021 academic year, according to which planned and unplanned lesson observations were conducted, individual results are discussed with the teacher in order to draw out directions for improvement, and general data are also presented to during the chair sessions.

Scheduled lectures are organised by the chairs according to the schedule approved at the chair meeting at the beginning of the semester. If necessary, the person in charge of the QAC can conduct appropriate lesson observations based on the results of the evaluation of the teachers' activities by the students, the results of the lesson observations conducted by the chairs. At the initiative of the EIU rector, vice-rectors, head of the QAC, head of the chair or head of the HRM department, classes outside the established schedule may be organised without informing the teacher in advance.

Expert observations have shown that within the framework of the evaluation format of the training presented in Appendix 1 of the 'Procedure for the Implementation and Discussion of the Results', the relevant sections for making comments on the notes of the participants of the lesson observations, the observations made by the teacher who was being observed, and the person conducting the observation are not specified.

The EIU faculty evaluation system is based on faculty performance. After summarising and analysing the evaluation results, the rector of the TLI adopts administrative decisions based on those results, according to which the TLI can provide nominal monetary incentives, continue cooperation without contract changes or by revising the amount of payment (possible increase or decrease), submit

to the chair for teacher training recommendations on the need or simply to stop cooperation with the teacher.

5.4 The Institution promotes professional development for the teaching staff in accordance to the needs outlined during regular evaluations (both internal and external).

'Procedure for the TS Training' adopted on 01.03.2012 aimed at increasing the professional qualifications of teachers at EIU, which is aimed at the development of teachers' knowledge, skills, abilities and approaches, contributing to the continuous improvement of the effectiveness of teaching and learning of students. According to the self-assessment, this process has gone through the PDCA cycle, which was implemented in 2012, revised in 2015 and now, based on the performance evaluation carried out by the QAC, is in another cycle of improvement. According to the aforementioned procedure, faculty training is based on a faculty needs assessment conducted by the EIU QAC.

Professional, methodical, research, administrative trainings are carried out at EIU. Training of teachers is carried out through counseling, mentoring, exchange of experience, e-courses, individual meetings with colleagues, round-table discussions, workshops, conferences, seminars, trainings.

During the visit, it has become clear that the methodological trainings are carried out under the coordination of the HRM department, and the professional trainings are carried out by chairs and teachers, using the potential of internal and cooperating organisations. Starting from 2018, the methodological trainings were organised abroad or online, because previously, it was not possible to ensure the participation of all teachers in the seminars and trainings organised during the academic year. There are also on-site and online trainings focused on curriculum and subject development, teaching, learning and assessment methods, blended course development, research quality improvement, Microsoft Teams toolkit and other targeted topics. Relevant training courses are also organised in order to increase the English level of employees.

The visit has revealed that one of the important tools of EIU professional, methodical and research trainings is also the opportunity to exchange teachers within the EU Erasmus+ programme. 22 (26%) of the 83 members of the teaching staff of the academic year 2022-2023 participated in international exchanges within the framework of EIU international programmes in different periods based on EIU international agreements. EIU also encourages the participation of EIU teachers in professional training programmes implemented by other educational and professional structures (Erasmus+ National Office, Academic Mutual Recognition Centre, etc).

During the site visit, it became clear that in order to improve teaching skills, appropriate seminars are regularly held at the TLI, for example, the research centre of EIU together with the Chair of Languages, Communication and Pedagogy organised an academic-practical seminar on the topic 'Transferable Competences in RA Language Education'.

5.5 The Institution ensures that there is a permanent staff for the stable provision of the academic programmes.

Since institutional accreditation in 2018, the TLI TS has undergone significant changes. As of the 1st semester of the 2020-2021 academic year, the TLI had 68 teachers (including 4 doctors of sciences/professors, 31 candidates of sciences/associates), while the total number of teachers of the TLI at the time of accreditation in 2018 was 43, which means that the number of teachers increased by 58% during the 2 reporting years. 70% of the TS (48 people) are full-time employees (during the accreditation period, full-time teachers made up 54% of the total staff).

As of the 2nd semester of the 2022-23 academic year, EIU has 83 teachers (including 5 doctors of sciences/professors, 45 candidates of sciences/associate professors), the total number of the TLI teachers in the 2017-2018 academic year was 43 (including: 2 doctors of sciences/professors, 22 candidates of sciences, of which 9 are associate professors).

In recent years, the TLI has managed to maintain its staff potential: in the 2022-2023 year, about 47% (39 people) of the faculty have been working at EIU for more than 3 years, and about 23% (19) more than 5 years. 55% of the TS (46 people) have been working at EIU for 1-3 years, of which 61% (28 people) are full-time employees, 46% (21 people) are candidates of sciences. The staff turnover ratio (the ratio of those hired to those fired) at the TLI over the last 3 years was 2.0, 1.8, and 2.3, respectively.

In the 2022-2023 academic year, 28% (23 people) of EIU core faculty were under 40 years old.

Within the framework of the visit, it has become clear that the HRM department manages a personnel bank, which enables the involvement of relevant specialists in the educational process in case of need, guaranteeing the uninterrupted nature of the teaching process.

5.6 There are set policies and procedures for the staff promotion.

The information made known within the framework of the self-assessment presented by TLI, the documents provided and the site visit provide a basis for recording that, in order to promote the increase of scientific qualifications, the TLI establishes salary differentiation depending on the academic degree and title, moreover, for participation in international exchanges, preference is also given to professors with a scientific degree. The academic activity of the TS and participation in trainings are also highlighted within the framework of the annual evaluation of the teachers, providing appropriate points and bonuses.

In this regard, it should be noted that based on the order of the EIU rector N1-01/21H (Approval of the limits of rewards for the purpose of encouraging research work), from 2021 the limits of the reward for the purpose of encouraging research work have been set at the TLI, encouraging the publication of an article as an EIU teacher in any of the scientific publications included in the Web of Science or Scopus databases, as well as in journals recognised by the Higher Qualification Committee.

In order to improve the qualifications of EIU faculty members, according to the decision of the board of founders, EIU provides free or partially paid postgraduate studies for teachers who do not have a degree.

The TLI supports the growth and development of beginning teachers through individual and collective mentoring. Mentoring of novice teachers is usually carried out by the heads of chairs,

experienced teachers of the chairs, workshops, practical seminars and other experience exchange events are organised by the latter. Within the framework of informal mentoring, support is provided to beginning teachers in improving teaching methods, developing subject programmes, mastering research methods and other target directions.

5.7 The Institution has necessary administrative and support staffs to achieve the strategic goals.

Following institutional accreditation in 2018, the EIU SS and TS have expanded. As of the 2022-2023 academic year, the EIU SS includes 43 positions (as of the 2017-2018 academic year, the number of administrative positions was 36).

The functions of the SS and TS are defined by relevant job descriptions, which have also been revised and aligned with the strategic objectives.

The TLI regularly organises trainings for SS and TS aimed at improving the quality of their activities (ongoing trainings targeted at digital skills development, business/official correspondence, English language proficiency improvement and other strategies).

Within the framework of the visit, it became clear that the heads of the chairs have appropriate coordinators who support the performance of the work. The studies of the expert panel showed that there was no harmonisation of the employees of the separate structural departments, because in each department the given position, which performs this function, has different titles (coordinator, assistant, programmemanager).

Considerations: The expert panel notes that the TLI has policies and procedures for selecting TS and SS with the necessary qualifications to implement the APs, which enable the TLI to have the necessary faculty to implement the APs.

The expert panel considers that the TLI should be consistent both in terms of clearly formulating the professional requirements presented to the TS in APs, and in terms of ensuring compliance with these requirements in practice. The expert panel also emphasises the detailing of the requirements for teachers in the announcements in order to make the process of recruiting teachers more transparent and accessible.

The expert panel positively assesses EIU's commitment to ensuring that students acquire practical skills and competencies. In this regard, the policy adopted by TLI to emphasise not only the presence of a scientific degree/title in the relevant field, but also the connection of the course with the practical experience of the teacher is welcome.

The expert panel considers the TLI's approach to equipping TS with teachers employed in the field, which is an additional opportunity to enrich students' theoretical knowledge with practical skills in each AP, as characteristic.

The expert panel positively considers the TLI's approaches to the revision of the faculty evaluation tool, as the implemented multi-factor tool provides an opportunity to guarantee objectivity, reliability, transparency and systematicity in the evaluation process.

The expert panel welcomes the implementation processes of the 'Ebuh' system at EIU, which also plans to launch a unified information database of research activities carried out by faculty representatives, which will contribute to the optimisation of the current research, training collection and evaluation process by professors.

The expert panel considers that the inclusion of the lesson observations in the evaluation format will make it possible to take into account the considerations of the teachers while organising the process from the point of view of making the planning of further improvements more effective.

The expert panel considers that the TS periodic training procedures in place at TLI provide an opportunity to organise trainings based on the needs arising from the TS evaluations in order to improve the quality of teaching. However, the planning principles of the implemented trainings need to be clarified in order to contribute to increasing the effectiveness of TS activities and continuous improvement of professional and pedagogical qualities.

The expert panel positively evaluates the policy of rejuvenating the staff and attracting personnel with scientific and practical skills in order to ensure the stability of the TS after the institutional accreditation in 2018, which enables the smooth implementation of the relevant APs, contributing to the achievement of outcomes defined by them.

The EIU initiative is aimed at increasing the qualifications of the TS, ensuring its stability, as well as its rejuvenation, by which the EIU provides an opportunity for teachers without a scientific degree to continue their studies in postgraduate studies for free or with partial payment. The expert panel positively evaluates that EIU also encourages the involvement of PhD students and young researchers in the TSf (9% (7 people) of the total TS are PhD students/applicants) to contribute to strengthening the stability of the TS and smooth generational change.

The expert panel notes that the TLI implements individual and collective mentoring for the growth and improvement of novice teachers, which is another positive step in the context of TS rejuvenation and guaranteeing stability.

The expert panel positively evaluates the fact that students are regularly asked to evaluate the work of their chairs, as well as other administrative units, through surveys. This process allows, as a result of the assessment of student satisfaction, to bring out the problems of low-rated departments and chairs, to analyse the reasons and to implement appropriate measures to improve them.

Summary: Taking into account that after the previous institutional accreditation, the TLI has taken active steps in defining the policies and procedures for the selection of TS and SS with the necessary qualifications for the implementation of educational programmes at EIU, clarified the requirements for professional qualifications for TS, revised the TS evaluation frameworks, improved policies and procedures for faculty professional development, the expert panel considers that EIU meets the requirements of Criterion 5.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 5 as **satisfactory**.

VI. RESEARCH AND DEVELOPMENT

CRITERION: The Institution ensures the implementation of research activity and the link of the research with teaching and learning.

Findings

6.1 The Institution has a clear strategy promoting its research interests and ambitions.

According to the EIU 2019-2025 SP, one of the strategic goals is the promotion of applied and scientific research aimed at the development of the TLI which is connected to the strategic priorities of learning, growth and development.

During the visit, it became clear that after the previous accreditation, the 'Research Centre' structural division was created at the TLI, which was separated from the International Relations Centre. Moreover, the TLI has developed a strategic plan for EIU Research and Development. The TLI positions itself primarily as a teaching institution, however, not having great ambitions in the field of research, it still emphasises research. This proves that the TLI is trying to strengthen the connection between research and education.

Based on the 9 goals of the UN 2030 Sustainable Development Agenda, the TLI plans to provide appropriate financial and human resources for the implementation of research with the stated SD goals. Emphasising research at the TLI, the coordination of scientific works has been under the coordination of the vice-rector for strategic development.

It became clear from the visit that since the establishment of the Research Centre, it has only a manager and the centre is not staffed with other employees for the implementation of the intended functions. Comparing the intended functional framework and the goals set by the TLI, it is visible that the human resources and the provided resources are insufficient to ensure the realisation of the goals.

6.2. The Institution has a long-term strategy and mid-term and short-term programmes that address its research interests and ambitions .

The interests and ambitions of the TLI in the field of research are presented in the SP goal 2 - promotion of applied and scientific research aimed at the development of the TLI, where the following points are highlighted:

- Promotion of research aimed at the development of the TLI,
- Provision of research environment and infrastructure,
- Ensuring and promoting the quality of research,
- Promotion of internationalisation of research activities.

Appropriate KPIs have been defined for the above-mentioned objectives:

- Percentage of employees with a degree or title (at least 50% annually),
- Number of targeted domestic grant programmes (at least 3 per year),
- Number of conferences and conventions (at least 3 per year),
- Growth dynamics of publications in international journals (at least 10% per year)
- Number of research programmes and publications,

- Percentage of research funding (at least 10% by 2021).

Examining the goals identified by the TLI and comparing them with the defined KPIs, it is visible that the TLI has recorded success in some of the mentioned directions, in particular, it has organised and implemented conferences, the participation of EIU teachers in international and local conferences has increased, internal grant programmes have been provided, etc. Nevertheless, expert studies have shown that in various publications, EIU teachers are presented not as representatives of the TLI, but as teachers of other TLIs or representatives of a scientific organisation. Examining the provision of financial resources for research, it can be seen that they are quite limited in terms of overcoming the set goals. According to the TLI's strategic plan, it is planned to increase the TLI's research budget, bringing it up to 8% of the total expenses. However, the TLI has not yet carried out an evaluation to consider whether the provision of this indicator will make it feasible to achieve the goals set by the TLI.

In EIU, the annual plans of the research centre and the various respective departments are presented as short-term planning. The EIU 2023-2030 Research and Development SP is available as mid-term and long-term planning. According to this plan, relevant action schedules and responsible persons, as well as KPIs, are defined.

During the visit, it became clear that the planning of the Research Centre, the relevant strategies related to scientific work and their interrelationship with education in the departments, within the activities of the TS, are not clearly connected to each other, and the research works carried out do not reflect the ways to achieve the SP KPIs accepted in the TLI. The expert studies also showed that the researches carried out by the TS often derive from their professional interests and do not determine the directions taken by the TLI, and therefore their connection to the goals set by the TLI.

6.3. The Institution ensures the implementation of research and its development through sound policies and procedures.

EIU has policy and procedural documents on the conduct of scientific work: in particular, in 2021, the 'Research Activity Promotion Policy' and 'Research Activity Promotion Grants Procedure' were developed and adopted by the Governance Council, which provide financial incentives to teachers who publish articles in journals with both local and international influence. It should be noted that the reward limits for the purpose of encouraging scientific research work vary from 20,000 AMD to 200,000 AMD depending on the type of publication (the largest reward is provided for scientific publications included in the Web of Science or Scopus databases).

As a result of expert observations, it has also become clear that in the articles promoted by EIU (published in 2022), the authors did not mention the circumstance of being an EIU teacher.

EIU conducts an internal grant awarding competition in line with the UN SDGs. Grant volumes are small, so peer-reviewed studies have also shown that they have not yet led to serious scientific results and publications in high-impact journals.

The 'Procedure for Determining TS Evaluation and Additional Payment', "The procedure for formation of TS positions and calculation of workload" was revised, the workload of professors and the payment of salary according to scientific activity were specified.

Expert studies have shown that although there was a rector's order to approve the award limits for the promotion of EIU research work in 2021, there are only three publications under the name of EIU in the scientific information system 'Scopus' (2012, 2021, 2023). Furthermore, the journal 'Articles' at EIU, which is mainly published by the EIU TS and encouraged, does not lead to the improvement of the quality of scientific works and the implementation of research in line with the defined goals and directions, despite the existence of various procedures and policies.

The visit also revealed that the applicability of various scientific or research grants is at a very low level: two or three grant applications in the last two years. This indicator is low in terms of the ambitions and KPIs that the TLI strives for.

During the visit, regarding the application of scientific grants, the EIU stakeholders also mentioned the lack of the possibility of basic funding by the Science Committee to apply for various programmes, which in many cases makes it impossible for them to apply for grants.

6.4. The Institution emphasises internationalisation of its research.

In order to internationalise research activities, the TLI has undertaken a number of measures and activities. In particular, 27 teachers participated in various exchange programmes through the Erasmus+ programme in order to develop the abilities of lecturers. The TLI coordinates the Erasmus+ ARMDOCT national programme, which aims to establish doctoral schools in RA and improve the third level of higher education. Various international conferences and workshops were organised, in which speakers from different countries also participated.

During the visit, it was revealed that some EIU teachers are studying in a joint PhD programme at the Complutense University of Madrid, and are carrying out part of their research work there. Moreover, cooperating with various institutes of the National Academy of Sciences of the Republic of Armenia, as well as with various TLIs, the TLI tries to attract specialists who will raise and bring the research at the TLI to an international level.

However, expert studies have shown that most of the grants are aimed at the educational component, and research grants, both local and foreign, are absent. The lack of publications in international scientific information systems is due to this circumstance.

The expert panel also considers it necessary to note that EIU has not yet managed to implement any local or international research grant programme.

6.5. The Institution has well established mechanisms for linking research with teaching.

The connection of EIU educational and research processes is derived from the TLI's SP provisions. The TLI has initiated and implements various activities: revision of educational programmes, encouragement of teachers for the publication of articles, arrangement of small grants. In 2019, the requirements, procedure and methodological instructions submitted to graduation theses and

master's theses were revised. The TLI tries to engage students through the implementation of research works and internships as a result of cooperation with external stakeholders to facilitate the interconnection of the educational and research process. Nevertheless, during the visit and discussions, it became clear that the research component is not well expressed in the APs, and the mechanisms for providing research education to students are still not of an institutional nature, mainly reflecting the research component through the implementation of graduation papers. Research assignments are also given to students within the framework of international double degree awarding programmes, but they are not always linked to educational outcomes. Thus, students' involvement in research works is mainly expressed through theses and essays.

Currently, the TLI is carrying out more activities in the direction of the capacity building of the TS, particularly through the Jean Monnet programme in the direction of Law, but still the reflection of the research component in the APs is not clearly visible.

In the course of the visit, it was found that in general, there is no clear understanding of how the introduction of the research component in the APs or the organisation of research-based education should be implemented in the various circles of the TLI.

Considerations: The expert panel positively assesses that the TLI has a strategy expressing its interests and ambitions in the research field with long-term, mid-term and short-term planning. There are KPIs both in the SP and for the newly developed SP for Research and Development 2023-2030, which creates a certain basis for planning processes and then evaluating their effectiveness. However, the expert panel emphasises the evaluation of the goals set by the TLI and the resources provided, in order to make the feasibility of the goals more measurable and evaluable. From this point of view, it is important that the TLI also pays attention to the definition of goals, which according to the expert panel's assessment are quite ambitious (providing a research environment and infrastructure, ensuring and promoting the quality of research, promoting the internationalisation of research activities), combining them with the planned actions, provided resources and set deadlines.

The expert panel positively evaluates the existence of a strategy for the field of research, which is adjusted by mid-term and short-term programmes and contributes to the regulation of research processes. It is positive that a research centre has been created, which should coordinate the research processes carried out at the TLI. At the same time, the expert panel strongly emphasises the clarification of the role and mission of the research centre. The expert panel also finds that replenishment with human and financial resources needs an urgent solution by the TLI to contribute to the realisation of the goals adopted by the TLI in the research field.

It is positive that the TLI has taken steps for the implementation of internal grant programmes, but they have not yet given clear results in terms of publications in multinational scientific information databases. The expert panel considers it positive that teachers have publications in local journals, but from the point of view of encouraging publication in one's own journal, it has certain negative tendencies, as the TLI strives for the internationalisation of research works and later to apply for various

scientific grants. Furthermore, the trend of EIU teachers receiving monetary rewards for publishing articles that do not mention EIU but another TLI or scientific organisation is causing concern.

At the same time, the expert panel considers the trends of the TLI's pursuit of research-based education as positive, but their reflection in APs has not yet been specified. From this point of view, the expert panel emphasises the adoption of institutional approaches to the interconnection of research and learning processes, their interpretation according to the goals of APs, which will contribute to the formation of research abilities among students.

Summary: Taking into account that there are many problems from the point of view of the implementation of EIU scientific research works, in particular, the incomplete implementation of the research component in education, the scarcity of articles in various international databases, the scarcity of the TS to apply for grants, the imperfection of the mechanisms of linking educational and research processes, the expert panel considers that EIU does not meet the requirements of Criterion 6.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 6 as **unsatisfactory**.

VII. INFRASTRUCTURE AND RESOURCES

CRITERION: The Institution has necessary resources to create learning environment and to effectively support the implementation of its stated mission and purposes.

Findings

7.1 The Institution has an appropriate learning environment for the implementation of current academic programmes.

EIU is located in one building. There are classrooms for the implementation of APs of the TLI, as well as laboratories for the implementation of practical or laboratory work. For the implementation of the AP on 'Pharmacy', the TLI cooperates with various institutes of the RA National Academy of Sciences (Science and Technology Centre of Organic and Pharmaceutical Chemistry, Institutes of Biochemistry named after Hrachya Buniatyan and Physiology named after Levon Orbeli) and uses the infrastructures of the institutes on a contractual basis. Based on the need to expand the educational environment, after the previous accreditation, 7 laboratories (for chemistry, physics, anatomy and physiology, microbiology, pharmacognosy and botany, drug technology and histology) were formed next to the Chair of Pharmacy, 5 more classrooms, 5 subject cabinets were renovated and equipped. Media laboratory, computer classroom, linguistic classroom, pharmacy, court), the gym hall and the stadium have been improved. The TLI also has computer classrooms, large and small discussion halls.

The renovation and re-equipment of the auditoriums was mainly carried out thanks to Erasmus+ grants. The TLI has also purchased necessary laboratory equipment and re-equipped the classrooms at its own expense. However, from the observation of the resources, it became clear that

the laboratory conditions for the implementation of the 'Pharmacy' AP need to be improved in order to fully ensure the AP outcomes.

EIU is also the coordinator of the Erasmus+ T-Green programme, within the framework of which replenishment of the resource base is also planned.

EIU has a library and a reading room. Most of the main textbooks are available in electronic version. The TLI cooperates with the National Library of Armenia, is a member of the Association of Digital Libraries of Armenia, through which the TLI provides access to a number of closed libraries. From the review of resources and infrastructure, it became clear that the library resources and the reading room were not sufficient according to the representatives of the TLI, and for this the TLI has already analysed its needs and possibilities and taken the necessary measures. The new library and reading hall are under construction.

The expert studies have also shown that very few teachers use the library and the replenishment of the library is not carried out in accordance with the requirements of the time. Students need professional literature, the scarcity of which is visible to the stakeholders.

In order to organise distance learning in 2020, EIU used the Microsoft Teams platform, which includes the appropriate tools for organising distance learning.

The TLI also has a dormitory where students can live, but the number of rooms is quite small. There is a canteen in the TLI, which has a separate area.

During the expert meetings, it became clear that the TLI also wants to introduce new specialties, for example, Dentistry, which is also derived from the TLI SP, but the planning of what resources are needed to implement the programme is not yet complete. However, it should be noted that the TLI, realising the need to re-equip resources and acquire new ones, has won various grants and is attracting funds in cooperation with various external stakeholders and organisations.

7.2 The Institution provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and purposes.

According to the examination of the TLI's budget, in 2022, it was formed by almost 90% of student fees. About half of the budget is for staff expenses, and of the staff expenses, only about 30% is given to the TS and about 45% to the SS. 1% of the budget is spent on laboratory equipment and teaching materials, and accordingly, financial planning according to APs and the need for money per student is not available.

According to the justifications presented by the TLI, the planning and allocation of financial resources are implemented and derived from the SP and its action plan. Nevertheless, expert studies have shown that there is often a disconnection between the allocation of allocated resources and strategic goals, especially from the perspective of achieving the goals set by the TLI in the direction of research.

Expert studies have shown that the members of the Governance Council of the TLI are not involved in expanding financial or other resources for the TLI.

During the visit, it became clear that the chairs and other relevant units present the annual planning expenses based on the necessity of APs, but their presentation does not have a systematic and clear methodology. According to the TLI's budget, EIU allocates quite a few funds for the purchase of resource-intensive laboratory materials and equipment for the proper implementation of the "Pharmacy" AP. The TLI provides human and financial resources as needed, but expert observations have shown that the number of teaching or service laboratory workers is small. There is only one laboratory assistant position according to the job list in the Chair of Pharmacy. From the meetings held during the site visit, it became clear that the department sees the need to increase the positions of laboratory assistants for the next academic year, and they also emphasise the planning of the necessary laboratory equipment and chemicals per student, with a clear calculation methodology and expense justifications.

7.3 The Institution has policy on financial distribution and capacity to sustain and ensure the integrity and continuity of the programmes offered at the Institution.

Ensuring financial stability is one of the strategic priorities of EIU for 2019-2025. As already mentioned, almost 90% of the TLI's budget is formed from student fees, particularly from services provided to foreign citizens. In recent years, the TLI's financial flows have increased at the expense of foreign students, but there are almost no other incomes besides rents, and there is almost no diversification of financial resources. During the visit, it was revealed that the TLI is currently renovating a part of the institution premises in order to rent it out and generate alternative financial resources.

In order to achieve the goals of the APs, the TLI allocates funds to the salary, regularly increases the fees allocated to the teaching staff, as well as gives additional payments for scientific activities, thus also trying to ensure the stability of the implementation of the educational programmes. During the visit, it was found that with the tendency of international students to continuously increase, the TLI implements various programmes to increase the level of English proficiency of TS, as well as promotes capacity development through exchange programmes.

Another important resource for the implementation of APs is the infrastructure, where the university tries to attract external sources, in particular the Erasmus+ programmes, through which various classrooms have been renovated and equipped, as well as new programmes have been launched, which indicates that the TLI is committed to ensuring continuity and regularly re-equipping resources. The TLI is also investing within its financial capabilities, re-equipping computer classrooms and building a new library.

The allocation of financial resources to ensure the implementation and continuity of the goals of APs is made based on the applications submitted by the chairs, then it is discussed with the vice-rectors and the rector, and based on the priorities, a draft budget is drawn up, which is submitted to the Governance Council for approval.

7.4 The Institution's resource base supports the implementation of Institution's academic programmes and strategic plan, which promotes sustainability and continuous improvement of quality.

It is clear from the expert studies that in general, the TLI has classroom and library fund, there are laboratories, but due to the need to implement APs, particularly Pharmacy, there is no clear planning. The necessary equipment and chemicals are purchased by the TLI based on the financial possibilities of the given year, which has not yet been evaluated from the point of view of the need to ensure minimum conditions.

During the visit, it became clear that the graduation works are being carried out in cooperating RA NAS institutes and the infrastructures of these institutes are being used. In the case of other APs, the resource base provides an opportunity to realise the goals of these APs, taking into account that they are mainly humanitarian-social science oriented.

7.5 The Institution has a sound policy and procedure to manage information and documentation.

In order to manage the information transfer and documentation processes in the TLI, the Document Management Procedure and the Administrative Procedure are in place. A register of documents is established and managed by the QAC. From the site visit, it became clear that the TLI operates the one-window principle in order to quickly respond to the questions, process the applications and make the document circulation process more efficient.

Internal written communication is regulated by internal legal acts. According to the specified cases, the applications of teachers and students are directed to the rector, vice-rectors, deans, who manage the further course of work related to them.

Currently, the Ejuh system has been implemented at the TLI, which is in the operational phase. It aims to digitise the entire educational process and make available the complete movement of the student. The TLI has a unified e-mail system. There is also an archive in the TLI library.

As a result of the visit, it has become clear that the TLI also attaches importance to the regular updating of the website in order to make documents available to the stakeholders.

7.6 The Institution creates safe and secure environment through health and safety mechanisms taking into account the students with special needs.

In order to monitor the state of health and provide first aid, if necessary, the TLI cooperates with the Validus Medical Centre located in the building within the framework of the service contract signed with the company.

To maintain security, the TLI has a guard service, a fire alarm system, and a building video surveillance system.

Expert studies and consideration of the institution's resources showed that the ventilation system in the laboratories is not sufficient. It is also clear from the visit that the information about safety rules is not posted in the laboratories. It became clear from the expert meetings that during the course, however, these rules are presented to the students to perform the relevant practical tasks. The

safety rules presented in the laboratories designed for the 'Pharmacy' AP are not fully observed (for example, the presence of a fire-fighting system, fire extinguishers inside the laboratory).

The TLI was involved in the 'Access to Society for People with Special Needs' (ASPIRE) programme. The TLI has trained employees to work with people with special needs, as well as provided comfortable conditions for them to study and work. The university also has an elevator and adapted bathrooms for students with special needs.

7.7 The Institution has special mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.

In order to assess the applicability, availability and effectiveness of the resources provided to students and teachers at the TLI, the QAC periodically conducts surveys among students and teachers. Meetings are also held with the TS and students, and based on the received data, improvements are made.

During the site visit, it became clear that the improvement of resources is in the centre of constant attention of the TLI, and for this purpose, funds are regularly allocated in the context of improving infrastructures and acquiring new resources.

Considerations: The expert panel considers that the available resources and the educational environment in general allow to implement the APs at the TLI. However, despite the existing educational resources, some laboratories are in need of re-equipment and new equipment to ensure the training of more qualified personnel in the 'Pharmacy' AP, as well as to create new incentives to attract applicants. The expert panel believes that the cooperation with the institutes of EIU and the RA National Academy of Sciences and the use of the infrastructures of these institutes have a significant role in ensuring the AP outcomes. From this point of view, the TLI's evaluation of the effectiveness of these collaborations in terms of continuity in order to identify risks and ensure stability is characteristic.

For the expert panel, it is a worrying circumstance that about 90% of the TLI's income comes from student fees, which indicates that the TLI should pay attention to the diversification of finances and the attraction of new types of resources. In this context, the expert panel considers the participation in international grant programmes, through which resources have been added to the TLI, a positive circumstance.

The expert panel believes that the involvement of the members of the TLI Governance Council in the direction of expanding financial or other resources will contribute to the development of the EIU's capabilities and resources.

In order to effectively manage finances, implement the goals of APs and guarantee their continuation, according to the expert panel, the TLI needs to clearly calculate the funds and resources intended for each student in each AP, which will contribute to making further planning and allocation of resources more effective.

The expert panel positively evaluates the EIU trends towards the electronicisation of documentation processes, which greatly contributes to the regulation of these processes. From this point of view, the provision of information on the website of the TLI is also an important circumstance, which ensures access to basic information.

The expert panel considers it important that the TLI pays attention to the implementation of safety-oriented works, especially emphasising the posting of rules aimed at safety in the laboratories, the re-equipment and modernisation of the laboratories with appropriate ventilation and fire-fighting systems to ensure a safe educational environment.

The creation of infrastructure by the TLI to support the education of people with special needs is noteworthy.

According to the expert panel, the continuous evaluation of the implemented improvements is also important, which contributes to the identification of the needs of the stakeholders and the development of improvement actions.

Conclusion: Considering that some laboratories have been modernised at EIU since the previous accreditation, the resource base has been updated quite a bit, and it is of a continuous nature, in general, there is a necessary environment for the implementation of APs, the implementation of the electronic management system is ongoing, there is an appropriate environment for students and staff, the expert panel finds that EIU meets the requirements of Criterion 7.

Summary: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 7 as **satisfactory**.

VIII. SOCIETAL RESPONSIBILITY

CRITERION: The Institution 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.

Findings

8.1 The Institution has clear policy on accountability.

A study of the 2022 charter and the 2019-2025 SP allows us to state that the TLI has a certain accountability system. The charter, among other things, stipulates that the TLI is obliged to publish reports on its activities, as well as to provide information and submit reports to state bodies.

The Governance Council hears and evaluates the Rector's report on the TLI's annual activities, reports on the implementation of the strategic plan, QA and other programme documents, as well as reports on the performance of the TLI's annual income and expenditure budget.

The Rector, based on the indicators reports of the divisions, SP and other programme documents, prepares and submits his annual report to the Governance Council according to the SP goals.

The TLI also has clear mechanisms of chair accountability, that is, the head of the chair submits annual reports to the Academic Council of the TLI.

The publication of the rector's, income and expenditure budgets and performances on the EIU website also testifies to the established accountability system.

Expert panel studies showed that there are few publications regarding the activities of the Academic Council and Governance Council /reports, analyses, decisions made/.

The examination of the reports by the expert panel showed that they sometimes do not reflect the compliance of the implemented processes with the key performance indicators.

8.2 The Institution ensures transparency of its procedures and processes and makes them publicly available.

Transparency and accessibility, according to the EIU charter, are considered by the TLI as a principle of operation. The TLI tries to guarantee the transparency and accessibility of relevant procedures, processes to the public, in particular, the TLI has active platforms in social networks, through which it widely disseminates information about the ongoing processes of EIU, including admission, academic and other events. In order to ensure transparency about the processes in the TLI, information is also available on the EIU official website. The EIU website is trilingual. The information is available to stakeholders in Armenian, Russian and English. The expert panel notes that although the TLI's website is available in English and Russian, complete information on individual sectors is not available in the foreign language section of the website.

According to the self-assessment and the meetings held within the framework of the visit, in order to increase the satisfaction of the stakeholders, to have a website in accordance with international standards, the EIU Public Relations and Marketing Department has started the work of creating a new website. The latter will be inclusive (inclusive website), enabling beneficiaries with special needs to easily use the website.

The TLI also ensures transparency and accessibility of procedures, processes through the newly established EIU MediaLab, which enables coverage of 'success stories' from both EIU faculty and students. According to the self-assessment and the meetings held during the visit, the clips and other advertising materials about the APs are also developed with the provision of sign language translation through MediaLab.

It has become clear from the visit that considering the principles of transparency and publicity as a guideline, TLI regularly organises 'Open Door Days' and 'Career Days' in which potential employers also participate.

During the expert panel's review of the resources, the noticeboards highlighting the TLI's activities in the EIU corridors and on the walls, which also document the publicity of the TLI's activities, stood out. During expert meetings, it became clear that internal stakeholders were also satisfied with the transparency and accessibility of information provided by the TLI.

8.3 The Institution has sustainable feedback mechanisms for establishing contacts with society.

With the policy of continuous development of public relations at the core of its activities, appropriate structural units operate in EIU, taking into account the characteristics of external stakeholders. The main structural units for public and external stakeholder relations are Public Relations and Marketing, Career Development and Employer Relations Centre, International Relations Centre, QAC and Chairs.

The TLI official email address (info@eiu.am) is one of the official ways to contact EIU. In addition, EIU actively uses Facebook, Instagram Messenger as a feedback tool with various representatives of the society, and for local and foreign applicants, it works to establish contact with the WhatsApp network, such as also the ability to send messages. Within the framework of the visit, it has become clear that the received questions and letters are, if necessary, sent to the relevant responsible persons who ensure the provision of information.

As a sustainable feedback tool for building public relations, the TLI organises 'Open Days', within which relevant information about EIU activities is made available to applicants, and within 'Career Days', the TLI-student-employer connections are strengthened.

Within the framework of the visit, it has become clear that the EIU rector and the heads of departments are conducting reception of citizens according to the schedule.

8.4 The Institution has mechanisms that ensure knowledge /value/ transfer to the society.

According to the TLI charter and the 2019-2025 SP, the fundamental goal of spreading knowledge is defined by the TLI as a key priority. According to the EIU 2019-2025 SP, the TLI considers social responsibility as an EIU value, defining: 'We work to use our experience to meet the needs of internal and external stakeholders of the TLI, being accountable to the state and society for the education provided and the research conducted'.

Expert studies have shown that as a support to Artsakh students, who due to the war situation did not have the opportunity to participate in undergraduate and graduate courses at the TLIs where they study, EIU provided the opportunity to join the current online courses of the TLI for free.

Supporting post-secondary institutions, regional students and people with disabilities, EIU has made more than 40 free online courses available during the Covid-19 emergency. A statement regarding the latter was published on the EIU official page, and the initiative was also covered by various media. About 60 young people had the opportunity to participate in the courses, which were conducted both by the TLI teachers and invited specialists.

Various thematic competitions are also regularly organised for the students of the schools, as a result of which the winning students were given cash prizes as well as special prizes.

The EIU 'College Support Programme' is also aimed at creating and strengthening opportunities for cooperation with colleges, which is also an annual initiative and is aimed at developing the professional and general knowledge of students of secondary vocational education institutions. Colleges are sent a list of free courses conducted by the EIU professional chairs within the programme, and then relevant courses are organised for college students.

EIU, having received the opportunity to create an Erasmus+ Jean Monnet chair, regularly organises summer and winter schools, seminars, in which students from different TLIs of the country get the opportunity to participate. Outgoing seminars organised within schools are sponsored within the framework of the programme.

The Young Diplomat, Young Lawyer, Young Businessman schools, as well as summer school, programming and other courses for school students are conducted periodically by the EIU training centre. Every year since 2011, the 'Step forward' programme is implemented, which is aimed at the development of soft skills of students. Within the framework of the programmes, courses aimed at the development of communication skills, team work, time management and other soft skills are implemented.

During the site visit, it became clear that EIU organises free courses for pensioners, within the framework of which they are taught the skills to use smartphones.

The TLI also regularly conducts free training courses for the TLI teachers and secondary education institutions, as well as school teachers, transferring the accumulated experience on collaborative teaching and learning methods. In cooperation with the European Centre for Modern Languages (ECML), more than 30 teachers of schools in Yerevan and regions were trained online on the topic 'Development of Language Awareness in Schools'.

Considerations: The expert panel positively evaluates the system of internal and external accountability operating at the TLI, through which appropriate reports are prepared at all levels, which in individual cases become available to the public through publication.

According to the expert panel's observation, both the positive facts and existing gaps are recorded with the established mechanisms of accountability in EIU, ensuring both internal and external accountability to the state and society. However, the expert panel notes that the reports do not fully reflect the compliance with the key performance indicators of the relevant departments to contribute to the evaluation of the effectiveness of the governance processes and to form the planning based on the results of the evaluation.

The expert panel considers that a complete reflection of the information available by the TLI in foreign languages will facilitate the provision of necessary information about the institution to international students and applicants.

The expert panel also positively evaluates the publication of certain information about the APs on the EIU website, which enables applicants, students to be aware of the relevant educational processes.

In this context, the expert panel notes that there are few publications regarding the activities of the Academic Council and the Governance Council /reports, analyses, decisions made/. Taking into account the importance of the activities of these bodies and the content of the decisions made, in individual cases they can also be published, which will contribute to guaranteeing the transparency of the activities of these councils.

The expert panel positively evaluates EIU's active steps in the development of feedback mechanisms, as well as EIU's commitment to continuously implement appropriate measures to guarantee the transfer of knowledge to the public, which is evidence of TLI's high social responsibility.

Summary: Considering that the TLI has an appropriate external and internal accountability system, EIU tries to make the implemented processes available to the public through appropriate platforms, stable feedback mechanisms are in place, the TLI continuously takes steps to improve them, there are available to the public knowledge and value transfer frameworks, the expert panel considers that EIU meets the requirements of Criterion 8.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 8 as **satisfactory**.

IX. EXTERNAL RELATIONS AND INTERNATIONALISATION

CRITERION: The Institution promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalisation of the Institution.

Findings

9.1 The Institution promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalisation.

EIU highlighted internationalisation and the development of external relations in its 2019-2025 SDP, emphasising the expansion of cooperation. Within the EU-funded Erasmus+ HARMONY programme, EIU has developed a separate internationalisation strategy, according to which internationalisation should become an integral part of the activities of each member of the internal community, which will ensure the development of the 'international DNA' of the institution. Emphasising the importance of internationalising governance, teaching and learning programmes, students and staff, and research, EIU has identified 5 components for its Internationalisation SP, including:

1. Internationalisation of governance and staff,
2. Promotion of outbound and inbound student mobility and increase in the number of international students,
3. Curriculum and educational internationalisation,
4. Internationalisation of research and promotion of international cooperation,
5. Increasing EIU international visibility.

In the current year, EIU developed and submitted to EU funding the 'Sustainability and Internationalisation Capacities to Promote Modernisation of Newcomers Higher Education in Neighborhood East Countries' capacity development programme with the University of Teramo in Italy, which aims to support TLIs to develop internationalisation strategies, introduce new teaching

methods (with the help of digital technologies), increase the effectiveness of hybrid education, develop modules promoting sustainable development, as well as implement pilot exchange programmes between member TLIs of the consortium.

EIU has been implementing students and TS exchange programmes since 2012 and expanding its international cooperation, guided by interstate regulations. The document base regulating the exchange process at EIU has been developed and implemented since June 2019 with the approval of the 'Student Academic Mobility and Results Recognition Policy'.

EIU has developed and implemented the 'Procedure for the Organisation of International Mobility', according to which the selection of students and employees and the organisation of further mobility is carried out, as well as the 'Procedure for the Recognition of Credit Mobility Results' has been developed and implemented. Based on established policies and procedures, the results of both exchanges and massive open online courses (MOOCs) are recognised by EIU and reflected in the student's Diploma Supplement, if they have been agreed in advance with the department and are related to the goals and outcomes of the student's major APs.

9.2 The Institution's external relations infrastructure ensures regulated process.

In order to ensure foreign relations and internationalisation, the TLI operates the Department of International Relations, whose activities are regulated by the procedure of the Department of International Relations and Research. Within the framework of the visit, it has become clear that the Department of International Relations has its own work space, equipped with all the necessary facilities. The department has a manager and an international student officer. The assessment of the quality of the centre's activity is carried out through internal and external mechanisms. The representatives of the TLI consider an external evaluation mechanism based on the contract of each project, mainly the evaluations performed by the donors and the national office of Erasmus+ in Armenia. During the visit, it was revealed that the performed works, being mainly aimed at students, teachers and employees, are evaluated by the latter through evaluations organised by the QAC. The expert panel notes that the EIU internal stakeholders highly appreciate the steps towards the EIU internationalisation. According to research conducted by the QAC, 71% of students and 84% of employees believe that the TLI creates sufficient opportunities for participation in international programmes, 69% of students and 90% of employees state that information is disseminated. for existing international programmes. 53% of students and 80% of employees consider the selection criteria for international exchange to be clear and objective. Based on the conducted analysis and taking into account that some students have a problem with understanding the selection criteria for exchange programmes, the International Relations Centre has planned information days, within the framework of which the selection criteria and evaluation principles will be presented again.

The internationalisation function at EIU is also fragmented and initiatives by different departments and individuals are encouraged, with the employee who initiates such an initiative essentially leading the project. For major strategic projects, appropriate working groups are formed by order of the rector (eg: ARMDOCT, T-GREEN, international double degree programmes, etc).

9.3 The Institution effectively collaborates with local and international counterparts.

From the study of EIU self-assessment and the visit, it became clear that EIU cooperates with both local and international institutions and structures, expanding the scope of interaction after the previous accreditation. The internationalisation of the TLI is carried out in several directions: internationalisation of the main areas of EIU activity, internationalisation of the staff, promotion of outgoing and incoming student mobility, and increase in the number of international students.

The TLI is currently involved in two capacity building projects, one EIU coordinated and the other EIU co-coordinated. The university coordinates the work of creating the Jean Monnet module and the Jean Monnet chair, the 'Reform of Doctoral Education in Armenia in Accordance with the Requirements of the Academic Community, Industry and the EU Experience (ARMDOCT), Erasmus+ HG2' programme, in coordination with the "Transformation of Master's Education for a Green and Sustainable Future" (T-GREEN), Erasmus+ HG2" programme, together with the National University of Architecture and Construction of Armenia, etc.

The EIU internationalisation is also aimed at the 'Exchange of Best Educational Practices of Estonia' programme sponsored by the Ministry of Foreign Affairs of Estonia and implemented by the INNOVE Foundation, and within the framework of the programme, the delegation of the TLI visited Estonia to study local best practices in the context of education and governance.

The TLI continuously studies the educational programmes of the EU partner TLIs to ensure comparability and harmonisation of APs and to promote mobility of staff and students.

External exchanges of SS and TS are aimed at the internationalisation of the staff, which enable relevant employees of the TLI to be regularly trained in the European TLIs. Expert studies have shown that although the mobility indicators for 2019-2021 have decreased sharply due to the spread of Covid-19, still, according to the data presented by TLI, the total number of active exchange contracts in EIU reaches 17.

As a measure aimed at the internationalisation of the staff, the TLI is also considering the involvement of foreign TS and SS. Thus, the heads of some structural divisions of EIU are foreigners who contribute the experience of their countries to EIU (eg: head of the international department, head of the Chair of Law). In addition, EIU hosted a Russian citizen faculty member with a PhD degree and teaching experience and international qualifications on a visiting faculty fellowship for the 2022-23 academic year funded by the US Centre for Education and Research, who was appointed as a key staff member of the EIU Languages, Communications and in the Chair of Pedagogy.

Student exchange programmes are implemented by the TLI as part of the promotion of outbound and inbound student mobility. EIU has signed an internship agreement within the Erasmus+ programme, within which at least six students participate in international exchange every semester.

In 2020, the QAC conducted a survey among EIU students participating in EU-funded programmes. 92% of the students who participated in the mobility took part in the survey. As a result of the study, there was a fairly high rate of employment of exchange programme participants (83%), as well as a high rate of professional employment (69%) compared to students who did not participate in the exchange.

As part of the site visit, it has been found out clear that EIU, as a key area of the TLI's internationalisation, is considering the involvement of international students. In the 2022-2023 academic year, the number of international students increased by 46% compared to the previous year, and by 300% compared to the 2018-2019 academic year. As of the 2022-2023 academic year, 151 foreign students are studying at EIU: from Iraq (34%), Sierra Leone (22%), Nigeria (16%), Iran (8%), Ghana (8%) and other countries.

In the framework of the site visit, it became known that the TLI cooperates with various state and other institutions (schools, education institutions, the RA Investigative Committee, law offices, research institutes, banks, etc) in order to organise students' research and pre-graduate internships. In order to strengthen ties with employers and develop students' practical skills, the institute of co-supervisors of graduate work was launched, which has not yet become widespread.

'HARMONY is a programme for the development of harmony in the internationalisation of higher education, research and innovation of the EU and partner countries, the Erasmus+ HG2 programme, together with the University of Seville, was implemented in 2016-2019, and 'Access of people with special needs to society (ASPIRE), Tempus IV' programme together with Ilya State University - in 2012-2015.

9.4 The Institution ensures internal stakeholders' appropriate level of a foreign language to enhance efficiency of internationalisation.

As part of Goal 1 of the EIU 2019-2025 SP 'Development of Human Capital', EIU has set that at least 50% of staff should have a B1 level of English by 2022. In order to ensure an adequate level of English knowledge of the TLI employees, including SS and TS, it was decided to organise free English courses at the meeting of the EIU AC as of 10 April, 2020. According to the data presented in the self-assessment, 68% of the SS and 46% of the TS have at least English level B1 proficiency.

In addition, teaching in English is also encouraged. According to the decision of the EIU AC meeting as of July 2, 2019, the TS receives a 40% higher hourly wage for teaching in English in the Armenian language group and a 60% higher hourly wage for teaching in a foreign group (instead of the previous 30%).

The TLI also organises foreign language training for students. From the first semester of the 2019-2020 academic year, their teaching was carried out by forming groups according to levels. At the beginning of each year, the Department of Languages, Pedagogy and Communication organises the Cambridge University Press Diagnostic Test (Placement Test), which consists of written and oral components, to check the English level of new students. Students of all departments of the TLI participate in the test. After summarising the results, the students are divided into groups. According to the curriculum, the English courses are planned to be held over 4 semesters. According to the EIU self-analysis, this approach has had an impact on the development of students' language skills, in particular, according to the results of the 2022-2023 academic year assessment, 57% of the TLI's students have at least English level A2 proficiency.

The expert panel notes that there is a language proficiency issue at the level of foreign students. It became clear from the site visit that sometimes there are issues of studying and mastering professional materials in English due to the insufficient level of mastering foreign languages.

Considerations: The expert panel positively assesses that the TLI encourages the exchange of experience and development, which creates grounds for the institution's internationalisation. International programmes implemented in recent years, established partnership ties have greatly contributed to the increase of the EIU visibility, giving students and professors the opportunity to get acquainted with the experience of other similar education institutions. The expert panel considers the continuous efforts of the TLI to develop the capabilities of its representatives through international programmes as important.

The expert panel emphasises that in the context of the 2019-2025 Strategy, the TLI has formed an appropriate infrastructure to achieve the goals of internationalisation, separating the Centre for International Relations from the Centre for International Relations and Research. In this context, it is important that the said unit, in fact, continues to operate according to the regulations established by the International Relations and Research Centre. The separation of regulations will enable the TLI to more clearly define the centre's functions and scope of responsibility.

The expert panel emphasises the provision of appropriate resources by the EIU for internationalisation, which greatly contributes to the activation of internationalisation processes and the establishment of cooperation.

The expert panel positively evaluates the collaborative measures implemented by the TLI with foreign institutions for the purpose of harmonising the APs, which also increases mobility indicators to a certain extent. A comprehensive assessment of the efficiency of these processes, the expansion of mobility promotion mechanisms can be an additional incentive in terms of ensuring the stable dynamics of mobility indicators. The comprehensiveness of the TLI's collaborative relationships, including local and international institutions, public and private institutions, also contributes to increasing the visibility of the TLI and expanding the field of cooperation, providing the opportunity to develop students' abilities through diverse practices.

From the point of view of increasing the efficiency of the internationalisation processes, it is an important circumstance that both in the 2018 accreditation process and now, the TLI also plans to expand the number of courses taught in English in the APs from year to year, therefore, for this purpose, the number of courses offered in English in APs is also continuously expanded. In this context, the expert panel emphasises the need for the TLI to define the minimum threshold of language proficiency requirements, which is really a key guarantee for the successful implementation of the APs.

Summary: Given that the TLI has established policies and approaches for internationalisation and establishing external relations, continuously develops cooperation with local and international institutions and structures, encourages mobility of staff and students, steps are taken by the TLI to

increase the level of knowledge of foreign languages Expert, the expert panel considers that EIU meets the requirements of Criterion 9.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 9 as **satisfactory**.

X. INTERNAL QUALITY ASSURANCE SYSTEM

CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continuous improvement of all the processes of the Institution.

Findings

10.1 The Institution has quality assurance policies and procedures.

EIU has a QAC, the charter of which was last revised in 2013. The EIU QA processes are regulated by the QA policy, as well as the TLI approved the EIU QA Guide in 2014, which was revised in 2016 and 2019, taking into account the recommendations given in the previous institutional accreditation expert report, added to the governance circle the chair quality department specialists, quality agents, students. It became clear from the visit that the involvement of quality chair specialists and quality agent students in the QA processes is not clearly expressed.

In the 2019-2025 SP, there are actions aimed at quality assurance processes in which the QAC is involved. In particular: 1. evaluation of the effectiveness of the implemented quality assurance system, ongoing monitoring, audit, 2. improvement of the educational content governance system and quality assurance, 3. monitoring of APs, etc.

From the study of the documents and the visit, it was found that after the previous accreditation, they have expanded the conducted researches, in particular, they are collecting data on the ongoing processes at the TLI, and in 2022 they have carried out certain qualitative researches.

It became clear from the visit that all processes are available for the QAC to observe and monitor. The QAC reports to the AC and Governance Council, identifying issues revealed as a result of the QA processes.

10.2 The Institution allocates sufficient material, human and financial resources to manage internal quality assurance processes.

The EIU QAC operates according to the charter, which defines its functions. There are descriptions of the positions of the head of QAC, specialist, chair specialist, which were approved in 2016 and which specify the requirements, functions, duties, rights and responsibilities. From the site visit, it was found that the positions of head of department and specialist are available in the QAC, and only the position of head was occupied during the visit. A working room with adequate technical and other resources is provided for the QAC. From the visit, it became clear that the quality assurance processes and researches are mainly handled by the QAC and all the processes are available to it, however, the involvement of the QA chair specialists in the QA processes is not clearly visible.

Expert studies have shown that the QAC has annual work plans, according to which it carries out its activities. The expert studies have also shown that there are measures in the plans that are provided by the SP, but it is not mentioned what specific actions the QAC should carry out in the implementation of that measure, what is the role of the QAC (specifically: 1: targeted organisation of internships, 2: continuous improvement of resources, technical means and infrastructure, etc). There are also other measures, in which the action performed by the QAC is also not clearly visible, other than the QAC also act as the responsible unit. There is no budget for events.

The QAC is involved in various international projects. In 2021, EIU was involved in the 'Development of Internal Quality Assurance Capacities in RA Universities' programme implemented by ANQA and financed by UNESCO. Within the framework of the project, more than 10 EIU employees were trained and subsequently involved in internal quality assurance activities. According to the need, various working groups are formed for the implementation of the QA processes.

From the study of the documents and the visit, it became clear that no separate budget is planned for the QA processes, the salary of the QAC employees is planned in the budget, and some budget was also allocated during the self-assessment.

One employee of EIU is a member of the ANQA accreditation committee, and one employee and a student each have been included as experts in institutional accreditation processes organised by ANQA.

10.3 The internal and external stakeholders are involved in quality assurance processes.

EIU engages internal and external stakeholders in the QA processes through a number of mechanisms. The EIU QAC conducts surveys among students (surveys on the evaluation of teachers and surveys on the effectiveness of the TLI processes, services provided, evaluation of weaknesses and strengths, distance learning evaluation surveys), among employees (surveys on the evaluation of the effectiveness of the TLI processes, services provided, weak and strengths presentation, distance learning evaluation surveys, mobility programme evaluation surveys). Students and teachers are also involved in tent circles and are involved in various working groups (in particular, for conducting self-assessment, developing and improving APs, evaluating documents, and other purposes). It was found out from the site visit that the involvement of students in governance circles did not lead to their involvement in the QA processes, they did not act proactively.

EIU cooperates with the Republican Union of RA Employers, they consider the studies carried out by the union, but the QAC does not have separate studies among the employers cooperating with EIU. Employers are involved in the teaching process, management bodies, and summative certification committees.

Surveys are also conducted among participants of events and conferences conducted by EIU to evaluate their effectiveness.

It was found out from the site visit that the alumni are not involved in the QA processes of the TLI.

10.4 The internal quality assurance system is periodically reviewed.

According to the EIU QA guidelines approved in 2014, there are four periods of review of the Quality Management System: every 4-5 years by SP review and accreditation, annually by monitoring and conducting internal audits, quarterly and monthly by discussing current issues. From the self-assessment and the site visit, it became clear that the QAC considers it an important achievement at this stage to be accountable to the Governance Council, thereby ensuring the independence of the QA processes. However, the site visit revealed that the Government board's full and motivated awareness and initiative in solving the presented problems are still not noticeable.

According to the self-assessment, during the periodic review of the internal QA system, benchmarking is carried out both in Armenia and with cooperating TLLs operating in other countries, but from the study of the documents and the visit, it became clear that these are not documented clear analyses.

In 2022, the QAC prepared the document on the effectiveness of the application of the quality management system (inspection report). The results of the evaluation of the governmental and service delivery processes are presented here. In particular, it is noted that Section 6 of the QA Guide (Quality Planning, Control and Review) is fully operational and there are no deviations. Regarding the QA policy, it is noted that an annual review was provided for in that document, but the frequency of the review was not maintained as the provisions remained current. This document has not been revised since its approval in 2012. From the visit, it was found that the QAC involves relevant stakeholders in the preparation of this report, but the planning and implementation of this process is not clearly defined and may be situational in nature.

The EIU staff and management value the institutional accreditation process. EIU has already gone through the process of institutional accreditation 2 times, each of which had a significant impact on the processes of the TLL, both in terms of document processing and implementation, as well as data collection, research and analysis.

From the document review and the visit, it has been found out that various processes are in planning, implementation or evaluation stages. Expert studies have shown that there is a gap between these stages, particularly in the processes of strategic planning and implementation of educational programmes. At the same time, the transition from assessment to improvement is sometimes not clearly expressed in the mentioned processes.

10.5 The internal quality assurance system provides valid and sufficient grounds for the external quality assurance processes.

EIU has developed documents aimed at the QA processes, which were based on the requirements and accreditation standards of the European Quality Assurance Association (ENQA) and ANQA, European Quality Assurance Standards and Guidelines (ESG).

EIU has three experiences of conducting institutional accreditation self-assessment. Only internal stakeholders are involved in the self-assessment committee. It was found out from the site visit that both those who had experience in self-assessment and those without such experience were

involved in the self-analysis group. However, persons without such experience were involved in capacity development within the framework of the 'Development of Internal Quality Assurance Capacities in RA Universities' project implemented by ANQA and financed by UNESCO.

It was also found out from the visit that based on the previous experience of self-assessment, now knowing what kind of data will be needed, they collect it in advance, thus organising the process more systematically.

According to the SP, as well as the studies of the reports of departments and the Rector, show that they do not contain enough data for self-assessment. When studying the processes of the TLI through self-assessment, it was found that there is a need for some additional data according to the standards (in particular, a number of data and analyses are only for 1 year, which does not allow observing the dynamics). From the visit, it was found that the stakeholders who were not included in the self-assessment group were not aware of the content of the self-assessment. At the same time, the connection of the SWOT analysis's particular weaknesses and threats with the text of the self-assessment is not noticeable.

10.6 The internal quality assurance system ensures the transparency of the processes at the Institution providing valid and up to date information on their quality to the internal and external stakeholders.

Transparency of information about the quality of EIU processes is ensured through the official website, where there are regulations, procedures and guidelines, income and expenditure estimates and performances, rector's reports.

Information about the activities of the TLI is also distributed on social networks through the official pages of the university. Nevertheless, there are no Governance Council and AC protocols, no analyses are available on the website. The documents and reports on the website are not presented in English.

From the visit, it was clear that the QAC provides the analyses to the departments and reports to the management board in order to make the research results available to the internal stakeholders. They are not published on the website.

Considerations: The expert panel considers it positive that the QA processes are emphasised at EIU by the managerial staff, employees and students. This is evidenced by the fact that all processes are available to QAC and the centre participates in the evaluation of all processes, it can observe any process. This contributes to greater independence of the QAC, which can lead to the provision of objective data collection and facilitate data-based decision-making. It is important that since 2013 the TLI has documents on the QA processes, which have also improved, it will be important to continue such an approach. However, it is necessary to observe more consistently the circumstances of the implementation of the provisions provided by the documents, in particular, to ensure a more coordinated activity of quality chair specialists, quality agent students, which can contribute to the decentralisation of the QA processes.

The expert panel also considers it positive that the QAC has carried out work to expand research, and the expert panel also emphasises that the work of the QAC and other circles to carry out in-depth analyses based on comprehensive data and highlight the most global TLI problems based on them develop by involving internal and external stakeholders. This will allow to create guarantees for the parallel development of the TLI.

The expert panel positively assesses that the TLI has teachers and students with expert work experience, and continuous efforts are being made to develop the capacity of employees in the QA direction, but the expert panel sees the need to assess the human resources of the QAC from the point of view of staffing, full and effective implementation of planned activities.

The expert panel emphasises that the TLI has strategic measures aimed at the QA processes, also that there are QAC work plans, but there is a need to clarify the role of QAC and other circles in the implementation of the planned processes, to ensure clear planning, which will contribute to responsibilities clarification and effective implementation of processes.

For the expert panel, it is positive that the TLI has a number of mechanisms (surveys, discussions, committees, management circles) that allow internal and external stakeholders to be involved in the QA processes, but the expert panel emphasises that the involvement of external stakeholders in these processes is more to have a motivated and proactive expression, which will lead to outline the directions of the TLI's activities based on their needs.

The expert panel highlights that developments in international and republican cooperating TLIs, external (institutional accreditation) evaluations, leading to the development of various areas of the TLI, are considered as impulses for the review of the EIU QA system. However, in order to make the review process of the QA system more effective, the expert panel emphasises the more purposeful and clear implementation of the study of international and national experience, then matching it with EIU features, opportunities and goals, making appropriate conclusions and undertaking periodic transformations based on that.

For the improvement of the QA system, it is also important to implement the main principle of quality management in a complete cycle for various processes of the TLI, ensuring the interdependence of the cycles. In this direction, some works are visible for the expert panel, but the circuits are still not fully connected with each other, which can hinder the effective development of the QA system.

The expert panel considers the experience of the TLI in the implementation of self-assessment of institutional accreditation as positive, and the progress registered with the track of experience is noticeable, and the expert panel emphasises the collection and analysis of sufficient information for self-assessment within the framework of current reports, by years, which can be most beneficial for the development of the TLI as a comprehensive analysis. At the same time, the expert panel emphasises that when conducting the analysis, the correlation and justification of the SWOT analysis should be ensured as much as possible, because in that case the circumstances may be re-evaluated.

The expert panel considers that much work has been done in the direction of disseminating information about the quality of the TLI's processes, from this point of view, the site reform works are

also important, based on the relevant evaluations. However, according to the expert panel's observation, there is a need for the TLI to provide access to reports and analyses in both Armenian and English languages for external stakeholders in order to ensure greater transparency of its activities.

Summary: Given that EIU has the QA policies and procedures, emphasises the QA processes and allocates material and human resources for their management, it has taken steps to ensure the involvement of internal stakeholders in the QA processes, the impact of international programmes on the transformation of the QA system, the steps aimed at ensuring the transparency of the TLI's activities, the expert panel considers that EIU meet the requirements of Criterion 10.

Conclusion: The expert panel evaluates the compliance of EIU institutional capacities with the requirements of Criterion 10 as **satisfactory**.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

<i>CRITERION</i>	<i>CONCLUSION</i>
1. Mission and Purposes	Satisfactory
2. Governance and Administration	Unsatisfactory
3. Academic Programmes	Satisfactory
4. Students	Satisfactory
5. Faculty and Staff	Satisfactory
6. Research and Development	Unsatisfactory
7. Infrastructure and Resources	Satisfactory
8. Societal Responsibility	Satisfactory
9. External Relations and Internationalisation	Satisfactory
10. Internal Quality Assurance System	Satisfactory

Karen Trchunyan
Chair of Expert Panel

18.09.2023

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Karen Trchunyan: In 2011, he graduated from the Faculty of Biology of Yerevan State University. He continued his education as a PhD student at YSU graduate school and was awarded the academic degree of Candidate of Biological Sciences in 2013, and Doctor of Biological Sciences in 2017. Since 2015, he has been an assistant professor at the Chair of Biochemistry, Microbiology and Biotechnology of YSU, since 2019 - an associate professor, since 2021 - a professor. In 2015-2021, he was the deputy director of the Research Institute of Biology at YSU Faculty of Biology, and in 2023, he was the head of the Microbiology, Bioenergetics and Biotechnology laboratory at the Institute of Biology. Author of more than 80 scientific works.

Armenuhi Sargsyan: In 2006, she graduated from the State Pedagogical Institute after Mikayel Nalbandyan at Gyumri, majoring in 'Mathematics'. In 2011, she was awarded the academic degree of Candidate of Physics and Mathematics. In 2007-2011, she was teaching at the 'Mathematical Analysis and Differential Equations' chair of the National Academy of Medical Sciences; in 2011-2014, she worked as an assistant at the same chair, and in 2014-2017, as an associate professor at the 'Higher Mathematics and Mathematics Teaching Methodology' chair. Since 2017, she has been an associate professor at the 'Mathematics, Physics and IT' chair. In 2017-2018, she was the head of the Centre for Quality Assurance and Management at ShSU, and since 2018, she has been the head of the Centre for Scientific Policy, Quality Assurance and Management. Since 2018, she has been the deputy head of the editorial board of the Scientific Newsletter of the State Academy of Sciences. Author and co-author of 1 study method manual and about 70 academic articles.

Aida Tadevosyan: In 2012, she graduated with a master's degree from the Faculty of Law of the European Educational Regional Academy, and in 2015, the postgraduate course. In 2018, she was awarded the academic degree of Candidate of Legal Sciences, and in 2019, she was awarded the class degree of the second-class advisor of the RA judicial service. Since 2014, she has been a teacher at the Department of Law at the European University of Armenia. Currently, she is the head of the Expert-Analytical Department of the Legal Advisory Department of the RA Constitutional Court. Author of a number of academic publications.

Hans-Jürgen Duchstein: He specialised in the fields of Pharmacy and Medicinal Chemistry. He is a professor at the University of Hamburg. The scope of research includes reactive oxygen and nitrogen species, biochemistry, antioxidants.

Sergey Abrahamyan: In 2017-2022, he studied at the Faculty of Management and Economics of the European University of Armenia. Now he is a master's student of the 'Management' AP at the same university. He is responsible for external relations and corporate cooperation of the International Business School. He completed the training course for student experts of the ANQA 'Student Voice' project.

APPENDIX 2. SCHEDULE OF SITE VISIT

13.06.2023-16.06.2023

13.06.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Rector	09:30	10:20	50 min
2	Meeting with the Vice-Rectors	10:35	11:35	60 min
3	Meeting with the self-assessment working group	11:45	12:30	45 min
4	Meeting with project managers in strategic directions	12:40	13:30	50 min
5	Break, expert panel discussions	13:30	14:30	60 min
6	Meeting with alumni	14:40	15:30	50 min
7	Meeting with employers	15:40	16:40	60 min
8	Review of documents and closed session of the expert panel	16:50	18:00	70 min

14.06.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Governance Council of the university	09:30	10:20	50 min
2	Meeting with heads of chairs and staff responsible for academic programmes	10:30	11:30	60 min
3	Review of campus resources and infrastructure	11:50	12:50	70 min
4	Break, expert panel discussions	13:00	14:00	60 min
5	Meeting with representatives of the teaching staff (8-10 representatives)	14:10	15:10	60 min
6	Meeting with students (8-10 representatives)	15:20	16:20	60 min

7	Meeting with heads of departments (Human Resource Management Department, Career Development and Employer Relations, Public Relations and Marketing Department, International Relations Department, Research Centre, Banber, Postgraduate Department, Library, Support Services Department, Financial Management Department, Preparatory Department)	16:30	18:00	90 min
8	Review of documents and closed session of the expert panel	18:00	19:00	60 min

15.06.2023				<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with staff member(s) responsible for the AP on 'Management'	Meeting with staff member(s) responsible for the AP on 'Law'	Meeting with staff member(s) responsible for the AP on 'Pharmacy'	09:30	10:30	60 min
2	Meeting with teachers of the AP on 'Management'	Meeting with teachers of the AP on 'Law'	Meeting with teachers of the AP on 'Pharmacy'	10:45	11:45	60 min
3	Meeting with students responsible of AP on 'Management'	Meeting with students of the AP on 'Law'	Meeting with students of the AP on 'Pharmacy'	12:00	13:00	60 min
4	Break, expert panel discussions			13:10	14:10	60 min
5	Meeting with the SC representatives			14:20	15:00	40 min
6	Open meeting			15:10	16:10	60 min
7	Review of documents and closed session of the expert panel			16:20	18:00	100 min

	16.06.2023	<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the staff of the Quality Assurance Centre	09:30	10:30	60 min
2	Review of documents and session of the expert panel	11:00	13:00	120 min
3	Break, expert panel discussions	13:00	14:00	60 min
4	Meeting with members chosen by the expert panel	14:10	16:10	120 min
5	Closed meeting of expert panel	16:20	17:20	60 min
6	Summary meeting with managerial staff	17:30	18:00	30 min

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Document name	Criterion
1.	EIU study on current labour market requirements	1
2.	SP annual action plans	1
3.	Report on strategic indicators for 2021-2023	1
4.	Rector's annual report according to strategic goals and indicators for 2021-2022	1
5.	Protocols of the Ethics Committee	2
6.	Selection criteria for involvement in EIU councils	2
7.	Annual plans of departments	2
8.	Reports on strategic indicators for 2020-2021, 2021-2022	2
9.	Bases for revising the internship implementation procedure and methodology	3
10.	Theses, high- and low-graded	3
11.	A list of analyses carried out at the end of each semester in order to evaluate the effectiveness of the teaching and learning methods used by the teachers	3
12.	Examples of reports, examples of evaluation forms	3
13.	Final attestation chairpersons' reports for the past three years by submitted 3 APs	3
14.	Data on teacher attrition rates	3
15.	Student recruitment strategy report	4
16.	List of international students by major and country	4
17.	Alumni database	4
18.	Statistical bases for the "Applicant" section	4
19.	Plan for visits to education institutions	4
20.	Data related to the educational needs of students	4
21.	Bases related to teacher evaluation results	4
22.	Bases related to 'Orientation Day'	4
23.	Bases for consultation during graduation papers and research work	4
24.	A job description defining the duties of an academic advisor	4
25.	Reception regulations	4
26.	Student dropout rates by years	4
27.	Conference attendance rates by last 5 years	4

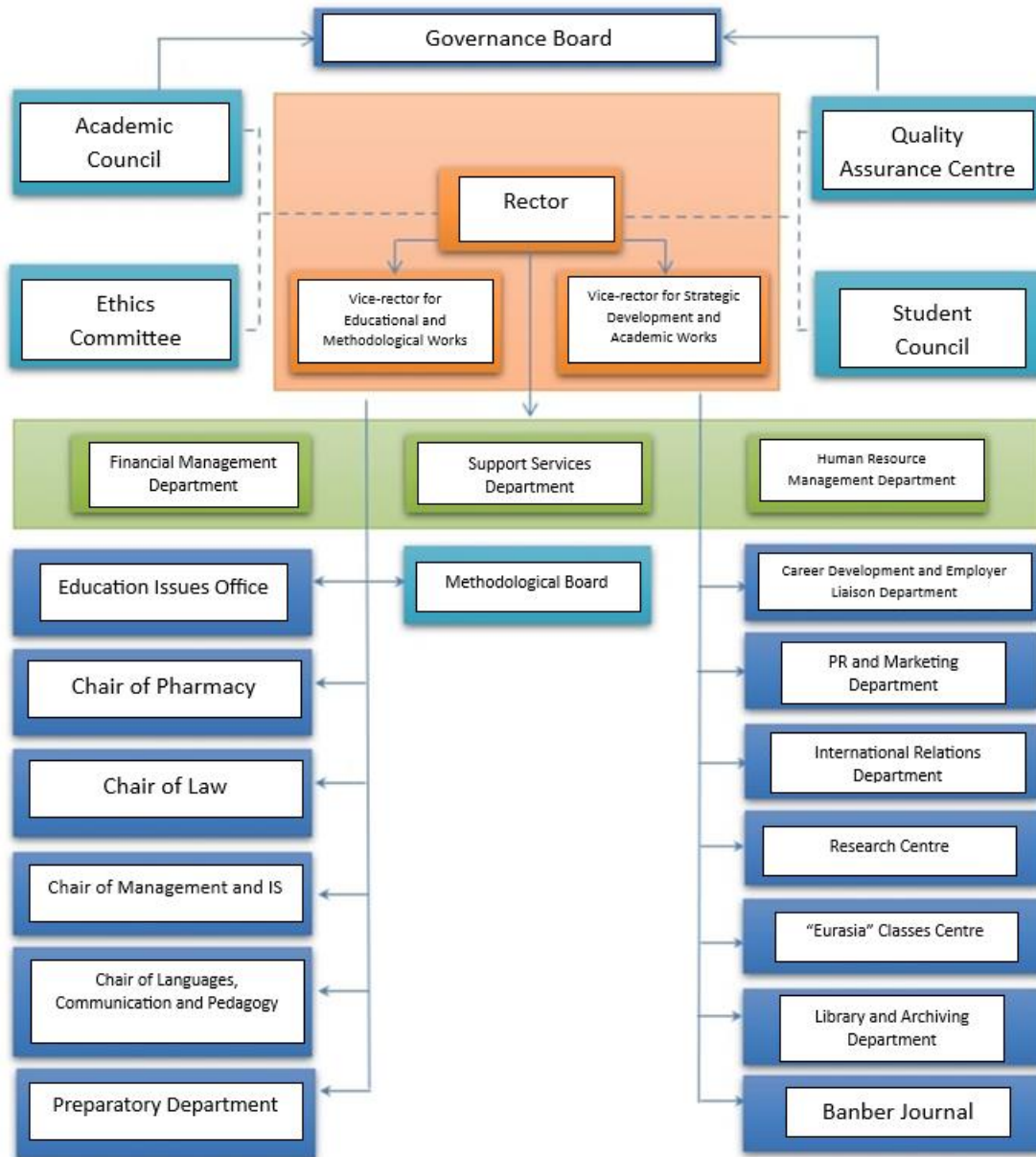
28.	Examples of graduation papers and master's theses in a new format	4
29.	Budget and selection criteria for the scholarship	4
30.	Evaluation criteria for teachers	4
31.	Examples of TS and SS employment contracts	5
32.	Job description of assistant to the chairperson, job description of the person responsible for the AP	5
33.	Registers /for selected programmes, one from each course/	5
34.	Master's theses /two for each AP for the last three years/	5
35.	Lesson observation registers /one from each chair/	5
36.	Portfolios of teachers /five from each chair/	5
37.	Completed internship diaries /4 from 3 selected APs each/	5
38.	The composition of academic advisers, the consultation topics and the schedule of meetings, the register	5
39.	Chairs list with salaries	5
40.	Educational load norms	5
41.	Schedule of teacher trainings	5
42.	Training packages	5
43.	Lists of academic and educational works of chair teachers	5
44.	Schedule of academic seminars	5
45.	Young staff training plan	5
46.	List of practicing teacher workplaces by faculty	5
47.	Bases of comprehensive staff survey analysis	5
48.	Bases of salary stratification in order to promote the increase of academic qualification	5
49.	Job description of the head of the research centre	6
50.	Research centre plan	6
51.	Reports on strategic indicators	6
52.	List of international publications in the last five years	6
53.	Description of the subject 'Research Methods'	6
54.	Receipts from grants for the last 5 years	7
55.	Website viewability data	8
56.	Site analysis for the 2021-2022 academic year	8

57.	Bases of programmes implemented for students of Yerevan and regional schools, students of colleges and other universities, as well as young people with disabilities or other vulnerable groups	8
58.	Bases of external seminars organised within the framework the Erasmus+ Jean Monnet programme	8
59.	Bases related to the 'College assistance programme'	8
60.	International centre employee position description	9
61.	Analysis of a comprehensive survey of students /B-145, M-22/ (2023)	10
62.	Analysis of a comprehensive survey of staff /faculty and staff/ (2023)	10
63.	Examples of event evaluations	10
64.	Examples of improved procedures and their bases	10
65.	Examples of course and curriculum evaluations	10
66.	A comparative analysis of quality assurance policies and procedures	10
67.	Quality assurance plan	10
68.	Analyses of employer needs	10

APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums,
2. Computer classrooms,
3. Laboratories,
4. Subdivisions,
5. Library and reading hall,
6. Courtroom,
7. Legal clinic,
8. Ceremony hall,
9. Guesthouse.

APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

AC – Academic council

ANQA - National Centre for Professional Education Quality Assurance

AP- academic programme

EIU – Eurasia International University

GC – Governance Council

KPI - Key performance indicators

NQF - National Qualifications Framework

QA- quality assurance

QAC – Quality Assurance Centre

TLI - tertiary learning institution

TS – teaching staff

SC - Student Council

SP – strategic plan

SS - support staff

SSS - Student Scientific Society