

**‘NATIONAL CENTRE FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE’
FOUNDATION**



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
UNIVERSITY OF TRADITIONAL MEDICINE**

Yerevan – 2024

INTRODUCTION

The institutional reaccreditation of University of Traditional Medicine (hereinafter 'UTM' 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 UTM 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 UTM 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.

While conducting the external assessment, the expert panel took into account that the TLI is undergoing the institutional accreditation process for the second time. During the examination, the progress made by the institution after the previous process, the impact of the improvements planned by the follow-up programme on the domains of the TLI's activities were observed. In the previous accreditation cycle, the university was in a transitional stage of development, changing the target of the implementation of the APs from the local market to the attraction of foreign applicants and the implementation of the APs in English. Such a change in the activity vector contributed to the stable flow of applicants and guaranteeing the continuity of the university's activities.

While conducting the evaluation, the expert panel took into account that the mission of UTM is: 'UTM is a leading medical higher education institution, whose activities are aimed at training new quality doctors who are knowledgeable, highly moral, aware of their role in the doctor-patient relationship for the national and international labour market in the field of medical education, medical science and healthcare, who in their practical activities will be able to integrate modern and scientifically based methods of diagnosis and treatment of traditional medicine'.

Since the previous accreditation, the TLI has improved its APs outcomes in an effort to align them with National and Sectoral Qualifications Frameworks. Taking into account the needs of recognition of awarded qualifications and ensuring the continuity of students' education, the university has also made changes in the subjects of the traditional medicine curriculum, moving them to the elective section and giving them the opportunity to connect classical medicine with scientifically based knowledge of traditional medicine. Clarification of teaching and assessment methods in the APs, setting standards for practice control and performance are important to ensure the intended outcomes.

The university positions itself as a leading institution providing medical education. From this point of view, the expert panel emphasises the alignment of the TLI APs with the standards of the World Federation of Medical Education (WFME) and the implementation of works by the university in the direction of their alignment in order to continuously improve the APs. In order to increase the effectiveness of the AP implementation, the TLI needs to define the minimum requirements for the implementation of programs, the necessary material and technical base (optimal teacher-student ratio, the maximum number of students in practical classes, the profile of medical institutions for the implementation of practice, the number of studied medical cases, etc), which will also enable financial direct the funds to meet the respective needs of APs. Emphasising the training of new quality doctors with its mission, the TLI emphasises the combination of imparting medical knowledge to students with the formation of clinical thinking. For this purpose, in recent years practical class hours, the number of practice hours have been increased, as well as more situational cases and problems have been introduced in APs. The expert panel highlights the continuous improvement of the AP benchmarking mechanisms, the study of international (countries from which the university has an influx of applicants) labour market needs to align APs, promote student mobility and alumni competitiveness.

The university should also consider the possibilities of implementing OSCE, OSPE evaluation forms in the APs to ensure the objectivity of evaluation.

In order to achieve the AP outcomes, the TLI continuously replenishes its TS with highly qualified doctors-clinicians, who transfer their experience to students and contribute to the development of clinical thinking of future doctors. From the point of view of the continuity of the AP implementation, it is a positive circumstance that the university ensures the stability of the teaching staff. The expert panel considers that along with the growth of the students, the TLI needs to assess the needs of the teaching staff, to define the optimal student-teacher ratio, to continuously increase the reserve if necessary in order to smoothly carry out the teaching staff replenishment process.

After the previous accreditation, the TLI directed its financial resources to the construction of a new building, through which the university planned to expand its educational and laboratory infrastructures, create a clinical environment for the development of students' practical abilities, and the achievement of the AP outcomes. The expert panel, while positively considering the TLI's initiative to continuously replenish and equip its resources, emphasises the fact that linking the planning and acquisition of resources to the AP outcomes is important for the preparation of knowledgeable doctors with the practical abilities envisaged by the mission of the university. Diversification of the university's financial means is also important to achieve the results envisaged by the SP and to guarantee the sustainable development of the institution.

Thus, taking into account the improvements made after the previous accreditation in the direction of APs, the addition of clinicians to the, the university's efforts to replenish the logistical base, it can be noted that the TLI ensures the credibility of the awarded qualifications.

Referring to the TLI's strategic development and management processes, it can be noted that the university has improved its strategic planning tools after the previous accreditation. The stakeholders of the TLI have common ideas about the role and mission of the university, it is also trying to define a system of KPIs for the strategic development plan. From this point of view, it is important to connect financial resources and financial means for the full implementation of the mission of the TLI and the sustainable development of the institution.

During the two years after the previous accreditation, the TLI directed its processes to the development of the management system and the regulation of administration processes. The university has taken steps to involve external stakeholders in collegial management bodies, however, the approaches used so far have not met the expectations of the university and have not contributed to increasing the initiative of external stakeholders, their influence on the development processes of the TLI. The continuous study of the needs of external stakeholders, particularly international employers, and the establishment of relations with them are important for determining the directions of the university's development, increasing the effectiveness of managerial decisions in the direction of establishing external relations and cooperation.

The expert studies showed that due to the peculiarities of the organisational and legal form of the TLI, the decisions regarding the management, development, resource management of the university are made by the Rector on the principle of sole management. The expert panel emphasises the importance of clarifying the role of the rector, separation of functions to avoid making decisions alone. The separation of the role of the rector in the councils is also important for increasing accountability and transparency, as well as creating mechanisms for evaluating the effectiveness of the rector's work and continuous improvement. It should be noted that other stakeholders have the opportunity to voice their needs in the meetings of the Governing and Academic Councils, which are

taken into account when making decisions. The TLI emphasises the application of the PDCA cycle of quality management in the administration processes and follows it in the processes of document development, application and evaluation. The expert panel considers that the application of the PDCA cycle in all processes of the institution, the interconnection of assessment and improvement processes are important for the strengthening and development of the quality culture.

During the previous accreditation, the TLI was in the initial stage of introducing the QA culture. Taking into account the expert recommendations, the TLI has developed appropriate policies and procedures for the operation of the QA system, which it has started working with in the past two years. The impact of the internal QA system on the development of the institution's processes is noticeable. The university has improved the mechanisms and tools for raising the needs of the stakeholders. However, the review of the tools used, taking into account the goals set by the TLI in the direction of quality assurance, their periodic application and implementation of analysis, are important to have reliable data on all areas of the university's activities. The TLI stakeholders voice their needs also during the discussions and council meetings organised by the university, which contributed to the replenishment of the material and technical base of the TLI and the development of the educational environment. The expert panel emphasises the need for continuous improvement of data collection mechanisms (content revision of questionnaires to achieve the objectives of survey implementation) in order to have effective data for managerial decisions.

Summing up, it can be noted that after the previous accreditation, the TLI's strategic planning and management processes have been significantly improved, the QA system contributes to highlighting the needs of internal stakeholders and increasing the efficiency of governance processes.

The development of the educational environment is always at the center of the TLI's attention, and UTM continuously provides resources to improve the educational environment. The university has appropriate services for providing consultation to students, the SS is ready to support students in matters of organising the education process. The expert panel also emphasises the evaluation of the effectiveness of the applicant recruitment mechanisms, the consideration of the need to improve the information dissemination mechanisms among the applicants in the Republic of Armenia for recruiting local applicants. It is also important to improve the services that support students' careers, to strengthen connections with employers and alumni, which will contribute to raising the problems of the APs and including labour market requirements in the APs.

With its SP, UTM emphasises the promotion of innovations and research aimed at the development of the TLI. The expert panel emphasises the fact that the goals set by the university for the development of research and the resources provided are still not interconnected and do not ensure the promotion and implementation of research in the specified directions. According to the TLISP, it is planned to increase the research budget. However, an assessment has not yet been conducted by the university to consider the necessary financial resources and find ways to provide for them. The chair research directions of the TLI have not yet been specified, the teachers are not actively involved in the research works of the university, the mechanisms of their encouragement have not yet led to the increase of works in the research direction and the achievement of scientific results in the directions that are a priority for the TLI. The Student Scientific Society is active in the university. Involvement of students in research takes place mainly through participation in seminars and conferences. However, the tasks of a research nature are not fully reflected in the TLI APs, the mechanisms of connection between research and learning are weak.

UTM places importance on ensuring accountability of its processes to internal and external stakeholders, using the official website and media sites. It should be noted that the university's reports are often descriptive in nature, mostly documenting the implemented processes, but do not analyse the reasons for non-performance and do not link them to further improvements. The TLI still does not have a PR strategy to inform the wider society about its activities, which can create additional opportunities for activating the recruitment of applicants and increasing the efficiency of admission. The Scientific and medical learning center operates in the TLI, which provides affordable medical services to the public using the human and material resources of the university. The implemented medical services testify to the realisation of the TLI's social responsibility. However, the university still does not carry out specific activities to inform large masses of the public about SMLC.

With its strategy, the TLI has emphasised the development of external relations and the promotion of internationalisation processes. Expert studies show that the number of international students in the university is continuously increasing, the university is also trying to expand the scope of cooperation with international universities. However, the collaborations defined by the TLI still do not lead to the regular use of experience exchange processes. Benchmarking of APs does not yet target countries' education systems, learning outcomes or entry requirements for employment that TLI alumni need. The TLI is making efforts in the direction of signing cooperation contracts and agreements, establishing connections, but they have not yet led to the implementation of the student and teacher mobility. The processes aimed at studying the international labour market and cooperation with international employers are still in the planning stage. Thus, the provision of appropriate resources by the TLI, the clarification of internationalisation directions and goals, and the orientation of established partnerships to the needs of students and alumni can be beneficial from the point of view of increasing the effectiveness of the university's internationalisation processes.

The strengths of the TLI are the following:

1. the TLI's mission is clearly defined and its common perception among the stakeholders,
2. the involvement of internal stakeholders in the collegial management councils of the TLI and the discussion of their needs with the governance bodies,
3. application of the PDCA cycle in administration processes,
4. preparation of alumni who are proficient in modern and scientifically based traditional medicine methods,
5. improvement of foreign applicant recruitment mechanisms and steady growth of admission rates,
6. replenishment of the teaching staff with doctors-clinicians,
7. stability and smooth generational change of the TS,
8. formation and re-equipment of resources and infrastructures,
9. measures aimed at transferring knowledge and values to the society and social responsibility of the TLI,
10. regulation of the QA processes and their impact on the development of the TLI.

The weaknesses of the TLI are the following:

1. the imperfection of the system of KPIs defined for the purpose of strategic management,
2. insufficient allocation of financial resources in line with strategic goals and lack of opportunities to diversify finances,

3. the lack of institutional approaches to the application of teaching and assessment methods in APs,
4. the imperfection of the mechanisms of selection, control and evaluation of foreign students' practice places,
5. lack of human and financial resources necessary for the implementation of research activities,
6. incompleteness of the mechanisms of connection of research and learning processes and weak reflection of the research component in the APs,
7. having a descriptive nature of the reports,
8. the imperfection of the AP internationalisation and experience exchange processes,
9. extremely low rates of teacher and student mobility and participation in exchange programmes,
10. the imperfection of the questionnaires used for the purpose of identifying needs, the non-periodic nature of the analysis.

Main recommendations:

Mission and Purposes

1. To improve the mechanisms of eliciting the needs of external stakeholders and to introduce the elicited needs into the basis of strategic planning processes.
2. To provide appropriate financial and material resources for the processes defined by the SP in order to ensure the feasibility of the goals.
3. To improve the approaches of defining the KPIs and their application in strategic planning processes in order to increase the efficiency of the TLI governance.

Governance and Administration

4. To clarify the functions of the GC, assessing the need to involve external stakeholders, defining the rector's functional framework for increasing the effectiveness of the TLI's strategic management.
5. To improve the mechanisms of providing resources in line with the SP goals and expected results to ensure the long-term sustainable development of the TLI.
6. To provide appropriate financial resources for ensuring the KPIs defined by the SP.
7. In line with the TLI's sectoral characteristics, to develop clear criteria for the minimum resources required for the implementation of APs and the ratio of students to make the governance processes and provision of resources more planned.
8. To introduce mechanisms for publishing and evaluating information about APs and awarded qualifications.

Academic Programmes

9. When defining the AP outcomes, to take into account the needs of the international labour market to contribute to the expansion of opportunities for professional development of students.
10. To develop a database of assignments, situational problems given to students and continuously replenish it in order to make the professional development trajectory of students more planned.
11. To clearly reflect research work in the APs to ensure outcomes aligned with the NQF Level 7 descriptors.
12. To clarify the teaching and assessment methods in APs according to the tasks given to students, introduce PBL, CBL, OSCE, OSPE methods, linking the implementation of tasks to the resources required for them.

13. To define the criteria for the selection of places of students' internships, to improve the mechanisms of supervision and evaluation of international students' internships.

14. To direct the benchmarking of APs to the implementation of a comparative analysis of the students' professional activities with the corresponding programmes of the TLIs of the countries, in order to promote the mobility of the students.

Students

15. To create opportunities for the implementation of additional classes of students to ensure the knowledge of the professional English language proficiency.

16. To continuously update the alumni base and highlight their needs by following the professional trajectory.

17. To improve the mechanisms for identifying needs and evaluating the effectiveness of services provided to students.

Faculty and Staff

18. To carry out a systematic analysis of lesson observations and put its results in the basis of the TS professional development.

19. To allocate funds and clearly plan the continuous development and training of the TS to contribute to recruitment and retention of competitive TS.

20. To clarify the mechanisms and criteria for encouraging the TS and ensuring professional progress.

21. To assess the necessity of supplementing the SS at the university, taking into account the requirements for the implementation of practical classes.

Research and Development

22. To introduce mechanisms for harmonising the strategy and budget of the TLI in the research field in order to achieve the goals set by the TLI.

23. To clarify the department's research directions and provide appropriate human and material resources for their development, also using the capabilities of guest teachers.

24. To introduce mechanisms for promoting the research activities of the TS, providing internal grants for the acquisition of research results and their recognition.

25. To improve the mechanisms of connection of educational and research processes to ensure the outcomes of integrated APs in the field of medicine.

Infrastructure and Resources

26. To implement the calculation of resources for one student in order to ensure the end results provided by the APs, in order to increase the efficiency of financial planning of the APs.

27. To improve the laboratories for prerequisite subjects for the development of students' abilities.

28. To introduce mechanisms for diversification of financial sources to ensure the financial stability of the TLI and the continuity of the AP implementation.

29. To establish and ensure appropriate biosafety conditions in the laboratories for the safe implementation of practical training.

Societal Responsibility

30. To improve the analytical component of reports in order to increase the effectiveness of accountability and planning processes.
31. To introduce a PR strategy to inform the broadest sections of the society about the TLI's processes and implemented activities.
32. To clarify the periodicity of knowledge transfer measures to the society, defining the expected results from the processes.

External Relations and Internationalisation

33. To develop short-term and mid-term programmes for external relations and internationalisation with measurable indicators of evaluation.
34. To provide financial resources for the implementation of goals aimed at internationalisation, to promote the involvement of the TS in international programmes.
35. To improve the AP benchmarking implementation processes to promote student mobility and university internationalisation.
36. To put the needs of the stakeholders at the basis of cooperation with local and international organisations to contribute to the improvement of internships, experience exchange processes.

Internal Quality Assurance System

37. To improve the expected results and KPIs for the development of the QA system in order to have qualitative changes as a result of the system's operation.
38. To introduce mechanisms for raising the needs of external stakeholders for the purpose of market evaluation.
39. To evaluate the effectiveness of the tools used to highlight the needs of the stakeholders, clarifying the frequency of their application.

Karen Trchunyan
Chair of expert panel

05.03.2024

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

The integration of the TLI into the European Higher Education Area includes the adaptation of its educational systems and practices to the standards and principles defined in the EHEA. Although the managerial staff of the TLI expresses its willingness and great desire to integrate with the EHEA, the TLI must work hard to develop in that direction. The university has taken certain steps in the direction of development in line with the Bologna process, in particular creating foundations for the development of the QA system. However, there is still a need to regulate internationalisation processes, to set clear goals for integration into the EHEA and to deliver coherent APs. The TLI should take more concrete steps to start mobility programmes for students and staff. The TLI must change the programs in accordance with the international European standards, because the subjects included in the curriculum are mostly in line with the programmes of the CIS countries or the Soviet Union, which can hinder and slow down the process of students' mobility. The TLI is benchmarking with the TLIs of the Republic of Belarus, but for integration into the EHEA it is important to target APs from other European universities as well.

The integration of a university into the EHEA involves the alignment of its educational systems and practices with the standards and principles set out in the EHEA. Although the managerial staff of the university expresses its willingness and great desire to integrate with the EHEA, the university needs to work hard to develop in that direction. The TLI has taken certain steps in the direction of development in line with the Bologna process, in particular creating foundations for the development of the QA system.

In general, it is important not to have a language barrier for integration, especially to increase the English language proficiency level. It is a positive circumstance that the managerial staff of the TLI has started to train its staff in the direction of increasing the level of English and allocated funds for it. It is also welcome that most academic staff are fluent in English, which will facilitate their mobility in European institutions. The TLI should also increase the importance of language learning for Armenian students, because most of them do not have a good command of the language, and this can hinder their involvement in exchange programs. The TLI should actively promote student and staff mobility by encouraging both inbound and outbound exchanges. Participation in Erasmus+ programmes and other exchange initiatives can contribute to the international experience of students and staff and to localisation in the university.

Research cooperation is one of the important directions of university integration. Unfortunately, the TLI still has no significant achievements in this direction, there are only a few memorandums that have not yet been fully implemented.

Integration should also focus on promoting inclusion and diversity within the TLI community. Embracing a multicultural environment and supporting students and staff from different backgrounds are important aspects. In this direction, the university has created an inclusive environment for foreign students, which is indicated by the high level of satisfaction of foreign students.

It is important for UTM to be actively involved in the processes of the AP internationalisation, exchange of experience, to increase its position in the EU educational space and contribute to the realisation of the overarching goals of the Bologna process. In addition, staying informed about EU education policy updates and changes is essential for successful integration, and this is only possible in active collaboration with ANQA.

From the point of view of providing international education, and recognition of qualifications, it is important to align the TLI APs with the requirements of the World Federation of Medical Education (WFME). The university should pay attention to the following directions:

- The programme must take into account the demands of the local and international employment market, as well as guide the training of nosologies prevalent in the country recommended by the World Health Organisation, taking into account also the disease statistics of the regions and countries from which the students come. For example, since there are many Indian students, attention should be paid to epidemiological and disease control statistics, treatment methods in India.
- It is desirable to start the thematic integration of the programme with the thematic arrangement of individual subjects at the initial stage. For example, if anatomy, histology, biochemistry and patient care or clinical skills are taught in one semester, link topics when transitioning to teaching other subjects such as anatomy, physiology, histology and biochemistry. It is also necessary to develop the clinical skills of the students in terms of the cardiovascular system, for example, doing an ECG, counting pulses, finding the patient's heart, palpation, percussion, etc. It will help strengthen the student's theoretical knowledge in practice and develop the student's initial clinical skills.
- Given that the programmes are equivalent to a master's degree, the programme should take into account the development of research skills. The TLI needs to pay attention to the development of students' research skills, academic language, presentation skills of scientific results, search of scientific databases, etc. It is desirable to allocate at least 10 credits to the development of scientific/research skills in the curriculum of the programme.
- The number of students in groups should depend on the teaching method used. It is necessary to calculate what time resources are needed to assess each student using a specific method. When using modern teaching methods, it is preferable to have 8-12 students in a group (of course, this does not mean a lecture where one can accommodate 100-150 students). For example, in the case of the PBL teaching method, 8 students are desirable in the group, in the case of Bedside Teaching method in the clinic, a maximum of 3 students, etc. The number of practical lessons should also be worked out, taking into account the time spent to achieve the final result.
- The curriculum should specify what teaching methods are used, when, what topics are taught, what skills and outcomes are expected to be achieved. Teaching methods should not depend on the teaching skills of each teacher. It is necessary for the chairs to plan which method should be used during the teaching of which subject. Teachers should be trained to use teaching methods that are appropriate for teaching this subject in the future and achieving the outcomes.
- It is preferable to use teaching and assessment methods recommended by the WFME (for example, OSPE, OSCE, Bedside Teaching, CBL, PBL) during the teaching of the programme.
- Clinics where students have their internship must meet pre-developed criteria to be approved by the TLI (for example, how much the bed fund should be, outpatient or inpatient turnover, etc). There should also be criteria for the head of internship (experience of independent clinical activity, not less than 5 years, teaching experience, etc). It would be better if the TLI takes over organising the internships, signing memorandums with local or foreign clinics, looking for supervisors and distributing students. Thus, it will be easier for the TLI to track the progress of students' internships and evaluate the quality of the internship process.

Recommendations:

1. To improve the QA mechanisms and tools.
2. To promote the improvement of language skills, especially English, to make the TLI more attractive to international students and to facilitate cooperation with other EU institutions.
3. To actively promote and promote student, staff mobility through programmes such as Erasmus+. To develop partnerships with other European TLIs to promote exchange programmes and joint initiatives.
4. To develop research collaborations with international TLIs and institutions. Participate in EU-funded research projects, engage in joint research initiatives and encourage faculty to international cooperation (for example, look for European TLIs that have the same research directions and are interested in common scientific projects, allocate funds from the budget for this).
5. To create a comprehensive internationalisation strategy that outlines specific goals and action plans. This strategy should include programmes to increase the diversity of the student body, increase the involvement of staff and students in exchange programmes and mobility.
6. To be informed about changes in the EU education policies and initiatives. Actively engage in the relevant EU programmes and networks to ensure continuous alignment with European educational standards.
7. To actively cooperate with ANQA. use the resources, experience and capabilities to integrate into the EHEA.
8. During the teaching of the programme, to use the teaching and evaluation methods recommended by the WFME (OSPE, OSCE, CBL, PBL, etc).

Nino Chichivishvili
UTM International Expert

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of the institutional capacities of the UTM was carried out by the following expert panel¹:

Karen Trchunyan: Doctor of Biological Sciences, Professor at the Chair of Biochemistry, Microbiology and Biotechnology of Yerevan State University, head of the expert panel.

Anna Sukiasyan: Candidate of Biological Sciences, Associate Professor at the European Institute of Integrative Health Sciences, Eurasia International University and Mkhitar Gosh Armenian-Russian International University, member of the expert panel.

Varduhi Khachaturyan: Senior Teacher at the Engineering Economics and Agribusiness Chair of Shushi Technological University, member of the expert panel.

Nino Chichiveishvili: Expert at the National Centre for the Improvement of the Quality of Education of Georgia, Teacher at Geomedi University, international member of the expert panel.

Maria Galstyan: 5th year student of the Medical Faculty, Armenian Medical Institute, 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

UTM 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 UTM. A schedule for the accreditation process has been drawn up and approved.

Self-assessment

The institution submitted the self-assessment of the institutional capacity (in Armenian and English) 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

¹ APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

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.

Site visit

The site visit took place between on November 28-December 1, 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.

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.

² APPENDIX 2. SCHEDULE OF SITE VISIT

³ APPENDIX 3. LIST OF DOCUMENTS OBSERVED

⁴ APPENDIX 4. RESOURCES OBSERVED

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 did not submit observations and objections regarding the preliminary report.

After receiving the TLI's feedback, the expert panel prepared the final version of the report.

Meri Barseghyan
Expert Panel Coordinator
05.03.2024

BRIEF INFORMATION ABOUT EIU

History. The UTM commercial organisation is the successor of Institute of Traditional Medicine, which was founded in 1991. The TLI is a legal entity that is a commercial organisation, whose activities are aimed at the implementation of higher medical education programmes provided by the RA Law 'On Higher and Postgraduate Medical Professional Education'.

The TLI was accredited by the RA Ministry of Education and Science in 2001. TLI was granted conditional accreditation by RA ANQA Foundation on April 29, 2021.

The TLI's mission is: 'UTM is a leading medical higher education institution, whose activities are aimed at training new quality doctors who are knowledgeable, highly moral, aware of their role in the doctor-patient relationship for the national and international labour market of medical education, medical science and healthcare, who will in the course of their practical activities, they will be able to integrate modern and scientifically based methods of diagnosis and treatment of traditional medicine.'

Education. The TLI has 2 faculties, 8 chairs. At the beginning of the 2022-2023 academic year, 621 students are studying at the TLI, including 595 foreign students from 17 countries. The TLI cooperates with education institutions and organisations of the republic and abroad.

During its activity, the TLI has trained more than 1000 alumni, most of whom successfully work not only in RA, but also abroad as practicing doctors, researchers, lecturers, and health care providers. in leading clinics and medical centres of the country. Most of the alumni have their own private clinics, moreover, they invite university alumni to work as employers.

The TLI TS is supplemented by scientists, professors, doctors with many years of pedagogical and scientific experience, known in the Republic and outside its borders, whose work thanks to the tank, today UTM has a great reputation and occupies its rightful place in the RA university system.

Research. In 2002, the WHO announced the strategic ways of integrating modern and traditional medicine as a policy of the XXI century. The strategy announced by the WHO is based on the following idea: to study the entire arsenal of methods of prevention, diagnosis and treatment of various diseases, which has accumulated over the centuries in the field of traditional medicine, to include the most effective methods in the APs and to invest in practical medicine.

This, in turn, implies the need to train new quality specialists in medicine. The above-mentioned policy was put into the basis of the TLI's strategic plan for Traditional Medicine back in 1991 and continues to this day.

Internationalisation. UTM's external relations development and internationalisation policy derives from the TLI's mission, where the overriding goal is to promote continuous processes of internationalisation at the TLI and programme levels. In the 2020-2025 SDP, the tasks are aimed at:

- the expansion of specific measures aimed at effective development and exchange of experience in the direction of internationalisation,
- the development of TLI's international relations with European, Asian and CIS education institutions at the TLI and programme levels,
- ensuring and expanding communication with the public, development of continuous education.

Quality assurance. The QA system is a set of processes for planning, monitoring, raising problems, and implementing improvements related to all areas of the TLI's activity (education, science and public services). The QA policies and procedures provide the necessary foundation upon which the TLI builds its quality assurance system and evaluates its performance.

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. 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 UTM is fixed in the TLI's SP for 2020-2025, according to which: 'UTM is a leading medical higher education institution, whose activities are aimed at the national and international labour market in the field of medical education, medical science and healthcare, knowledgeable, highly moral, training of new quality doctors who are aware of their role in the doctor-patient relationship, who will be able to integrate modern and scientifically based methods of diagnosis and treatment of traditional medicine during their practical activities'. To achieve its mission, The TLI has set the following strategic objectives: governance and administration, education, infrastructure and finance, students, external relations and internationalisation, research and innovation, and quality assurance.

UTM provides educational services at the Levels 6 and 7 of the RA National Qualifications Framework (hereinafter NQF). Postgraduate Level 8 educational service is not provided by the institution, and in order to be ready for medical practice after graduating from the TLI, students continue their education in other institutions both in RA and abroad. 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 framework of the Sectoral Qualifications approved by the RA MoESCS (hereinafter referred to as SQF).

The study of the mission identified by the previous strategy and the comparison with the currently defined mission shows that the TLI now also emphasises the preparation of specialists for the national and international labour market. However, it should be noted that most of the TLI's students are from abroad, local students study only in the 'Dentistry' AP, and the acceptance rates of local applicants tend to decrease. Unlike the previous strategy, UTM currently emphasises its role in training new quality doctors who will be able to integrate modern and traditional medicine approaches during their practical work.

During the site visit, it became clear that based on the previous accreditation consultations, the TLI strategically emphasised increasing the efficiency of the TLI governance system, a management council was formed, which tries to support the university in making financial and economic decisions.

Taking into account the established priorities, as well as the work carried out in the direction of serving the international labour market, the TLI has also expanded the scope of cooperation with foreign education institutions, mainly medical universities of Belarus.

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 implemented actions and the provided resources showed that the resources for the implementation of the development-oriented applied and scientific researches set by the TLI and the internationalisation of their results are very limited. The TLI is currently investing all its resources in the construction of new buildings, where there will be both a classroom fund and a

clinic, with the aim of forming clinical thinking in students for the training of doctors defined by the mission.

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

According to the self-analysis, the internal stakeholders of the TLI are the managerial of the university, students, TS and SS. The TLI's external stakeholders are alumni, students' parents, employers, state and private institutions, citizens with various health problems.

The TLI conducts meetings with internal stakeholders to identify needs. Taking into account that most of the students are foreigners, there are difficulties and obstacles in terms of attracting external stakeholders, in particular in the direction of raising the needs of those foreign employers, with whom the alumni of the university work after continuing their professional education in the residency. It became clear from the site visit that taking into account the breakdown of the university-employer relationship caused by this circumstance, the university plans to improve the mechanisms used for the purpose of involvement of external stakeholders.

Following the previous accreditation, based on expert recommendations, the UTM Strategic Development Programme Planning Committee, formed by the Rector's order as of 2020, reviewed the TLI's mission. The changed mission reflects UTM's positioning in RA and the international labour market. The discussions that took place during the site visit also prove that the mission of the university is well perceived among stakeholders. However, the strategy still does not fully specify how the TLI envisions the training of the 'new type of doctors' defined by it and how the current strategy will contribute to it. The expert meetings showed that in this context, the university with its APs tries to train doctors who know modern and traditional medicine methods.

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

The TLI, while revising its Strategic Development Plan in 2020, took as a basis the issues mentioned in the institutional accreditation expert report and included them in its strategic directions. According to self-assessment, the university emphasises the evaluation and monitoring of the implementation of the SP, for which it plans to create clear tools and develop the SP evaluation system.

KPIs have been defined for the SP operated by the TLI according to the main areas of development of the university. From the site visit, it became clear that the internal stakeholders share the importance of defining KPIs by the university, but their reflection is still not visible in all areas of the university's activities and in the plans of all departments. The study of the defined KPIs and their combination with the expected results shows that they are mainly aimed at documenting processes, regulation, increasing the efficiency of administration processes. For example, in the university's SDP action plan-schedule, such expected results as the formation of various protocols and regulations on management, financial management, summarising survey results, creation of procedures, etc, have been defined. The study of the plan-schedule also shows that the university has allocated responsible persons, deadlines and resources for the implementation of the defined processes. It should be noted that the necessary financial resources are not allocated for the implementation of processes aimed at some areas highlighted by the TLI (in particular, modern research and innovation, external relations and internationalisation).

Considerations: The expert panel positively assesses that the UTM mission expresses the content of its activity directions, which contributes to clarifying the image of UTM among the stakeholders. The implementation of works aimed at aligning APs with the national framework of qualifications and the resulting trends of aligning qualifications with the sectoral framework is also a positive circumstance, which contributed to clarifying the AP outcomes.

The expert panel emphasises that the TLI tries to put the needs of the stakeholders in the basis of planning the development directions, which contributes to the formation of a unified approach to the mission and vision of the university among the internal stakeholders. It is important that the TLI has also highlighted the need to increase the efficiency of raising the needs of external stakeholders, keeping this in the centre of attention, improving feedback mechanisms with alumni can contribute to the reflection of the needs of external stakeholders (including those outside of RA) in the university's strategic development processes.

The expert panel positively evaluates the fact that over time the TLI tries to improve its strategic plan and develops tools to connect the SP planning and KPI definition processes. Thus, strategic planning has been positively different from the previous one, first of all, in that there was a set of KPIs for evaluating strategic goals and the TLI is guided by the defined KPIs. At the same time, the expert panel notes the importance of ensuring the connection between financial resource planning and the implementation of the 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 full application of the KPIs in the process of strategic management should be the centre of attention of the university, with the need to clarify and put them on institutional foundations in the next rounds of strategic planning. Allocating resources for the implementation of defined processes will contribute to the realisation of strategic goals. According to the expert panel, this approach will ensure the balanced development of the TLI in strategic directions.

Summary: Considering that UTM has a clearly formulated mission that reflects the main directions of the TLI's activities, the strategic planning toolkit has been improved after the previous accreditation, there are trends to establish credible indicators for the evaluation of the university's strategic goals, strategic planning includes the needs of the stakeholders, the expert panel considers that UTM's institutional capacity meets the requirements of Criterion 1.

Conclusion: The expert panel evaluates the compliance of UTM 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.

The UTM administration is carried out in accordance with the RA legislation and the TLI charter, on the basis of internal legal acts regulating the activities of UTM administration and academic councils, rectorate, student council, chairs. The TLI's governance system is based on a combination of individual and collegial management principles. A study of the TLI's charter shows that according to the legal organisational form, the TLI is a production cooperative. The general management and operational management of TLI is carried out by the Rector, who is accountable to the highest body of the UTM governance, the general meeting of the founding members, where the Rector is also involved due to the peculiarities of the legal organisational form of the university and the current management system. The Rector also heads the Academic Council of TLI, is the chairman of the Quality Assurance Committee formed under the AC. During the site visit, it became clear that the Governance Council of the university is made up of internal stakeholders, as attempts to involve external stakeholders were not considered effective by the TLI. According to the TLI representatives, this circumstance is also due to the fact that alumni, after studying at UTM, go to work after completing their professional education at another education institution, due to which the interest of employers in cooperation and inclusion in the Governance Council decreases. The study of the minutes of the meetings of the councils and the expert meetings showed that in the Governance Council, where the head of the educational department, the vice-rectors, the accountant are also involved in addition to the management staff, the issues related to the financial and economic, educational process of the university are discussed, after which the final decisions are made by the Rector. Issues related to education and training, possibilities of introduction of APs are discussed in the Academic Council.

There is an Ethics Committee within the Academic Council of UTM, the TLI has developed the relevant regulations. It became clear from the site visit that there were no cases of violations of the established procedures.

At UTM, governance bodies are guided in their actions by regulations and procedures, the transparency of which is ensured through access on the website. The UTM managerial staff, 2 faculties, 8 chairs, Scientific and Medical Learning Centre are involved in the organisational structure of the TLI. From the site visit, it became clear that after the previous accreditation, the positions of vice-rectors for education works, QA and education reforms were added, highlighting the university's strategic issues and directions. The TLI has not yet provided adequate human resources for the coordination of services that support students' careers, and human resources for the development of research are also limited. After the previous accreditation, the university also developed the job descriptions of the employees based on the Classification of Occupations.

The basis of the distribution of financial resources is the applications submitted by the departments for the acquisition of materials, property, and funds necessary for their current needs and the AP implementation, based on which the budget estimate is drawn up. The TLI's financial income mainly comes from student fees and about 30.1% of them goes to the salary fund. Currently, the TLI's development fund (37.75% of the budget) is aimed at improving the infrastructure and building a new building. The combination of the budget and the strategic plan allows us to note that for other strategic directions (in particular, research and internationalisation) adequate financial means are not yet provided for the full realisation of the goals set in these directions. In order to diversify financial means, the TLI tried to apply to the programmes offered within the framework of the Competitive Innovation Fund (CIF), but the grant programme presented by the university was not included in the list of winning programmes.

It became clear from the site visit that the TLI is trying to attract human resources with the necessary qualifications for the defined goals, taking into account the increase in the number of students. However, the calculation of the minimum resource (for example, student-teachers, student-administrative-SS ratio, the minimum and maximum number of students in one group) for the implementation of the defined goals, or the evaluation of the effectiveness of the existing resource-financial means aimed at it, has not been carried out by the TLI yet.

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

It became clear from the expert studies that the governance system of UTM, the regulatory base gives the TS and students the opportunity to be included in the collegial governance bodies of the TLI - the Governance Council and the Academic Council. The involvement of internal stakeholders in the mentioned bodies allows them to participate in the management process of the TLI and the discussion of issues related to them.

It became clear from the site visit that foreign and Armenian students are involved in the Governing Council. They have a direct or mediated opportunity to participate in the governance process of the TLI, they are active in the discussion of issues related to them and the processes of making decisions about them. It became clear from the site visit that foreign students are more proactive. It became clear from the study of the minutes of the sessions that the issues raised by the students are mainly in the direction of improving the resources, and appropriate solutions are given according to the possibility of the university.

The TLI has not yet analysed the satisfaction of the teachers regarding the TLI's decision-making, involvement in these processes. It became clear from the site visit that teachers voice their needs mostly during chair discussions, and issues related to the APs are discussed in the Academic Council. As a result of such discussions, the APs have been somewhat improved, in particular, the number of subjects in the traditional curriculum has been reduced, resources and necessary materials have been allocated.

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.

The UTM long-term planning is reflected in the TLI's SDP 2020-2025, where the included goals, objectives and activities reflect the strategic long-term directions. The plan-schedule developed by the TLI represents the process of SP implementation. The departments also have plans covering the time period of the five-year SP, where according to the strategic directions representing the scope of their activities (educational activities, student-centred policy, modern research and innovations, internal QA system), the actions and expected results are separated, and the dates for the implementation of the actions are defined. Expert studies have shown that the expected results in these plans are quite general (minutes of meetings, schedules, performance reports), and the connection with the defined goal is not always visible.

There is no separate medium-term planning in the TLI. The deadlines for the implementation of some processes in the plan-schedule indicate the interim period of the SP. The TLI develops and implements short-term planning, where the units try to reflect the SP goals.

The TLI has developed and implemented a new unified activity planning and performance format for departments. According to the format, all structural units in the AC and the Rectorate present current and annual reports, the study of which made it clear that they mainly represent the measure of performance and are mostly descriptive in nature. Currently, many initiatives of the TLI are connected with the construction of the new building and the opportunities provided by it.

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

The TLI has developed appropriate guidelines for the study of factors affecting its activities, defining the study tools and methods. According to the guidelines, the university plans to use the results of the analyses for the determination of the TLI's strategic goals, development of strategy-oriented programs and measures. TLI identified the following tools: self-assessment, self-evaluation, monitoring, SWOT analysis, benchmarking. As a result of the surveys used for the study of internal factors, the resources of the TLI have been improved. Studying the trajectory of university alumni, it was suggested to conduct the FMGE exam preparation courses for students from India to recognise the quality of educational services provided.

During the previous accreditation, the TLI was in a transitional phase, because due to the continuous decrease in the number of local students, it made a transition to the implementation of mainly APs in a foreign language. Taking into account this circumstance, the TLI allocated appropriate financial resources for the purpose of recruiting TS for the implementation of APs in foreign languages.

From the site visit, it became clear that the TLI has not yet carried out a targeted study of the international labour market (countries from which the university receives applicants) and measures aimed at recruitment of applicants, cooperation with employers or recognition of APs based on them.

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

At UTM, the PDCA cycle of quality management is applied in the administration processes. A cycle application model is also presented in the 2022 UTM QA Manual. After the previous accreditation, the TLI revised the planning formats, according to their reporting mechanisms. The study of plans and reports shows that they are often descriptive in nature, showing the extent of execution of planned processes. The accountability-next-improvement chain is not yet institutionalised.

Approaches to applying the PDCA cycle are implemented in the AP implementation process. The TLI has also developed an AP monitoring and review procedure to ensure the order of the PDCA cycle. Expert studies have shown that APs have been evaluated and improved by the TLI, and now the TLI has re-applied this cycle to implement APs. The works carried out in the strategic direction are currently being implemented. It became clear from the site visit that the research works are mainly in the planning stage, tying them to the construction of laboratories and participation in grant programmes.

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 information on the effectiveness of APs and other processes in the TLI, surveys are conducted on the effectiveness of internships, courses, APs.

Another mechanism for evaluating the AP effectiveness is the analysis of the reports of the final attestation committees. The study of the reports and their analysis showed that the committee mainly emphasised the inclusion of questions about clinical research in the questionnaires, taking this into account, the TLI modified the questionnaire to a certain extent and included situational issues in this direction as well. Expert studies have shown that the TLI has not yet carried out evaluations regarding the effectiveness of governance, research implementation, and internationalisation.

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

UTM provides transparency of APs and awarded qualifications through the official website as well as through Facebook.

Quantitative and qualitative data on the quality of APs and qualifications awarded at UTM are collected from the report of the chairpersons of the final attestation committees and the dean. However, mechanisms and tools to assess the quality of publications on APs and awarded qualifications are not yet implemented in UTM.

Expert studies have shown that the TLI tries to collect data about the success of alumni through the Educational Part. On the website, the TLI provides information about the countries where alumni are engaged in professional activities. It should be noted that this information is general and does not highlight alumni' success stories or career paths.

Considerations: The expert panel positively assesses that after the previous accreditation, the TLI took steps to improve the governance system, which contributed to the regulation and effective implementation of governance and administration processes. The expert panel considers it important that the TLI bases its governance processes on the principles of individual and collegial management, thus trying to make the decision-making process participatory. The expert panel emphasises the fact that the university tried to increase the effectiveness of strategic management processes by forming the Governance Council. However, the lack of motivation to involve external stakeholders, not being involved in the decision-making processes, led to the university's decision to involve only internal stakeholders in the councils. From this perspective, the expert panel emphasises the search for such formats of involvement of external stakeholders in governance or consultation bodies, which will be based on the characteristics of the TLI and will contribute to the presentation of the needs of external stakeholders in the university and the implementation of improvements based on them. The expert panel, taking into account the specifics of the university's legal form, however, notes that a critical aspect of the TLI's governance is the inclusion of external perspectives and independent evaluation, which will ensure that the institution adheres to best practices and is accountable to its stakeholders. The Rector's dual role may limit the board's ability to serve as an effective evaluator of university governance and performance. Such separation is important to maintain accountability and prevent conflicts of interest. To address this issue, UTM should consider implementing measures to increase transparency and accountability within its governance structure. This may include establishing independent oversight committees within the Governance Council, involving external stakeholders in key decision-making processes, and establishing clear guidelines for objectively evaluating the Rector's performance.

The expert panel positively assesses that the TLI has developed position passports, planning formats have been improved, which has also contributed to the regulation of processes. In this context,

it is positive that the TLI realises the importance of allocating resources for the defined goals. The expert panel considers that the allocation of financial resources in line with the goals set by the TLI, the search for alternative forms of financing can contribute to the financial stability of the TLI, the full realisation of the goals aimed at research, development of external relations and internationalisation. From this point of view, it is also important to continuously allocate resources to the development of human potential, to the improvement of APs, along with the development of the material and technical base and infrastructures, which will contribute to the training of competitive specialists.

It is a positive circumstance that the TLI involves internal stakeholders in decision-making processes.

In particular, the involvement of the most important stakeholders of education, students, their proactive proposals greatly contributed to the creation of the necessary material and technical base. It is also important to carry out professional discussions continuously, to increase the motivation of teachers in coming up with proposals, which can create additional guarantees for the effectiveness of the AP management.

Referring to the planning processes, the expert panel positively evaluates the improvement of the planning processes and formats and notes that the correlation of the defined goals and expected results, the more clarification of the results is important for the improvement of the strategic planning processes.

It is a positive circumstance that the TLI tries to ensure the connection between the annual and strategic plans, which makes reaching the set goals more realistic. The expert panel believes that the improvement of the analytical component in the reports can contribute to the more effective implementation of further planning.

The expert panel positively notes that after the previous accreditation, the TLI also took steps to study the factors affecting its activity, developed appropriate formats, the periodic use of which for continuous data collection can contribute to increasing the effectiveness of managerial decisions. The expert panel notes that, based on the study of some factors, the TLI has already been able to make decisions regarding the direction of its activities, in terms of choosing the markets for the recruitment of applicants and making the implementation of APs in a foreign language. It is necessary to continue the study of the external environment not only to ensure a stable flow of applicants, but also to study the professional trajectory of alumni, which will contribute to the improvement of APs, strengthening university-employer ties, and increasing the competitiveness of alumni.

The expert panel considers it positive that the TLI is trying to apply the PDCA cycle, which has contributed to the improvement of administration processes. It is positive that some processes have already passed through this cycle, which contributed to the implementation of significant improvements in the direction of the governance system and quality assurance.

The expert panel positively assesses that the data collection mechanisms have been somewhat improved in the TLI, which has contributed to the implementation of AP improvements. The expert panel finds that the continuous application of mechanisms, the analysis of collected data, their discussion with stakeholders can contribute to the effectiveness of decisions made by high and middle managers. The evaluation of the effectiveness of the applied mechanisms can also become a basis for the selection of tools appropriate to the characteristics of the TLI, contributing to the effective use of the resources allocated for data collection.

Providing information about APs, and awarded qualifications is indicative of the TLI's approach to ensuring transparency of processes. The expert panel also considers it important to collect data on

alumni, their trajectory, professional careers, ensuring its publicity, which can also contribute to the increase of applicants, access to information about the TLI for a wider range of stakeholders.

Summary: Given that the TLI's governance system has been improved since the previous accreditation, new positions have been introduced taking into account the institution's needs, resources have been provided for the development of the institution's priority directions, the governance system enables internal stakeholders to be involved in decision-making, tries to implement activities affecting its activities factor analysis, the PDCA cycle is somewhat applied to the implementation of administration processes, the expert panel finds that the TLI meets the requirements of Criterion 2.

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

III. ACADEMIC PROGRAMMES

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

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.

The TLI conducts continuous and integrated APs on 'Medical Work' and 'Dentistry', which correspond to Levels 6-7 of the RA NQF. Based on the recommendations received as a result of the previous accreditation, the TLI has revised the APs, in particular separating the general, general professional, and professional outcomes and trying to align them also with the framework of Sectoral Qualifications. The requirements for the applicant, the characteristics of the professional activity, the final results, the teaching and learning approaches, and the assessment methods are presented in the AP specifications. Annexes to APs are the curriculum and the mapping of expected outcomes to the descriptors of the NQF

In the AP entry requirements, apart from knowledge of professional subjects, knowledge of English is also mandatory for foreign students. Expert studies and lesson observations have shown that students in different groups have different levels of language proficiency, and the language level has not yet been specified in terms of ensuring educational outcomes. From the point of view of compliance with NQF Level 7 descriptors, the university tries to involve students in scientific research works through conferences and seminars organised by the Student Scientific Society. From the site visit, it became clear that the teachers are willing to guide students and support them on research methodology. However, it should be noted that the tasks dedicated to research methods, working with data, and drawing conclusions are not yet specified in the AP courses.

Taking into account the fact that APs are integrated, the study of APs showed that they are still not fully integrated with each other thematically. Basic (scientific) subjects, preclinical and clinical subjects are distinguished in the educational programs. Professional meetings and discussions with stakeholders have shown that the TLI tries to provide the integration component in APs by providing students with professional knowledge by forming clinical thinking. The examination of the assignments showed that after the previous accreditation, case studies and practice hours were added

to the assignments given to the students. For the formation of clinical skills, for example, during the propaedeutics of internal diseases, examinations are carried out: auscultation, percussion, palpation.

Due to the characteristics of the TLI, traditional medical science subjects are also included in the curriculum. From the site visit and professional discussions, it became clear that the university evaluated the impact of the formation of the subject outcomes, the credits intended for them, on the professional trajectory of the alumni and the creation of opportunities for continuity of education. Comparing them with the requirements of the countries where the alumni return after completing their education at UTM, it is clear that there are problems of recognition of credits in traditional medicine subjects, and the provision of credits for them leads to the reduction of credits in other professional subjects. For this purpose, subjects in the direction of traditional medicine have been moved to the elective section, allowing students to choose them and gain additional skills in the direction of traditional medicine as well. The UTM students, using the opportunities provided by the SMLC, study iridodiagnostics, phytotherapy, acupuncture, etc.

From the study of APs, it has become clear that there are also subjects in APs that are not perceptible and recognisable in other countries, such as topographical anatomy, operative surgery. It became clear from the site visit that the representatives of the TLI have also discussed this circumstance and are considering the necessity of revising the curriculum.

With its mission, UTM emphasises the training of new quality doctors who will be able to integrate modern and scientifically based methods of diagnosis and treatment of traditional medicine during their practical activities. From the site visit, it has become clear that the teachers also include various directions of modern medicine in their study materials, for example, they included implantology and complex prosthetics in the 'Dentistry' AP.

Referring to the adaptation of the AP outcomes to the requirements of the local and international labour markets, it is worth noting that the TLI's admission indicators show that currently the TLI mainly targets the international labour market and the attraction of applicants from abroad. However, the expert studies have shown that as a result of the benchmarking, mainly the APs of the medical universities of the Republic of Belarus were studied, due to the lack of significant differences in content. Expert discussions have shown that the study programmes and subject content do not reflect the study of epidemics (for example, malaria) in the countries that the alumni will later be exposed to. Within the framework of some disciplines, for example, orthopaedic stomatology and therapeutic stomatology, a comparative analysis has been carried out with the Yerevan State Medical University named after Mkhitar Heratsi and APs of universities of the Republic of Iran in order to clarify the professional literature.

Expert studies have shown that the TLI has not yet considered the alignment of APs with the WFME (World Federation for Medical Education) standards. Based on the study of the needs of alumni, the university plans to implement measures to recognise the quality of the educational services provided by preparing foreign (Indian) students for the FMGE (Foreign Medical Graduate Examination) exams. The TLI has reviewed the distribution of credits in Therapeutic subjects, taking into account the importance of knowledge of embryology, introduced it as an optional subject. As a result of studies, the subject of plant morphophysiology has been removed.

The observations of the TLI have shown that there is currently no need for changes in the basic subjects, some changes have been made to ensure the content sequence of the subjects in the direction of the teaching semesters of the subjects.

The observation of the APs has shown that the TLI emphasises the teaching of fundamental subjects, however bioethics, medical ethics or deontology are still not sufficiently emphasised. Students get acquainted with these directions during the internship process, and other subjects.

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.

Based on the previous accreditation consultations, the TLI has improved and diversified the learning and teaching methods. From the lesson observations and the study of APs, it has become clear that lectures, seminars, and individual work with students during practical classes are used by the TLI teachers to transfer knowledge and develop skills. However, the approaches to the selection of methods are not specified in the curricula and APs, the selection of methods is carried out by the teacher of that course, taking into account the characteristics of the group and the subject. From the observation of students' practical training in the TLI partner institutions of the TLI and the TLI itself, it has become clear that sometimes the groups are too large (20-22 students) for the implementation of practical training. Due to the increase in the number of students in recent years, the number of students in the groups of practical classes has also increased. From the site visit, it has become clear that the TLI has not set minimum requirements for the implementation of practical classes, such as the maximum number of students during the practical classes, the minimum number of studied cases, the student-patient ratio.

It has become clear from the site visit that the teaching process still does not use such modern methods of teaching medical education as PBL (Problem-Based Learning), Bedside Teaching (a specialised form of small group teaching that takes place in patient's presence). From lesson observations and professional discussions, it has become clear that some courses with the involvement of the patient are carried out using the environment of the SMLC, where the courses in the direction of traditional medicine are carried out. In the case of the 'Dentistry' AP, students also have the opportunity to work with patients and participate in their treatment process. In order to develop clinical thinking among students, CBL (Case Based Learning) methods are used in some courses, they organise discussions about that case after observing a specific case in a practical environment in hospitals, for example, regarding the implementation of a surgical or gynaecological intervention and its consequences.

Interdisciplinary connections are not always visible in the assignments given to students in APs, but it has become clear from the site visit that the teachers emphasise the creation of interdisciplinary connections when discussing diseases and their treatment process, for example, during the discussion of specific cases, connections are formed between physiology, anatomy and therapeutic dentistry. Observing the student's incomplete understanding of any problem in the framework of another subject, the lecturer once again refers to another subject or basic subjects in order to transfer new knowledge to the next stage.

The expert panel, examining the tasks given to students and comparing them with the resources used, notes that the TLI is continuously replenishing its infrastructures, however, their upgrading is not always based on a systematic base of tasks and the resources required for them. The technical aids used in the teaching process, such as anatomical 3D table, simulation models, projectors, smart boards, etc., are acquired by the TLI, but the APs still do not specify the relationship between them and the expected learning outcomes and what skill they want to develop in the students with the help of

resource acquisition (for example, improve gynaecological simulation resources to develop gynaecological examination skills, etc).

Expert studies have shown that, aiming at the formation of clinical thinking among students, the doctor-teachers also discuss the cases of their experience during the teaching process, introduce the students to modern methods and forms of medicine.

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

In the TLI, the procedure of 'testing and evaluating the knowledge of the UTM students' is in place. In the 100-point evaluation system defined by the TLI, the minimum positive/passing point is 51. According to the established system, the university places importance on students' attendance, knowledge acquisition, assessment of abilities and skills, and independent work. Taking into account that the passing threshold currently set for the implementation of medical education at the TLI is 51 points, and a large percentage is allocated to attendance for its formation, the TLI has implemented certain changes for the distribution of assessment factors. Thus, the attendance estimate has decreased. In order to increase the role of independent works, attendance was given 16 points instead of the previous 20, independent works - 14 points instead of the previous 10. 70 points are allocated to the assessment of knowledge acquisition, abilities and skills. The expert studies showed that the base of tasks and assessment methods corresponding to it were not distinguished, but the university set requirements for the implementation of independent and practical work. After the review of APs, the requirements for essays were specified, and the maintenance of academic integrity while using professional literature was also addressed. Individual tasks for clinical subjects included such tasks as collecting anamnesis, completing the history of the disease, modelling treatment methods, etc.

It has become clear from the site visit that the evaluation methods are chosen by the teachers, taking into account the specifics of that subject. There is no separate evaluation method for the evaluation of each final result. 20 out of 70 points for the assessment of knowledge acquisition, abilities and skills are allocated to the current inspection, student activity, and 50 points to the final exam. It became clear from the site visit that the students receive feedback from the teachers, discuss the mistakes made, and receive additional advice if necessary.

It has become clear from the professional discussions that during the practical lessons, the students get to know the algorithms and steps for providing appropriate medical care, which they then have the opportunity to see or apply (with the consent of the patient, under the supervision of the doctor) during the internship.

The TLI has also defined the procedure for appeal, which takes place with the participation of the student and the representative of the Academic Council. As a result of the appeal, the final assessment is approved by the members of the appeal commission and recorded in the bulletin. A double appeal is not possible.

APs also include internships to develop clinical skills. Internships are planned for the 2nd, 3rd, 4th, 5th years. A total of 18 credits are allocated for the internship of the 'General Medicine' AP. During the internship, students successively go through these directions: nurse's assistant, manipulative nurse's assistant, physician's assistant (therapy), physician's assistant (surgery), physician's assistant (obstetrics and gynaecology), emergency physician's assistant. 15 credits are planned for the 'Dentistry' AP. During the internship, students successively move to these directions: nurse's assistant, dentist's

(therapist) assistant, dentist's (surgeon) assistant, dentist's (orthopaedic) assistant, paediatric dental assistant.

Expert studies have shown that after completing the courses preceding the internship and collecting the passing points, students have the opportunity to transition to the practice. The TLI has revised the regulations for organising and conducting students' internships, the assessment criteria included in it. After the previous accreditation, from the 2021-2022 school year, the internship folder was introduced as a means of evaluation. According to the representatives of the TLI, it gives an opportunity to evaluate the progress of the internship and the student's progress.

The TLI has cooperation agreements with the RA medical institutions, which also include the implementation of internships. Both local and foreign students can do internship in partner medical institutions. From the site visit, it was clear that most of the foreign students undergo internship in the hospitals of their countries, from where the TLI receives the appropriate assurance regarding the implementation of the internship, the document also includes the student's assessment. The TLI has not yet specified the requirements for the selection of internship sites (hospital profile, list of tasks to be carried out with patients), current assessment checklists have not been defined. In the TLI, the control mechanisms of students undergoing internship abroad have not yet been fully specified. However, since the previous accreditation, the requirements and components of the internship assessment have been clarified. When forming the evaluation of practice, duty (14 points), attendance (16 points), current inspection (20 points) and final inspection (50 points) are taken into account. In the case of students doing internships abroad, the final check-up takes place online using the Zoom platform with the participation of the persons responsible for internship. From the site visit, it has become clear that from the next year, the TLI plans to introduce the practice protection process for students who have completed internships abroad, in order to ensure the objectivity of the assessment.

The final attestation of students at TLI is carried out by the summative graduation certification committee in accordance with the procedure approved by the RA Government and the TLI procedure on 'Organising and Conducting Final Attestation of Alumni'. The committee includes both internal and external stakeholders. The final attestation includes two stages of verification: a test of practical abilities and an oral examination. Since the previous accreditation, the TLI has improved the exam questions, emphasising the assessment of clinical thinking and hands-on skills, adding situational problems and demonstration of skills on mock-ups. The OSCE (Objective Structured Clinical Examination) and OSPE (Objective Structured Practical Examination) examinations intended for the evaluation of medical abilities are still not used in the TLI. It was clear from the site visit that the TLI plans to create such infrastructures in the newly constructed building for changing the exam format.

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

While revising and improving APs, the TLI has conducted benchmarking with APs of partner universities. The TLI has subjected its APs to a comparative analysis with the state medical TLIs of Grodno and Vitebsk of the Republic of Belarus. It has become clear from the site visit that no benchmarking work has been carried out regarding the APs of the countries where the UTM alumni continue their studies and work after completing their education. As a result of the conducted studies and consideration of the needs of the alumni, the structure of subjects related to traditional medicine has been changed, these subjects have been moved mainly to the APs or elective section in order not to cause problems for mobility and exchange in the future. As a result of the studies carried out by the

TLI, the fact that such subjects as pathanatomy and pathophysiology are no longer taught separately in the integrated APs in European countries was also highlighted. This circumstance is currently in the centre of the TLI's attention, discussions are underway in the university in the direction of revising the agenda. The expert studies have shown that benchmarking processes in the TLI are directed mainly to the comparative study of subjects, rather than to the observation of final results. In terms of dentistry, the university compared APs with the APs of Kazan and St. Petersburg, taking into account that some alumni continue their professional activities in this labour market as well.

The TLI has signed agreements for student exchange and mobility with the State Medical University in Grodno, Republic of Belarus and Success Point College in Sharjah, UAE. 16 students have been exchanged with the latter. There are no other cases of mobility in the TLI yet.

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

In 2017, the TLI developed an ongoing monitoring and review procedure for APs. The main monitoring mechanisms of the UTM APs are lesson observations, discussions with students and teachers, surveys organised among them. In 2020, the TLI also formed a working group for monitoring and reviewing APs, where the head of APs, the head of the Educational Part, chairpersons, teachers, the SSS chairperson, as well as external stakeholders from the medical field were involved. As a result of ongoing discussions, the AP outcomes have been reviewed, they have been mapped and linked to national and sectoral frameworks of qualifications.

It is clear from the site visit that the TLI still lacks measurable indicators and mechanisms for assessing the effectiveness of APs to assess the AP effectiveness and achievement of each outcome by the student. However, for the continuous improvement of APs, the university also uses questionnaires, as a result of which the number of internship hours has been increased. As a result of the involvement of clinicians in the APs, the need to increase practical hours was also raised, as a result of which changes were made in APs, increasing the number of practical classes and manual skill-building tasks. Considering the fact that Indian students are required to take the FMGE exams after graduation, the university tries to prepare students for these exams during their studies and adds certain questions related to this exam in the exam questions. It has become clear from the site visit that the teachers are also willing to support students to prepare for this exam, although separate hours or preparatory courses are not yet available at the TLI.

In the monitoring process of APs, the reports of the final attestation committees are also taken into account. As a result of studying the reports of the committees, situational problems, as well as tasks aimed at demonstrating practical abilities, were added to the examination tickets. From the study of the reports and the site visit, it has become clear that the commissions value the addition of pictures related to clinical research (sonography, computer stratification, etc.) and research answers in the case of the 'Dentistry' AP, the addition of questions from the field of Orthodontics in the stage of certification of practical abilities. In the case of the 'General Medicine' AP, the expansion of research simulation opportunities was emphasised.

Considerations: The expert panel positively assesses that after the previous accreditation, the TLI revised the AP outcomes, aligning them with the national and sectoral frameworks of qualifications. The inclusion of international labour market requirements in the APs, alignment with the standards of the World Federation of Medical Education will contribute to ensuring the education

continuity of the alumni and increasing the level of proficiency. The expert panel highlights the university's approaches to train new quality doctors who are proficient in scientifically based traditional medicine methods. It can be seen that in recent years, the involvement of doctor-teachers from the practical field, the tasks assigned by them have also contributed to the development of students' practical abilities. The expert panel emphasises the provision of interdisciplinary connections in the APs, the full and clear reflection of assignments, connecting the end result-the task-resource chain intended to achieve it. Studying the diseases and epidemics of students' regions and countries in the study materials provided can greatly contribute to the development of students' abilities.

The expert panel positively assesses that the TLI emphasises the needs of students, takes steps to prepare them for the FMGE exams. In this context, it is important to continuously develop these works, to observe the progress of students towards the continuation of professional education and the implementation of work activities, which will contribute to the continuous adaptation of the APs to the demands of the labour market and increase the competitiveness of alumni.

The expert panel positively evaluates the TLI's efforts in diversifying learning and teaching methods, which contributes to the achievement of the outcomes planned by APs and the development of students' abilities. The TLI's reflection of all tasks (including research) given to students in the APs and clarification of the methods for them can contribute to increasing the efficiency of the APs planning. The specifics of medical education, taking into account the definition of clear requirements regarding groups of practical trainings, the number of studied cases, are important to ensure the benchmark set by the university and train qualified specialists. Continuous development of methods, introduction of PBL, Beside Teaching methods, creation of case base and continuous replenishment can enable the TLI to define more clearly the process of training of the specialist and to form alumni with clinical thinking.

The expert panel considers it positive that the TLI has taken steps to improve the student evaluation system, as a result of which the evaluation components have been changed, giving more importance to students' independent work and capacity development. The expert panel considers that the differentiation of assessment methods according to the characteristics of the subjects and the tasks given to students can contribute to a more objective evaluation of the learning results and highlighting the educational needs of the students. It is a positive circumstance that the TLI clarified the requirements for independent works, which made their assessment more measurable. The feedback given by the teachers to the students helps to increase the efficiency of their learning and the easier implementation of the next, more complex tasks.

Referring to students' internships, the expert panel considers that the TLI's definition of internship site selection criteria, improvement of foreign students' internship control mechanisms, and development of checklists corresponding to the AP outcomes can greatly increase the effectiveness of internships. The introduction of portfolios is positive, which makes it possible to form a complete picture of the course of students' internship.

The improvement of the final attestation exams for testing students' manual skills and assessing clinical abilities has contributed to increasing the credibility of awarded qualifications. The expert panel considers that the TLI needs to introduce the world-accepted forms of medical education assessment: OSCE, OSPE exams, which can lead to more objective and effective assessment of students' abilities. The expert panel also finds that the evaluation of the AP needs based on the analysis of the reports of the final attestation committee chairpersons contributed to their improvement. Regular discussions with them about APs can also contribute to process improvement.

The comparative analysis of the APs with partner TLIs has also contributed to the improvement of the APs, as a result of which changes took place in the subject list and in the selection of professional literature. The expert panel considers that directing a comparative AP analysis of APs with the APs of universities of the countries from which the TLI receives applicants, can contribute to the preparation of alumni with skills required in the foreign labour market. Focusing benchmarking on outcomes, not just subjects, can contribute to the delivery of outcome-based education and the preparation of professionals who meet the demands of international employers.

The changes in the TLI APs, the transfer of traditional medicine subjects to the elective part are also aimed to ensure the mobility of students, the recognition of credits, which still led to the exchange of only 16 students. The expert panel emphasises the establishment of collaborations, the implementation of works aimed at harmonising the APs, which can contribute to the growth of students' mobility.

The expert panel positively evaluates the TLI's efforts aimed at monitoring APs with the involvement of internal and external stakeholders, as a result of which some professional subjects underwent substantive changes, and the final attestation process was improved. The expert panel believes that the definition of measurable indicators for evaluating the AP effectiveness can contribute to the implementation of the evaluation system for each the outcomes defined by the TLI APs.

Summary: Taking into account that the institution's APs correspond to the UTM mission, education outcomes have been improved since the previous accreditation, the ways to achieve them have been clarified to a certain extent, the TLI has engaged medical instructors whose teaching methods promote the development of students' clinical thinking, improved current assessment and the evaluation criteria and components of the final attestation, took steps towards the comparative analysis of the APs, some mechanisms and procedures for monitoring and evaluating the APs are in place at the TLI, the expert panel considers that the TLI meets the requirements of Criterion 3.

Conclusion: The expert panel evaluates the compliance of UTM 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.

UTM has clear mechanisms for student recruitment, selection and admission. The admission of Armenian applicants to the continuous and integrated education programme is carried out as a result of unified republican examinations. For admission to UTM, local applicants take joint exams in biology, physics, chemistry, choosing two of the competitive exams and Armenian language as a non-competitive subject. Alumni of medical colleges with high achievement can also apply to continue their studies in the 2nd year of UTM.

The admission of foreign citizens is carried out in accordance with the procedures for the admission of foreign citizens to higher education institutions of the RA, as well as according to the

UTM Foreign Student Admission Rules. According to the UTM Foreign Students Knowledge Check procedure, foreign applicants take an exam in the subjects of English, biology, chemistry within the content limits of the RA secondary APs.

UTM also conducts preparatory courses to prepare foreign applicants for the exams. From lesson observations and site visits, it became clear that foreign students have different levels of language proficiency. Based on the characteristics of the medical APs, the admission is possible only in the existing education system. Currently, 621 students are studying at the university, of which 595 are foreign students. Students from RA study only in the 'Dentistry' AP (26 students).

In order to recruit students, the TLI provides admission information through its official website, Facebook page, and advertisements. It has become clear from the expert studies that the number of Armenian students is decreasing year by year, and currently the university is mainly focused on recruiting foreign students. In order to recruit foreign students, UTM cooperates with private applicant recruitment agencies, which are responsible for the presentation of UTM programmes abroad, as well as preparation and organisational support for studying in RA.

The number of students were expelled from UTM in the last two years was about 36 each year (6%), with 1 student reinstated each year (0.17%). According to the self-assessment, the main reason for expelling student expulsions is insufficient progress, and in some cases, also non-payment of tuition fees. In order to reduce the number of students expelled due to insufficient progress, TLI pays attention to organising the consultation and individual work.

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

At UTM, various mechanisms are used in order to highlight the educational needs of students, in particular, surveys, meetings, discussions with the SC. Surveys conducted among students are aimed at collecting data on the effectiveness of teaching, evaluation system, and satisfaction with the material and technical base.

From the study of the analysis of the conducted surveys, it is clear that the students have emphasised the development of practical skills, the increase of literature in English, the choice of multidisciplinary hospitals for the internships, and the increase of the number of hours of internships. From the site visit, it has become clear that the TLI has made changes in the ratio of theoretical and practical hours, increased the hours of practical classes, took certain steps towards replenishing professional literature by connecting to electronic library networks. Nevertheless, it is clear from expert meetings that professional literature in a foreign language is still limited. As a result of the identification of needs, the logistical base was updated with 25 computers, scales and dummies.

Students' educational needs, opportunities for internships abroad are also discussed during the meetings organised by the SC, and if necessary, they are then discussed in the GC and AC at the initiative of the students. For example, the discussion of resources, simulations, replenishment of materials used in the educational process and the replenishment carried out by the TLI.

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

Chairs in the university have defined a clear schedule for providing additional consultation. Additional consultations are given to students with a subject difference, who are doing independent work (abstract, presentation, etc), who have questions about the course. Consultations are given both individually and in groups. Students also receive consultation before exams.

It has become clear from the site visit that, if necessary, the teachers are also ready to provide assistance to students and to answer questions individually. Online platforms (Zoom) and social networks are also used for consultation. The course advisors also provide the necessary guidance to the students, information about the implementation of APs, timetables, and internships.

According to the self-assessment, 100% of the students are included in consultation classes, and 75% are satisfied with these services.

From the site visit, it has become clear that there are no additional classes in English or professional areas among students at the TLI, however, if necessary, teachers work additionally with students who need them.

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

UTM has a clear policy for contacting the SS to provide assistance and guidance to students. It has become clear from the site visit that the students discuss any problem first with the advisors, then with the academic department and chair, and managerial staff. Regular meetings are organised with students and representatives of the administrative staff. It became clear from the site visit that in case of problems, students have the opportunity to contact the SS, raise their concerns and get their solutions. From the site visit, it is clear that the students have addressed the SS with questions regarding the appeal of tuition fee and grades. As a result, rent discounts were provided for both orphaned students and high-achieving students, and opportunities for appeals were introduced.

The university does not have a separate schedule for applying to the SS. From the site visit, it has become clear that the Academic Department, the Dean, the External Relations Department and other departments are available for students during the working day. According to the self-assessment, 76 percent of students applying to SS are satisfied with the support they provide.

4.5 The Institution has student career support services.

In UTM, there is no separate unit for the provision of career-promoting services. According to the new representatives of the TLI, this circumstance is due to the fact that after graduating from the university, the alumni need to continue their professional education in order to be able to carry out professional work in residency or post-graduate studies. In this way, the connection with alumni and employers is broken to a certain extent. It has become clear from the site visit that the Educational Part deals with keeping in touch with the alumni and provide guidance for their career.

The TLI has an alumni database that is updated once a year. From the site visit, it has become clear that although it is still not always possible to ensure contact with foreign alumni, after the previous accreditation, the TLI has taken steps to update the database periodically. Communication with international alumni is established mainly through social media.

It is clear from the site visit that the TLI also considers itself an employer, involving its best alumni in teaching processes, SMLC and SS. Currently, 7.7% of the TLI's staff are TLI alumni.

The university also cooperates with medical institutions operating in RA, but taking into account the fact that the majority of students are foreign, cooperation with them is mainly directed to organising the internships during studies.

According to the self-assessment, a memorandum of understanding was signed between UTM and 'AvoTar' professional training and recruitment agency, within the framework of which the companies plan to cooperate in finding suitable jobs for UTM Medical Faculty alumni in Germany.

4.6 The Institution promotes student involvement in research activities.

In its 2020-2025 SP, UTM has set a task to expand students' participation in research activities. Students' involvement in research works is expressed by participation in conferences, seminars, experiments during teachers' research works, publication of co-authored articles. The UTM students and TS took an active part in conferences and scientific-educational events with the Orbeli Institute of Physiology. Some of the TLI students have conducted joint experiments with researchers of the Orbeli Institute of Physiology, such as the implementation of surgeries on rats and the study of animal behaviour by students.

Online and existing scientific lectures were organised in 2022 in the framework of cooperation with the Grodno University of Belarus, in which students also took part.

At the initiative of the UTM Student Scientific Society, a student conference titled 'Evidence-Based Integrative Medicine' was held in 2023. In the 2021-2022 year, three of the UTM students had publications in the form of articles and theses. Two TLI students prepared scientific articles together with scientific supervisors and gave speeches at international conferences. In 2022, one of the students participated in the republican scientific and practical conference organised by the Grodno State Medical University on 'Modern Achievements of Young Scientists in Medicine'.

In order to promote student participation in research activities, students who have conducted research activities at UTM receive appropriate certificates.

The tasks given to the students by the expert panel and the professional meetings showed that the mechanisms for involving students in research work are not yet institutionalised in the university. In the APs, the issues of studying research methods are not clear, the research methodology is not taught separately or integrated within the framework of another subject in the taught subjects. It became clear from the site visit that, if necessary, teachers work individually with students to support them in carrying out their studies, preparing essays, independent works, and articles.

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

The TLI has a responsible structure dealing with the protection of students' rights, the SC. Both foreign and local students are involved in the SC. In order to disseminate information, the structure holds regular meetings among students and also uses the Facebook page. It is clear from the site visit that foreign students are the most proactive in raising the needs of students, and the issues raised by them are discussed with the TLI's managerial staff in the framework of the GC and AC meetings, apart from the SC meetings. For example, the students raised the issues of improving material and technical resources, diversifying internship allocations, and appealing grades.

The SC is also trying to involve local students in its work, if necessary, involving the employees of the Department of External Relations for the interpretation. It has also become clear from the site visit that language proficiency is not an obstacle for the interaction of local and foreign students.

The students apply to the SC also for the purpose of implementing cultural events and social initiatives. For example, chess and football competitions, events dedicated to holidays, professional debates were held. It has become clear from the site visit that the TLI is ready to support students' initiatives by allocating financial resources for organisational expenses as needed.

In 2021, the TLI also developed a student guide, which reflects the TLI's mission, student responsibilities, regulations and descriptions related to the educational process, internship, evaluation system, maintaining academic integrity, and quality assurance.

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

Evaluation and quality assurance of educational, consultation and other services provided to the UTM students is carried out through surveys, lesson observations, meetings and discussions among internal stakeholders. Surveys conducted among students were aimed at evaluating the adequacy of available resources to the requirements of APs, student satisfaction with consultation services. It has become clear from the site visit that the results of the surveys are being discussed with the stakeholders and the TLI has tried to provide funds to improve the resources.

Expert studies have shown that often the questions in the questionnaires are quite general, and in the analysis the answers are not grouped according to directions, the opportunities for improvement are not distinguished. According to the self-assessment, the TLI plans to improve the content of inquiries to get more complete information, to find out what process and solution was given to the raised problem or offer.

Considerations: The expert panel positively assesses that the mechanisms of recruitment and selection of students are regulated in the TLI, which contributes to the expansion of the number of students admitted and the increase of the flow of applicants. It is a positive circumstance that the TLI, by changing the applicant recruitment market and focusing on attracting foreign students, is able to apply effective recruitment mechanisms, which also contributes to the continuation of the AP implementation. From this point of view, in case of continuing the process of admission of local students, it is also important to evaluate the effectiveness of the involvement of local students and the implementation of the works based on its results with the RA schools and the wider society, which will make it possible to make the information about APs of the TLI available to local applicants as well. The expert panel emphasises that the university has created opportunities for preparatory courses to ensure a steady flow of applicants.

It is positive that the TLI puts students' needs at the core of its activities, tries to support them by answering the questions that arise and responding to their educational needs. The expert panel considers that the regular implementation of meetings involving the widest possible range of stakeholders will contribute to the AP improvement and increase the competitiveness of alumni.

The expert panel positively assesses that the TLI has also created consultation opportunities for its students, as a result of which the cases of student expulsions have also decreased. This is also a good opportunity for improving students' progress.

The expert panel also emphasises the importance of conducting additional classes in English, narrow professional subjects, regulating work in this direction, which will give an opportunity to increase the proficiency level of professional English, use foreign language professional literature and participate in medical professional discussions for the purpose of sharing experience.

It is a positive circumstance that the TLI SS is ready to support students and provide appropriate support, which contributes to increasing the level of students' satisfaction with the services they provide, their integration into the RA educational environment.

The expert panel, taking into account the breakdown of TLI-alumni-employer ties due to the need to continue professional education, nevertheless emphasises that the university should find ways to study the needs of local and foreign employers, to establish connections, which will contribute to

highlighting the needs of alumni. The periodic and regular study of the professional trajectory of the alumni and the implementation of discussions based on it are also important for the AP improvement.

Referring to the involvement of students in research works, the expert panel considers it positive that the TLI is trying to expand the possibilities of participation in conferences and seminars. As a result, the motivation of the students participating in such processes, the participation of students in the conferences organised by the initiative of the SSS has increased to a certain extent. The involvement of students in conferences is also facilitated by the provision of appropriate support by the TS, the implementation of joint works. The expert panel also emphasises the importance of adding a research component to the tasks given to students, their combination with the AP objectives, which will contribute to the preparation of professionals with research abilities in line with NQF Level 7.

It is positive that the TLI SC is actively involved in the processes of protecting the rights of students, comes up with proposals, which contributes to the improvement of the educational environment and the use of student potential to participate in decision-making related to them.

The expert panel emphasises that the TLI has mechanisms for evaluation and quality assurance of educational and consulting services, which enabled the TLI to identify the needs of students and improve the educational services and infrastructure of the TLI. According to the expert panel, the improvement of the mechanisms used, the revision of the content of the questionnaires will contribute to increasing the effectiveness of the surveys as tools for eliciting needs and improving the quality of the analyses carried out.

Summary: Taking into account that the TLI has student recruitment and admission mechanisms that contribute to the steady flow of students, the university emphasises the highlighting of students' needs and is willing to support them in improving the educational environment, students are provided with appropriate consultation, SS is available for students, is a rights protection body, the university takes steps to involve students in research works, tries to evaluate the effectiveness of services provided to students and improve them, the expert panel considers that the TLI meets the requirements of Criterion 4.

Conclusion: The expert panel evaluates the compliance of UTM 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.

According to the UTM HR policy, the recruitment of faculty and SS in the TLI is carried out according to the requirements of the position passport. Vacancies in the TS are filled in a competitive manner, by placing announcements (for example, on the job.am website), as well as by inviting doctors-clinicians. In recent years, the university has emphasised the involvement of doctors-clinicians with practical experience for the formation of students' practical abilities.

According to self-assessment, the total number of the TLI TS is currently 68, about 50% of whom are practicing doctors and work jointly at the university. From the site visit, it is clear that the TLI takes into account their professional education, scientific degree and seniority of scientific-pedagogical work, the presence of scientific-methodical or educational-methodical works when engaging the TS. The university employs 28 teachers with academic degrees and titles, of which 6 are doctors of sciences, 22 are candidates of sciences.

It has become clear from the site visit that considering the TLI's targeting mainly towards the implementation of foreign language APs, special attention is paid to the specialist's knowledge of English when selecting the TS. Teachers teaching in foreign language groups generally have B1-B2 level of language knowledge. Candidates who have applied for the purpose of joining the TS can present a certificate of the appropriate level of language proficiency, and also language proficiency is assessed through a test and an interview. It is also clear from the site visit that before joining the TS, the candidates meet with the rector, managerial staff, and then with the heads of the chairs, after which a decision is made regarding the selection of that specialist.

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

In the university, according to the APs, the demands presented to the TS are not separated. From the study of the documents and the site visit, it is clear that the university takes into account the basic education corresponding to the direction of the courses taught by the teachers, as well as the field of research and scientific methodical activities.

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

The TS evaluation in the TLI is carried out according to the regulation of organisation, conduct and evaluation of the UTM lesson observations. According to the regulations, one of the objectives of the training is to improve the pedagogical and methodological preparation of TS. It is clear from the site visit that lesson observations are carried out in accordance with the pre-approved schedule, and additional, unplanned lesson observations take place with the participation of chairpersons. It became clear from the site visit that mutual lesson observations are also carried out for the purpose of exchanging best practices, which are agreed upon among the teachers in advance. For example, lesson observations were conducted between the chairs of social medicine and natural sciences, as well as with the participation of teachers the teaching orthopaedic dentistry and propaedeutics. The results of the mutual lesson observations were discussed during the chair meetings and then in the GC.

The study of the lesson observations protocols has shown that attention is paid to the delivery of educational material, didactic material, technical means, student involvement, and teaching methodology is given less importance.

It has become clear from the site visit that lesson observations are also carried out among young, novice teachers, they are given the opportunity to participate in the courses of more experienced teachers in order to exchange experience.

In 2022, the TLI developed a TS quality assurance policy, where the methods of self-evaluation, evaluation by the immediate supervisor, peer evaluation and evaluation by students are distinguished. The policy has not yet been fully implemented in the education institution.

The TLI has also developed a questionnaire for evaluating the quality and effectiveness of the course teaching, through which students evaluate the course of the course, the effective use of time, and the objectivity of the evaluation. The questionnaire also includes such questions (the teacher is an interesting person, one can learn a lot from them or the teacher has the necessary knowledge to answer students' questions outside the subject), the application of the results of which and the connection with the further improvement of the teaching process is not so visible. It has become clear from the site visit that the surveys carried out in this direction are still not periodic, and the awareness of their results among the TS is also low. Issues related to the quality of teaching are mostly raised during discussions and GC sessions.

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

The TLI seeks to support faculty improvement and professional development. In the last two years, some of the teachers have undergone professional development abroad or at the specialists from abroad, for example, on implantation, orthopaedics and aesthetic rhinoplasty. It is clear from the site visit that professors mostly participate in professional international trainings on their own initiative. Considering the fact that the TS work in medical institutions, they also take Continuing Professional Development (CPD) courses in their institutions, thus getting to know the latest opportunities. The exchange of experience takes place during chair sessions. It has become clear from the site visit that the TLI does not have a clear budget for trainings, but is ready to assist if needed or based on a proposal.

With the funds of the TLI, the "Babelon" training centre has organised and conducted English language training and certification for 28 faculty members in the 2021-2022 academic year. Taking into account the growth trends of students in foreign language APs, the university regularly plans measures to increase the knowledge of foreign languages among the TS.

In 2023, 3 teachers of the university participated in the three-day trainings on the topic 'Harmonisation of APs with WFME (World Federation of Medical Education) Standards'. The implementation of the results of the revisions in the APs and their alignment with the WFME standards has not yet been implemented.

According to the TS and SS training regulations, in the 2020-2021 academic year, the Vice-Rector for QA and ER organised training courses for qualification improvement and training. The courses are aimed at increasing knowledge of English, pedagogy and psychology, quality assurance.

Mutual lectures were also organised in the 2021-2022 year within the framework of the joint memorandum signed between the TLI and Grodno State Medical University of Belarus.

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

According to the self-assessment, 34 (50%) of the 68 teachers of the TLI TS are full-time employees. In recent years, the number of students has been continuously increasing, for this purpose the TLI is trying to attract new professors, however, the university has not yet defined a clear number of groups, the number of subjects taught by one teacher. The TLI also did not assess the efficiency and impact of the above-mentioned indicators on the educational process. It became clear from the expert studies that the student-teacher ratio in the university is 1/9. The number of subjects taught by one teacher does not exceed five, which are mostly interconnected and complement one other.

In order to ensure the TS stability, after the previous accreditation, a reserve was formed in the university, which currently includes 8 teachers. The TLI also replenishes its TS with its alumni, and invites specialists in narrow professional fields from partner medical institutions. The TS at TLI has a tendency towards rejuvenation. The average age of TS is 42.

In order to ensure the TS stability, the TLI tries to provide attractive conditions by setting high salaries, differentiated based on the effectiveness of the TS activities, while defining the norms for calculating the academic load of the TS.

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

According to the UTM faculty formation and firing regulations, the TLI has the categories of professor, associate professor, senior teacher, teacher and assistant.

According to self-assessment, the professional promotion of the TS is carried out taking into account the individual path of the candidate, their teaching and research abilities, professional experience in that field. In the 2021-2022 academic year, as a promotion, one of the TLI chairpersons was awarded the title of associate professor after the development of a manual for practical and laboratory training of students.

From the expert observations, it has become clear that the TLI also pays attention to ensuring a salary comparable to other RA universities, but does not put differentiation between professor and associate professor academic titles, but relies on the distinction of doctor of sciences and candidate of sciences academic degrees. From the site visit, it has become clear that salary increases are being implemented to encourage the teachers, taking into account the efficiency of the work of the university teachers. In 2017, the TLI implemented the TS incentive procedure in the form of written thanks and rewards, encouraging teachers to develop programmes and publish articles in monographs. On the occasion of UTM's 30th anniversary, 47 TLI employees were given certificates and souvenirs.

The TLI has not yet defined clear performance indicators and incentive criteria. It has become clear from the site visit that it is planned to develop a regulation for paying teachers with a graded-differentiated salary, as well as incentive criteria.

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

After the previous accreditation, taking into account the issues raised in the expert report, the university took steps to replenish the staff with the necessary professional composition for the goals it set. As a result of the monitoring of the chairs in the 2021-2022 academic year, the chairs were replenished with persons responsible for educational work. Taking into account the increase in the number of students and the volume of work on the organisation of internship, the vacant position of the person in charge of clinical work was filled. The External Relations Department has been staffed with a new specialist.

Currently, 22 employees, whose functions and responsibilities are defined by job descriptions, are performing administrative and educational support work. The TLI supports the professional training of the SS. For example, the head of HRM and the General Department and the leading specialist participated in the seminar on the amendments to the Labour Code of 2023, the head of the External Relations Department, the Vice-Rector for the QA and ER in the trainings on the recognition of foreign qualifications.

From lesson observations and professional meetings, it has become clear that the planning of laboratory assistants and laboratory assistants in accordance with the number of students and teachers

and the practical training given to students has not yet been carried out in the university. Often this function is assigned to the teacher during practical training.

Considerations: The expert panel positively assesses that the TLI is supplementing its teaching staff with teaching staff with professional qualities in line with the AP characteristics. The involvement of doctor-teachers in the teaching process contributes to the formation of students' clinical thinking and the formation of skills to work with other doctors in a professional context. It is a positive circumstance that the TLI evaluates the activity of the TS. The mutual lesson observations carried out contribute to the exchange of experience and the dissemination of good practice, as well as the professional development of young personnel. From this point of view, the systematic analysis of the results of lesson observations and the study of their results by the university can be the basis for the planning and implementation of the professional development of the TS.

It is a positive circumstance that the TLI has also established other mechanisms for evaluating the needs of the TS, such as self-evaluation, peer evaluation, which can contribute to the diversification of data collection mechanisms and the extraction of objective and comprehensive information. The expert panel also emphasises the need to improve the questionnaires aimed at evaluating the quality of teaching and to match the scope of the questions to the results expected from the surveys. Regularly conducting surveys and studying the dynamics of change can greatly improve the process of the TS evaluation and faculty development.

The expert panel considers it positive that the TLI is ready to support the professional progress and development of the teaching staff, providing financial resources for this purpose. The allocation of financial resources for trainings, their increase according to years and their direction to the needs identified as a result of the evaluation of TS can be beneficial for the continuous development of teachers. It is positive that the professional training of the teachers working outside the university contributes to the development of the professional qualities of the TS. Dissemination of their results within the framework of dissemination of internal good practices in the university is important for saving financial resources and directing trainings in other directions.

From the point of view of the continuity of the implementation of APs, it is a positive circumstance that the university ensures the stability of the TS. Along with the growth of the student body, it is important that the university evaluates the degree of sufficiency of the TS, defines the optimal student-teacher ratio, and continuously increases the reserve, if necessary, in order to carry out the process of replenishment of the TS smoothly. The TLI's efforts aimed at rejuvenating the teaching staff are also positive, which contribute to the implementation of a stable generational transition and the transfer of experience of experienced teachers to novice professionals.

The expert panel believes that clarifying the professional progress of the TS, the criteria for encouragement and the provision of resources aimed at it can help to increase the motivation of the teachers.

It is a positive circumstance that the TLI is trying to replenish its staff with the SS necessary for the implementation of the defined goals. The definition of passports of positions for them contributes to the clarification of the functional scope. Increasing the effectiveness of the implementation of practical work can also be facilitated by the addition of the SS, based on the specifics of the practical training, the number and the conditions required in the laboratories.

Summary: Taking into account that the TLI has appropriate requirements and procedures for the selection of the TS, the TS is replenished with medical specialists with appropriate qualities, there are some mechanisms for evaluating the teaching staff and spreading good practice, the university supports the professional progress of the TS, takes steps to ensure the TS stability, rejuvenation and smooth generational change, involves the appropriate SS to support the implementation of the educational process, the expert panel considers that the TLI meets the requirements of Criterion 5.

Conclusion: The expert panel evaluates the compliance of UTM 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 UTM 2020-2025 SP, one of the strategic goals is the promotion of innovations and research aimed at the development of the TLI, which is connected with the implementation of educational activities and internationalisation among the strategic priorities. From the self-assessment study and the site visit, it has become clear that after the previous accreditation, the university clarified its scientific interests and considers 'Biomedicine' its main research direction. The TLI's choice is due to the fact that the TS is mainly specialised in this direction. Expert studies have shown that, despite their professional interests, university lecturers carry out their research work not in the university or with the financial resources provided by the university, but in NAS institutes and YSU.

It has become clear from the expert meetings that the TLI positions itself as a teaching university, however, not having great ambitions in the field of science, it still emphasises research. The university is trying to strengthen the connection between research and education. The TLI, based on the strategy announced by the World Health Organisation (WHO) regarding the integration of modern and traditional medicine as a policy of the XXI century, tries to ensure the integration of education and research in the APs. However, from the study of the APs and the site visit, it is clear that research tasks are still not clearly separated in the APs.

The Scientific Part is coordinated by the Head of the Scientific Part according to the regulations of the Scientific Part. The functions of the Scientific Part of the TLI are organising the negotiation process of cooperation contracts with foreign education institutions and scientific centres, organising the implementation of international scientific research programmes and the supervision of their implementation, coordinating the TS's activities, student-led scientific research works, scientific departments, the search for alternative funding sources for the development of science, etc. It is clear from the site visit that the Scientific Part has only a head, and it is not staffed with other employees for the implementation of the planned functions. By comparing the intended functional framework and the goals set by the university, it is visible that the human resources and the provided financial resources (about 2% of the budget) 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 TLI's interests and ambitions in the field of research are presented under the SP 'Modern Research and Innovation' goal, where the following issues are identified:

- contribute to increasing the efficiency of the TS's professional and research activities at the TLI,
- promote research activities at the TLI,
- promote the internationalisation of research activities at the TLI.

For the above-mentioned purposes, relevant KPIs have been defined, such as the strategic plan of the Scientific Part, specifying the allocations given to scientific researches in the UTM budget, the accountability of scientific activities according to performance, at least two joint grants implemented, approved scientific topics in chairs, etc.

Expert studies have shown that in various publications, the UTM teachers are often presented not as representatives of the TLI, but as teachers of other universities or representatives of a scientific organisation. According to the TLI SP, it is planned to increase the university's research budget. However, the TLI has not yet carried out an evaluation to consider which index provision will make it feasible to achieve the goals set by the TLI.

The TLI has developed the research strategy until 2025 and the resulting action plan. There is no research mid-term planning, for some processes intermediate dates are selected in the long-term strategy. During the site visit, it has become clear that the planning of the Scientific Part, which refers to scientific works, and their interrelationship with education is not specified in the chairs. The research works carried out do not reflect the ways to achieve the SP KPIs accepted in the university. 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.

In UTM, the Scientific Part operates according to the regulations of the Scientific Part and the charter of the TLI. Currently, the procedure for encouraging the scientific activity of the TS, the procedures for developing, organising and encouraging the topics of the joint scientific seminars of professors and students are being developed. During the site visit, it became clear that UTM is trying to apply for both local and foreign grants. Expert studies have shown that UTM has received a small grant from AESA ('Armenian Engineers and Scientists of America' organisation) to purchase equipment for research activities. Moreover, the Head of the Scientific Part received a grant from PMI Science Armenia: the programme is implemented on the basis of the Orbeli Institute of Physiology, RA NAS. It has also been found out from the site visit that the applicability of various scientific or research grants is at a very low level, combining the ambitions and KPIs that the university strives for. From the site visit, it became clear that an additional obstacle for the university is the lack of basic funding from the Science Committee to apply for various programmes, which in many cases makes it impossible for UTM to apply for grants.

From the site visit, it has become clear that by the order of the rector, the TLI has established incentive payments for professors engaged in research activities, through which the TLI also plans to encourage the teaching staff to carry out research activities.

It is clear from the site visit that cooperation agreements with clinical bases often include provisions for the provision of resources for the implementation of research activities, but there are still no visible examples of its application in the university.

With the cooperation of the UTM Scientific Part and SSS, 3 student research groups were formed: emergency medicine, endocrinology, and neuroscience. It became clear from the site visit that the groups regularly conduct discussions and seminars in these directions. However, it should be noted that this is still partial and does not include a large number of university students.

Observing the ambitions of the TLI in the direction of research implementation and promotion, it has become clear that the university conditions the acquisition of new resources and the creation of necessary conditions for research with the construction of a new building. However, there is still no clear planning of what research results the TLI expects to achieve with the use of the building's infrastructure.

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, cooperation was established with University of Grodno, Belarus. In that context, online lectures and seminars were organised, in which both UTM teachers and students participated. It has become clear from the site visit that the TLI encouraged students to visit various international conferences, particularly the last encouragement was the student's participation and presentation of a report at one of the conferences held in Poland. During the site visit, it was found that there are no articles published by the TLI TS in 2023. From the study of the reports, it became clear that the employees of the university are not presented as representatives of the UTM TS for the existing articles.

Expert studies have shown that the TLI has not yet won international research grants, there are no publications in international scientific information systems.

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

The connection between UTM educational and research processes is derived from the TLI's SP provisions. In order to promote research activities, the TLI has initiated and is implementing various activities: revision of APs, diversification of students' research work, improvement of requirements for final exams, revisions of procedures and methodological guidelines. During the site visit and professional discussion-conversations, it has become clear that the research component in the APs is not well expressed, and the mechanisms for providing research education to students are still not institutionalised, mostly combining them with laboratory or practical work. Considering also the fact that the APs are integrated and at the end of the studies they receive a degree corresponding to NQF Level 7, it is worth noting that the tasks given to students do not yet stimulate the development of their research abilities, but still emphasise only the formation of manual skills.

During the site visit, it has become clear that in general there is no clear understanding of how the introduction of the research component in APs or the organisation of research-based education should be carried out in different circles of the TLI. Expert meetings showed that the university supports students in preparing for various conferences and seminars.

Considerations: The expert panel positively assesses that the TLI has a strategy expressing its interests and ambitions in the research field with long-term planning. There are KPIs in the SP, which creates a certain basis for planning processes and then evaluating their effectiveness. However, the expert panel emphasises the fact that the lack of evaluation of the goals and resources provided by the TLI for the development of research can prevent the feasibility of the goals from becoming more

measurable and evaluable. From this point of view, it is important that the TLI also pays attention to the definition of goals, comparing them with planned activities, provided resources and set deadlines. The expert panel also finds that replenishment with human and financial resources needs an urgent solution by UTM to contribute to the realisation of the goals adopted by the TLI in the research field.

The expert panel positively assesses that the TLI has tried to distinguish the field of Biomedicine as well, thus clearly specifying the directions of development of research works. In this context, the lack of planning and implementation of clear research in the defined direction should be the centre of attention of the university in order to create certain foundations for the implementation of research-based education and to reach the milestones set by the university.

It is a positive circumstance that the TLI continuously takes steps in the direction of applying for research grant programs, which can lead to the diversification of resources, and the provision of the necessary resources for the formation of a research environment will contribute to overcoming the KPIs defined in this direction. The expert panel believes that in order to define clear research problems and have results, the TLI needs to specify the departmental research directions, to define clear mechanisms and procedures of encouragement, which will also lead to the implementation of field research by the university, to direct the abilities of the teaching staff for the full realisation of the research potential of the university.

Taking into account the approaches of the TLI in the context of continuous improvement of infrastructures, the expert panel emphasises the contribution of the research needs of the TLI TS as the basis of their replenishment, which can significantly increase the interest of the teaching staff in doing research, as well as commercialising the research results.

The expert panel considers that the continuous improvement of the promotion mechanisms can also lead to the formation of the university's ranking in the international scientific information systems and the internationalisation of the results of the conducted researches.

The expert panel considers the trends of the TLI's pursuit of research-based education as positive, but their non-reflection through the assignments given to students in the APs can create obstacles for strengthening education-research ties. From this point of view, the expert panel emphasises the adoption of institutional approaches to the interconnection of research and learning processes, their expression according to the AP goals, which will contribute to the formation of research abilities among students. The expert panel considers that the full integration of education and research will also contribute to increasing the credibility of the qualifications awarded and will create additional opportunities for students to progress to the next level of education.

Summary: Taking into account that there are many problems from the point of view of the implementation of the UTM research activities, in particular, the TLI has not yet fully implemented the strategy expressing its ambitions in the research field, the long-term and mid-term plans are not interconnected, and appropriate resources are not allocated for it, the incomplete implementation of the research component in education, the lack of articles in various international databases, the circumstances of the shortage of the TS to apply for grants, the imperfection of the mechanisms of linking educational and research processes, the expert panel considers that UTM does not meet the requirements of Criterion 6.

Conclusion: The expert panel evaluates the compliance of UTM 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.

UTM is located in two buildings (2200m²). Based on the need to expand the educational environment, after the previous accreditation, the construction of a new building began. It will be fully operational in September 2024, the TLI's infrastructure will be expanded, totalling 8800m². The clinic, classrooms and research laboratories with appropriate equipment and furniture will be located in the new building. There are both classrooms and laboratories for the implementation of practical, laboratory work. From the observation of the resources, it became clear that the laboratory conditions and capabilities of the prerequisite subjects for the AP implementation, in particular, microbiology and biochemistry, are not sufficiently equipped to fully ensure the AP outcomes. For the development of students' practical abilities, the university also uses the resources and laboratories of partner organisations, research institutes.

During the expert meetings, it became clear that the TLI provides the necessary resources for the 'Dentistry' speciality for practical training, but the laboratories and infrastructures for the 'General Medicine' AP are still not fully equipped, and the simulations are limited. Scientific and Medical Learning Centre also operates in the university. The university has professional rooms for teaching fire needle therapy, phytotherapy, homeopathy, neurology, endocrinology, reflexotherapy, physiotherapy, therapeutic dentistry, surgical stomatology, and orthopaedic stomatology.

It has become clear from the lesson observations that due to the increase in the number of students in recent years, the groups of practical classes are large (up to 20 people), and the university has not yet implemented the calculation of the optimal resource-student ratio. For the joint use of resources and the implementation of practical courses and practices in clinical subjects, the university has relevant contracts with various hospitals ('Surb Grigor Lusavorich' Medical Centre, 'Armenia' Republican Medical Centre, 'Artmed' Medical Rehabilitation Centre, etc).

The TLI also has a library. 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 for students. From the observation of the resources and infrastructure, it became clear that the library resources and the reading room were not sufficient according to the representatives of the university. For this purpose, the university has planned to improve the library resources in the new building as well as in the existing building. 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

There is a canteen in the TLI, which has a separate area. However, taking into account the increasing trends in the number of students, the university has allocated a new space in the new building for the canteen.

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

According to the study of the TLI's budget, in 2022, it was formed mainly from student fees (about 93%). From a financial point of view, up to 40% of the TLI's budget is allocated to staff salaries. The combination of the university's financial receipts and allocated expenses shows that the university invests most of its financial resources in the construction and furnishing of the new building.

According to the reasons 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 university in the direction of Research.

The expert studies have shown that the members of the TLI GC, being internal stakeholders of the university, are not involved in expanding financial or other resources for the TLI. During the visit, it became clear that the chairs and other relevant departments present the annual planning expenses based on the need of APs, but their presentation does not have a systematic and clear methodology. The TLI provides human and financial resources as needed. Nevertheless, the expert observations and lesson observations showed that the number of teaching or service laboratory workers is small, and financial allocations for the replenishment of human resources have not yet been planned. From the meetings held during the site visit, it became clear that the departments see the need to increase the positions of laboratory assistants for the next academic year, and also emphasise the planning of the necessary laboratory equipment and chemicals per student, with a clear calculation methodology and cost 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.

For the implementation of the AP goals, the university allocates salary funds, as necessary, the salaries of the TS are revised. During the site visit, it became clear that various types of incentives are given to the staff, including financial incentives, but the institutional requirements for their provision are not specified. During the site visit, it became clear that with the trend of continuous growth of international students, in order to increase the TS's level of English proficiency, the university provides financial resources for capacity building trainings.

It has become clear from the expert studies that there is no clear financial planning and distribution according to the calculation of one student according to the APs.

Another important resource for the implementation of APs is the infrastructure, where the TLI invests exclusively at the expense of its own savings and funds. The allocation of financial resources to ensure the implementation and continuity of the AP goals is made based on the applications submitted by the chairs, then discussed with the Vice-Rectors and the Rector. Based on the priorities, a draft budget is drawn up and submitted to the GC 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.

The existence of financial means and its diversification is one of the strategic priorities of the TLI, which is fixed in the SP. In recent years, the university's financial flows have increased due to the sharp increase in the number of foreign students, but there is almost no income other than rents, and

there is almost no diversification of financial resources. During the site visit, it was found that the TLI is currently building a new building, which will house a clinic with its operating rooms and professional offices. The TLI plans to generate alternative financial means from the rendered medical services.

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

According to the self-assessment, the construction of a new building will allow to raise the AP implementation to a new level, which will lead to continuous quality improvement.

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

A clerical procedure is in place to manage information transfer and documentation processes at the TLI. Internal document circulation is carried out through the internal network. From the site visit, it has become clear that the university applied for the implementation of the Mulberry system, but due to the fact that it is a private structure, the application has not yet been considered by the relevant service provider. In order to manage the educational process in the TLI, the 'Credit System' electronic programme was also implemented. The system includes study plans, personal data of students, alumni, progress, test and exam bulletins, academic bulletins.

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. The TLI does not yet have a unified e-mail system. During the site visit, it became 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.

The TLI provides a healthy and safe environment for students and staff through the TLI's health and safety services, the SMLC and the guard service. SMLC provides free health care services for UTM students and employees, as well as provides various affordable paid health care services to the population. In addition to medical care, the head doctor of the centre monitors the maintenance of sanitary norms of building conditions.

Expert studies and consideration of the institution's resources showed that the ventilation system in the laboratories is not sufficient. It also became clear from the site visit that the information about safety rules is not posted in the laboratories, and the laboratories do not fully comply with biosafety norms. It has become clear from the expert meetings that during the course; however, the rules are presented to the students to perform the appropriate practical tasks. From lesson observations and expert studies, it became clear that, for example, during the implementation of microbiology laboratory lessons, the presented safety rules were not fully observed (for example, the presence of a fire-fighting system, fire extinguishers inside the laboratory). The TLI does not have an elevator and adapted bathrooms for students with special needs. It became clear from the site visit that there are elevators and ramps in the newly constructed building.

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 at the university, surveys are conducted among students and teachers. Meetings are also held with the TS and students, and based on the received data, improvements are made. From the analysis of the survey results, it becomes clear that the students emphasise the need to replenish the library resources, increase the working hours of the library in order to be able to use it even after the end of the course, the continuous improvement of the material and technical equipment of the classrooms and the laboratory environment. During the site visit, it became clear that the improvement of resources is in the centre of constant attention of the university, and for this purpose funds are regularly allocated in the context of infrastructure improvement and acquiring new resources.

Considerations: The expert panel considers that the available resources and the educational environment in general allow the implementation of the TLI APs. However, despite the existing educational resources, some laboratories need re-equipment and new equipment, which will contribute to the training of more qualified personnel, as well as create new incentives to attract applicants. The expert panel positively assesses that the university, emphasising the training of new quality doctors, tries to attract the qualified TS and improve resources as much as possible, which contributes to the achievement of the outcomes defined by APs.

From the point of view of diversifying financial income, the expert panel emphasises the fact that around 90% of the university's income comes from student fees. Diversification of financial sources by the university, formation of other sources using the resources of the new building, provision of paid services will contribute to the financial stability of the university and form guarantees for the continuity of the AP implementation. From the point of view of the governance system, the establishment of new connections, the involvement of external stakeholders in various fields of the university's activities can contribute to the introduction of new financing models in the TLI.

According to the expert panel's assessment, for the efficient management of finances, the realisation of the goals of APs and their continuation, 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. In this context, the improvement of the financial planning mechanisms can also lead to the expansion of the TLI's development budget, which will contribute to the development of strategic directions for the university and the provision of established indicators.

The expert panel positively evaluates the UTM trends in the direction of electronicising the 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 university is also an important circumstance, which ensures access to basic information for the stakeholders.

The expert panel considers it important for the university to pay attention to the implementation of safety-oriented activities, especially emphasising the posting of safety rules in laboratories, compliance with biosafety regulations, re-equipment and modernisation of laboratories with appropriate ventilation and fire-fighting systems to ensure a safe educational environment.

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 after the previous accreditation, some laboratories have been modernised in UTM and it has a continuous nature, the resource base is completely updated with the construction of a new building, there is a minimum necessary environment for the implementation of APs, the implementation of the electronic management system is ongoing, students and staff there is an appropriate environment for the activity, mechanisms for evaluating the availability and applicability of resources are implemented, the expert panel considers that the TLI meets the requirements of Criterion 7.

Summary: The expert panel evaluates the compliance of UTM 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

UTM places importance on ensuring internal and external accountability for stakeholders. To ensure accountability to the state and society, the TLI submits reports to:

- the RA Ministry of Health, on the activities of the year-end preventive medical institutions of the TLI SMLC,
- Statistical Committee of RA, on the annual activity of TLI,
- MoESCS, on the observations of the presidents of the final attestation committee of higher professional non-state education institutions.

The process of internal accountability is carried out in the form of submitting reports on the work done by the TLI subdivisions. A review of the university's documentation revealed that departmental reports are presented and discussed at TLI AC meetings and then made public to a narrow circle of faculty and students involved in the AC.

The main reporting document of the UTM activity is the annual report. The report is compiled based on separate annual reports of the heads of structural divisions representing all spheres of the TLI's activity. Once submitted to the AC, it is posted on the TLI official website. The study of the documents showed that the reports are mostly descriptive in nature, they contain information about the achievements of the university and the processes carried out during the reporting year. It should be noted that the reasons for the planned but completed processes are not analysed in the reports, and they are not always connected with the next planning. From the site visit, it became clear that the discussions of the reports in the AC led to certain changes, as a result of which the APs were improved, the needs of replenishment of the library and training of employees were highlighted.

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

UTM strives to provide transparency and accessibility to the public through its official website (<http://utm.am>) and Facebook page. The TLI's official website is trilingual. Information is available in Armenian, English and Russian. For the purpose of recruiting applicants, the relevant rules and exam questions, information about the APs, work plans and reports are posted.

In its 2022-2023 annual report, the TLI highlighted the importance of completing information on foreign language pages in order to provide complete information for foreign visitors, particularly foreign applicants. It has become clear from the site visit that the TLI mainly targets international applicants, the events aimed at the local market are more limited. The expert observations also showed that the university still does not have a clear PR strategy and mechanisms to inform the wider society about its activities. From the study of the website, it has become clear that the Russian-language section provides less information for external stakeholders. The university has not yet assessed the necessity and effectiveness of providing Russian-language information, taking into account that the university does not provide Russian-language education, and it is not specified which range of external stakeholders the information available in Russian is aimed at.

From expert observations, it has become clear that the website viewability data has increased in recent years. For example, in 2017, Page viewability was 5,843, and in 2022, it reached 65,706, increasing 11 times.

Considering the large number of foreign students, the university also provides information in Armenian and English on its Facebook page. The study of Facebook page view data shows that the index of access to information has also increased in recent years, for example, in 2017, the highest scale of access to materials was 766, and in recent years it has exceeded 10,000.

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

According to the self-assessment, UTM's internal and external stakeholder feedback policy was revised. According to the policy, the university emphasises the provision of communication with the stakeholders through feedback mechanisms, the study of the response received from them and the improvement of scientific and educational activities based on it.

In UTM, the functions of establishing news and public relations are carried out by the website's responsible office.

The TLI email address (info@utm.am) is one of the official ways to contact UTM. Feedback mechanisms are also the appropriate contact confirmation section of the university website and the Facebook page. It has become clear from the site visit that mostly the applicants apply to the TLI with the mentioned options in order to get information about the APs and admission processes.

The formation of UTM's relations with the public is also carried out through the printing of booklets, including in foreign languages. Advertising materials in English are also printed for the purpose of recruiting international students.

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

Expert studies have shown that the TLI attaches importance to the provision of educational, medical assistance, and health care services to society and the implementation of their corresponding activities. The UTM SMLC carries out medical service and scientific educational works. It became clear from the site visit that the UTM SMLC provides medical care and professional service to the public. The services provided by the SMLC are used by both internal (employees, students) and external (residents of RA) stakeholders.

The 'UTM Open Science' project is one of the public knowledge transfer mechanisms at the TLI. Within the framework of the project, invited local and foreign specialists hold open lectures at the TLI, which can be attended not only by UTM, but also by students and employees of other universities, medical and research centres.

The projects implemented by the TLI SSS are also aimed at the transfer of knowledge. The first is the Scientific Open Debates project, within the framework of which the results of discussions and debates about the existing problems in medicine and their possible clarifications are disclosed to the public. The second is the health awareness video series, in which the UTM students prepare and publish short videos related to health issues.

It became clear from the site visit that there are still no opportunities for additional education and training in the TLI. The university plans to apply for grant programmes to carry out work in this direction. It became clear from the site visit that the implemented works are not yet clearly planned, and the awareness about them among the external stakeholders is also low.

Considerations: The expert panel positively assesses that the university has accountability mechanisms that contribute to the provision of information about the TLI's activities to society and the state. The development of a PR strategy by the TLI and the implementation of periodic processes aimed at establishing connections can contribute to increasing the awareness of the stakeholders about the existing processes. The expert panel also considers it important to emphasise the analytical component in the reports, the evaluation and analysis of process results, which will contribute to the improvement of accountability and planning processes.

The expert panel positively assesses that the TLI has improved the work of the information provision platforms, the official website and Facebook page, in recent years, which enables international applicants to learn about the university's educational services. The expert panel considers that the improvement of the website's access and accessibility mechanisms, the complete addition of information in foreign languages are important for ensuring the transparency of the processes.

The expert panel considers that the provision of relevant information, taking into account the directions of cooperation, the markets of attraction of applicants, will enable the resources to be directed to the provision and dissemination of information in a better-quality version.

Referring to the mechanisms of providing feedback, the expert panel considers it positive to answer the questions of the public and provide feedback using the website and Facebook pages. The expert panel believes that the continuous evaluation of the mentioned mechanisms, the improvement of these tools based on the identified needs of the stakeholder will contribute to the formation of sustainable feedback.

It is a positive circumstance that the TLI, emphasising the transfer of values to the society, provides medical services to the public through the SMLC, which speaks of the social responsibility of the university. Using the potential of the TLI SSS for the transfer of knowledge in the medical field through the organisation of seminars and conferences is also a positive circumstance. The expert panel considers that the regulation of these works, their periodic implementation will contribute to raising awareness about the university and providing information among the general public. It is also important to define the goals and expected results of the courses, discussions, for the optimal use of the TLI's resources and the improvement of the effectiveness of the feedback received from the processes.

Summary: Considering that the TLI has a defined system of accountability, the TLI ensures the provision of information and transparency about the implementation of its processes, there are mechanisms for providing feedback and transferring values to the society, the expert panel considers that the TLI meets the requirements of Criterion 8.

Conclusion: The expert panel evaluates the compliance of UTM 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.

In its 2020-2025 strategy, the TLI has emphasised the development of external relations and internationalisation with the aim of promoting continuous processes of internationalisation at the TLI and programme levels. The following problems were defined by the university:

- expand specific measures aimed at effective development and exchange of experience in the direction of internationalisation,
- expand and promote the development of the TLI's international relations with European, Asian and CIS education institutions at the TLI and programme levels,
- expand and ensure communication with the public, develop continuing education.

Observing the processes implemented by UTM in order to promote internationalisation and the continuous involvement of international applicants, it becomes clear that the number of foreign students has increased since the previous accreditation. Thus, compared to 2018-2019 (250 students), at the beginning of 2022-2023, the number of the TLI students (621 students) has increased by about 2.4 times. At the beginning of the 2022-2023 school year, foreign students (595 students) made up 96% of the total number of students. According to self-Assessment, UTM cooperates with 'Campus International' LLC and various embassies in RA for the purpose of recruiting international students.

With its strategy, UTM also emphasises the exchange of experience for the purpose of improving the APs. In this direction, the TLI has planned to carry out benchmarking with the APs of leading European universities in order to modernise the existing APs. Expert studies showed that during the 2019-2020 school year, a benchmarking of APs was organised with Grodno State Medical University and Vitebsk State Medical University of the Republic of Belarus. As a result of the benchmarking, the study plans, outcomes and subject course programmes of 'Medicine' and 'Dentistry' APs were revised. However, by comparing the selected institutions with the countries that provide the flow of students, it becomes visible that the implemented benchmarking did not target those countries (India, Iraq, Iran, Ghana, etc) where university alumni carry out their work activities after completing their studies. The comparative analysis did not take into account the needs of the students and the labour markets of the professional activities of the alumni.

Since the previous accreditation, the TLI has signed a number of memorandums, e.g., in 2021. with the State Medical University of Grodno, Belarus, with WSG University of Bydgoszcz, Poland, for student exchange, as well as cooperation in nursing, medical assistance programmes, internship and other areas. The TLI has exchanged 16 students with 'Success Point' College in Sharjah, UAE. In the other cases mentioned above, the processes are still in the planning stage. The cases of exchange of experience of the TS are also very limited and mostly take place on their own initiative.

From the observation of the data presented by the TLI according to self-assessment, it became clear that there were no cases of the UTM students' mobility abroad. The TS has not yet participated in mobility programmes.

UTM also plans to apply for international grants. It became clear from the site visit that such programmes are not yet available at the university. The TLI also plans to implement joint scientific and educational events with representatives of international institutions, to encourage international mobility programs and trainings. It became clear from the expert studies that the mentioned processes are still in the planning stage.

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

In 2017, TLI developed the charter of the Department of External Relations department. The document reflects the tasks and functions of the department, which have not changed since the approval of the new Strategy. In the TLI, the activities of the Department of External Relations are carried out by the head of the department and 2 specialists. The scope of activities of the Department of External Relations includes ensuring cooperation of the TLI between domestic and foreign education institutions and scientific centres, promoting exchange programmes of students, TS and administration, strengthening permanent communication and development of cooperation between the TLI and international structures, the recruitment of students from other countries, the solution of strategic priority problems facing the TLI. The department also has a five-year strategic plan for the development of the mentioned directions. The processes provided for in the plan are aimed at organising the reception of applicants, preparing students' personal files, references, implementing events for students and TS, expanding external relations and establishing partnerships. Expert studies showed that additional financial resources were not allocated for the mentioned processes. Approval of partnerships is not based on targeted market research. The study of the expected results set by the TLI by the expert panel showed that they are mainly limited to the documentation of processes (orders, contracts, reports, etc.), and the qualitative change or expected improvement planned by the university is not visible.

According to the self-Assessment, the university also emphasises the fact that in order to promote the internationalisation process, it is necessary to activate the work carried out in the TLI chairs with other universities of the republic and foreign partners in order to develop and implement joint programs of various nature related to the scientific and educational field. The expert studies have shown that a clear planning of work in this direction, with the distribution of human and financial resources and the definition of expected outcomes, has not yet taken place.

9.3 The Institution effectively collaborates with local and international counterparts.

The TLI has signed agreements with about 14 medical organisations (hospitals, clinics, polyclinics, dental clinics) for the purpose of practical training and production practices, which provides an opportunity not only for the use of joint resources for the implementation of practical training, but also for the implementation of internships. The memorandum signed with WSG University of Bydgoszcz, Poland is also aimed at the organisation of internships. As a result of local collaborations, doctors from the practical field (about 18% of the total TS) were involved in the teaching process. Grigor Lusavorich, from Armenia Medical Centres, Armenian-American Health Centre and other medical institutions. The TLI also cooperates with the Association of Stomatologists of RA, of which many of the university's teachers are members.

Referring to the creation of internship opportunities for international students, it is worth noting that in RA they have the opportunity to do their internship in partner organisations of the TLI. However, if international students return to their countries for the internship period, the university provides them with the opportunity to complete the internship based on appropriate arrangements. It became clear from expert studies that these arrangements are made on an ad hoc basis and institutional mechanisms for current control are not yet in place.

The university continuously tries to expand international cooperation with organisations and TLIs of the medical field by signing agreements and memorandums. For example, cooperation agreements were signed with State Medical Universities of Grodno, Vitebsk. The mentioned contracts imply exchange of experience, opportunities for internships, holding of joint seminars. The expert studies have shown that the established international relations have not yet contributed to the diversification of internship locations, ensuring mobility, and the implementation of joint research programs in accordance with the needs of university students.

From the site visit, it has become clear that the TLI encourages the exchange of experience through participation in online conferences and seminars. Such seminars were organised in the framework of cooperation with Grodno University.

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

The TLI considers one of its important tasks to ensure the necessary level of English proficiency of internal stakeholders with the aim of expanding the pool of international students. According to self-assessment, 88% of the TLI TS and 44% of the SS are fluent in English. In the case of students, the knowledge of English is 90% (foreign students make up 96% of the total number of students).

It is clear from the expert studies that based on the discussions of the results of lesson observations, the university organised English courses for 28 teachers in the 2021-2022 academic year. At the end of the training, 27 participants received B2 level certificates and 1 participant - C1 level certificates. From the site visit, it has become clear that the TLI plans to provide a budget for training/retraining in the future.

It has become clear from the lesson observations that international students studying in the same group often have different levels of English proficiency. Additional English classes are not planned for international and Armenian students, but, if necessary, students turn to professors and receive appropriate professional support. Armenian courses are also included in the UTM APs for English-speaking students.

Considerations: The expert panel positively assesses that the TLI, with its strategy, emphasised the establishment of external relations and the promotion of internationalisation processes, which contributed to the establishment of new partnerships. The expert panel emphasises the fact that in order to achieve the established goals, the TLI has not yet clarified the internationalisation policy, has not defined measurable and goal-oriented problems, which would make the internationalisation processes more planned and create an experience exchange environment. The expert panel believes that achieving the defined strategic goals and KPIs will be more realistic when the university can also put these goals in the basis of current planning, reflect them in departmental work, and involve the widest possible range of stakeholders. The low level of involvement of chairs in internationalisation processes can also be an obstacle for improving the processes of the TLI in the research direction, not

contributing to the development of the abilities of the TS and increasing the visibility of the university among medical professional education institutions.

The expert panel positively evaluates the TLI's efforts aimed at the continuous addition of the student body through the use of external relations, which contributed to the increase in the number of students and the stabilisation of financial resources. Emphasising the implementation of benchmarking for the continuous improvement of APs, the expert panel considers that the study of the target APs by the university, highlighting the needs of students are important from the point of view of increasing the competitiveness of alumni.

The expert panel positively assesses that the TLI, while defining the goals, also allocated human resources for the purpose of managing the processes. In this context, the provision of appropriate financial resources by the university is also important, which will contribute to increasing the feasibility of the set goals. Clarification of the expected outcomes in the plans is also important for the transition from document planning to having more tangible results in the direction of internationalisation, which will lead to the internationalisation of APs by making the APs of the university recognisable and acceptable. According to the expert panel, these works will also contribute to the implementation of the mobility of teaching and student groups and the exchange of experience.

The expert panel positively assesses that to ensure the AP outcomes, the TLI continuously replenishes the base of its partner medical institutions, which makes it possible to organise students' internships and transfer them relevant skills. Established collaborations also facilitate the sharing of resources and the involvement of doctors-educators from the practical field; working with such specialists, observing their experience contributes to the formation of students' clinical thinking.

The establishment of connections with similar international medical institutions, the formation of institutional foundations regarding the organisation of internship can contribute to the increase of the efficiency of the practice organisation of international students.

It is a positive circumstance that the TLI has signed contracts with some international partner medical TLIs for the organisation of mobility and exchange of experience. The expert panel emphasises the fact that the works in this direction are still not carried out regularly and systematically, which would allow the TLI to highlight the best practices for investment in the TLI.

The expert panel considers it positive that the TLI also uses online opportunities to participate in seminars and conferences, which allows to get acquainted with the experience of other institutions while saving financial resources. In this context, it is important to inform the widest possible range of internal stakeholders about such opportunities, to periodically implement such events, which will create the basis for future mobility programmes.

The expert panel positively assesses that the TLI allocates funds to increase the level of English proficiency among the TS, which also contributes to the development of the abilities of teachers teaching in English-language groups. The application of knowledge of English can also contribute to the expansion of the study volume of international research and scientific literature by the teaching staff, their involvement in international grant programmes. The expert panel emphasises the continuous implementation of these processes for professors, as well as the creation of such opportunities for students. Clarifying the requirements for the level of English knowledge, improving knowledge is important so that students can study professional literature and create cooperative professional connections, which will also create an opportunity to find a professional job in the future.

Summary: Taking into account that the procedures aimed at establishing external relations and internationalisation do not yet concern the exchange of experience, internationalisation processes are not clearly planned, the mechanisms for establishing external relations and cooperation are not of an institutional nature, the directions of local and international cooperation do not fully reflect the needs of the TLI's beneficiaries, the processes stimulating the mobility of students and teachers has not led to visible results, the expert panel considers that the TLI does not meet the requirements of Criterion 9.

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

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.

In order to regulate the QA processes, the QA Policy was developed at UTM. The main goal of the TLI's QA policy is to ensure, as far as possible, the formation, dissemination and development of an internal quality culture in accordance with European standards and guidelines, and the implementation of the mission in accordance with the strategic goals and objectives of UTM. In 2022, the QA Manual was also approved by the TLI GC. The manual was developed by the university to increase the awareness of internal and external stakeholders regarding the QA and governance system, to promote their involvement in the development of the quality assurance system. From the study of the manual, it became clear that it covers both the quality assurance procedures of the university, the tools used, the responsible persons, as well as it refers to the monitoring and review of the completed APs, there are methodological approaches to the development of APs for AP responsible persons.

It has become clear from the site visit that after the previous accreditation, an attempt was made to introduce elements of the QA culture in all areas of TLI's activities. In 2019, based on the consultations of the institutional accreditation expert panel, a plan-schedule for the elimination of deficiencies was drawn up, according to which actions aimed at improving the internal QA system were implemented. According to the deficiency elimination programme, along with the regulation of the QA processes, the TLI implemented measures aimed at identifying needs, using surveys and discussions as a tool. In the interim report of the project, the university also stated that many processes still need to be implemented in the direction of the full implementation of the QA system.

Expert studies have shown that the work plan of the Vice-Rector for QA and ER also coincides with the timeline of the TLI SDP, trying to combine the actions indicated in the plan with the SP goals. The processes defined in the plan are quite comprehensive, they include both processes aimed at ensuring quality, as well as directions aimed at the development of educational and research activities. Expert studies showed that among the processes planned for quality assurance, discussions with stakeholders, surveys, procedural and format documents were developed and approved. However, it should be noted that the periods defined in the plan are general (mainly 2020-2025), and the expected outcomes often result in the formation of a document base, which does not make visible the qualitative changes planned by the TLI as a result of its application.

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

In order to manage internal QA processes in the university, the Quality Assurance Committee was formed under the AC, whose chairperson is also the Rector of the university. Internal quality assurance processes are coordinated by the Vice-Rector for QA and ER and the leading QA specialist.

From the examination of the job descriptions, it has become clear that the Vice-Rector for QA and ER plans, organises and supervises the implementation of quality assurance activities, is responsible for the implementation of the QA policy, QA processes, monitoring, review and improvement. The leading QA specialist participates in the processes of quality assurance, participates in the resolution of problems arising from field functions on the instructions of the vice-rector. Reports on QA processes are submitted to the TLI Rector.

For the purpose of implementing the QA processes, working groups are formed as necessary by the order of the UTM Rector, which present a report on the completed work to the UTM AC session. For example, in order to carry out the self-assessment of institutional capabilities, a working group was formed in 2023 by the Rector's order, in which employees and students of the departments were involved.

From the site visit, it is clear that the assessment of the professional needs of the QA officers was not carried out. Nevertheless, the Vice-Rector and the leading specialist participated in the discussions and trainings organised by ANQA in the direction of quality assurance. The UTM annual budget provides financial allocations for the QA system, from which the salary of QA responsible persons is provided, the expenses required for the organisation of the QA processes and the formation of working groups are allocated. There are no separate funds for professional training, they are allocated at the university's discretion. Appropriate offices equipped with the necessary environment are set aside in the TLI for the QA responsible persons.

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

The TLI's internal stakeholders are involved in quality assurance processes mainly through surveys and discussions. From the site visit, it became clear that through surveys, issues were raised in the direction of improving infrastructure, updating professional literature, as a result of which, for example, the university allocated funds to acquire literature in English. Surveys were also conducted to evaluate practice processes. The analysis of the survey was also discussed with vice-rectors and students. However, expert studies have shown that the methodology and periodicity of surveys are still not fully specified, the questions presented in the questionnaires are sometimes very general. The university is still trying new methods to reach a wider range of internal stakeholders.

It has become clear from the site visit that students' needs and satisfaction with the APs are mostly discussed during current meetings. For example, the students highlighted the fact that the number of hours of study in the subjects of the traditional education centre is extensive, particularly in terms of Phytotherapy and Acupuncture therapy subjects. Taking into account the problems of recognition of these credits abroad, as well as the large number of credits given in this direction at the expense of professional subjects, the AC decided to maintain the subjects, but reduce the workload.

The needs of the TS are discussed during chair meetings, AC meetings, as a result of which changes were made in the APs, questions regarding the acquisition of materials were raised.

Participation of external stakeholders in the TLI's QA processes is generally limited to inclusion in summative certification committees. An obstacle for the TLI is the fact that the connection with the

employers is broken due to the fact that the students continue their education in residency after graduating from the university. The needs of the RA employers are somewhat reflected in APs through lecturers involved from the practical field, who contribute their experience to the teaching process. Assessment of the needs of international external stakeholders (employers with whom international students go to work) has not been carried out by the university.

10.4 The internal quality assurance system is periodically reviewed.

According to self-assessment, the review of the QA system, the revision of the documentation necessary for the implementation of the processes took place after the previous accreditation. Actions aimed at improvement, by which the university tried to be guided, were fixed in the follow-up plan developed by the university. Then, the university also took into account the observations made by ANQA during the monitoring of the internal QA system in order to develop the procedures and form the tools for raising needs. The documentary basis, on which the university's internal QA system currently rests, is mostly approved in 2022. The end of the work planned by them often coincides with the end of the SP, and the university has not yet carried out an evaluation of their effectiveness.

UTM has looked at the existing reports, departmental performances, through which it has tried to carry out ongoing reviews, but the quality culture is still at the stage of institutionalisation. Expert studies have also shown that the developed procedures often cover a wider range of activities than the one intended for quality assurance at the university, including AP reviews, trainings.

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

After conventional institutional accreditation, UTM conducted its second self-assessment in 2023 for the purpose of re-accreditation. A working group was formed by Rector's rector for the purpose of self-assessment. The managerial staff of the university, administrative staff, lecturers and students were involved in the group. The meetings held during the site visit showed that each representative provided data in his direction, which were then summarised by the quality officers. After the preparation of the project, it was circulated in the university, discussed with the beneficiaries, after which the final self-assessment version was approved.

Within the framework of self-assessment, the TLI's achievements after the previous accreditation were presented, the processes provided by the programme for the elimination of defects were referred to, and the documents related to the given standard were also presented. Nevertheless, it should be noted that the self-assessment had a mostly descriptive nature, the development dynamics of the previous five years were presented partially, not fully expressing the analysis of the required years about the processes taking place in the university.

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.

UTM tries to ensure transparency and publicity of the QA processes and procedures mainly through the website. To provide information for internal and external stakeholders, the TLI website has a dedicated QA process presentation section, which includes the QA system policy, job descriptions, QA process frameworks such as the annual report, survey analyses, manuals and guidelines.

The transparency of the QA system among the internal stakeholders is also ensured through the discussion of the needs identified through surveys in the AC, and the presentation of reports and performances.

Considerations: The expert panel considers it positive that after the previous accreditation, the university took steps in the direction of forming and spreading the culture of quality in the institution. In particular, they developed appropriate policies and procedures, which made it possible to regulate the processes of quality assurance, to correlate the activities of the QA system with the development directions of the university. It is positive that the university has improved quality planning activities by developing appropriate plans and distributing responsibilities. The expert panel considers that the clarification of the defined goals and the definition of intermediate indicators for them will contribute to the strengthening of the quality culture in UTM. It is also important to continuously improve the system of expected results for the full implementation of the QA functions, documentation-implementation links, which will lead to qualitative improvements of the processes at the university.

The expert panel also considers positively the allocation of human resources by the TLI, the introduction of the position of vice-rector through structural changes in this direction after the previous accreditation, which enabled the university to link the QA processes to the defined improvement directions, improve the APs, and have a positive impact on the development of the governance system. Taking into account the organisational and legal nature of the university and observing that the QA system is not currently constrained in identifying needs, the expert panel emphasises the certain independence of the QA system. The fact that the Rector is the chairperson of the quality assurance committee can lead to the inefficiency of the rector's work evaluation, a conflict of interests, because the collected data is presented again to the head of the university. Searching for new ways of accountability can contribute to improving the processes of raising problems and needs.

It is important that working groups are formed as needed, and financial resources are provided to support the QA processes. The expert panel also emphasises the expansion of professional training opportunities after the assessment of needs for the development of the capacities of those in charge.

The expert panel positively assesses that, taking into account the consultations given during the previous accreditation, the university has also improved the tools for highlighting the needs of the stakeholders to a certain extent. It is positive that the university raises the needs of internal stakeholders, gives them the opportunity to present their problems during discussions, sessions of the AC, which contributed to the AP improvement, material and technical means. It is important to improve the tools on the basis of efficiency evaluation, which will enable the university to highlight the needs of students, alumni, teachers and administrative staff in accordance with its characteristics and to plan appropriate improvement processes. Referring to the external stakeholders, the efforts of the university to find ways to assess the needs of external stakeholders are visible to the expert panel. However, the university should find effective ways to work with employers and society, which will also contribute to raising awareness about the university, forming new ties, and strengthening university-employer ties.

The expert panel positively assesses that the TLI took into account the problems recorded in the internal quality assurance system during the previous accreditation and took steps in their direction, which contributed to the development of the system in the university. The expert panel considers that specifying the periodicity of the processes, evaluating and reviewing the effectiveness of the tools used will lead to their continuous development.

The expert panel considers it positive that in the self-assessment prepared for institutional accreditation, reference was made to the plan for the elimination of shortcomings, the implemented processes, which gave an opportunity to understand the changes in the university after the accreditation. Increasing the analyticity in self-assessment, analysing the reasons for planned but unfulfilled processes, presenting clear grounds for planned processes can make self-assessment a more reliable data presentation tool.

The expert panel considers it positive that the university is trying to provide transparency about quality assurance processes for internal and external stakeholders by applying the capabilities of the official website. Discussion of issues in the GC also contributes to decision-making in line with the needs of stakeholders and dissemination of information about the decisions made.

Summary: Given that the TLI QA processes have improved since the previous accreditation, the institution has quality assurance policies and procedures in place, the university provides adequate resources to implement quality assurance processes, the needs of internal stakeholders are addressed by the QA system, there has been some improvement for external evaluation. the self-assessment, the university ensures the transparency of the QA processes for internal and external stakeholders, the expert panel considers that the university meets the requirements of Criterion 10.

Conclusion: The expert panel evaluates the compliance of UTM 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	Satisfactory
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	Unsatisfactory
10. Internal Quality Assurance System	Satisfactory

Karen Trchunyan
Chair of expert panel

05.03.2024

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.

Anna Sukiasyan: In 2003, she completed master's degree at the Chair of "Microbiology and Biotechnology" of the Faculty of Biology, Yerevan State University. In 2012, she was awarded the academic degree of Candidate of Biological Sciences, and in 2015, she became an Associate Professor. In 2014, she did her PhD studies at the Institute of Microbiology and Hygiene, 'Charite' Medical Centre, Berlin, Germany, in 2015-2017 - at the Department of Molecular Biotechnology and Functional Genomics, Technical University of Wildau, Germany. Since 2020, she has been working at Eurasia International University as an Associate Professor, and since 2021 - as a researcher of the Department of Biochemistry of Neurohormones, Institute of Biochemistry of the RA NAS after Hr. Buniatyan. Since 2022, she has been working at Mkhitar Gosh Armenian-Russian International University as an Associate Professor. Since 2023, she has been working at the European Institute of Integrative Health Sciences (EIIHS) as an Associate Professor. Author and co-author of about 12 scientific articles and education manuals.

Varduhi Khachaturyan: In 2011, she completed her Master's degree from the finance and accounting chair of Artsakh State TLI. In 2011-2015, she did her PhD studies at Finance-Accounting chair of Artsakh State TLI. In 2014-2016, she worked as a teacher at the National University of Architecture and Construction of Armenian, Stepanakert branch, in 2012-2014, as a teacher at Grigor Narekatsi University. From 2017 to 2023, she was teaching at the Finance-Accounting chair of Artsakh State University. Since 2016, she has been working as a senior teacher at the Chair of Engineering Economics and Agribusiness, Shushi University of Technology.

Nino Chichiveishvili: In 2008-2014, she studied at the obstetrics and gynaecology residency of the Tbilisi State Medical University, then she did her PhD studies at the Faculty of Medicine of the Tbilisi State University named after Javakhashvili, in the direction of clinical medicine. Since 2016, she has been an expert of the National Centre for Educational Quality Enhancement (NCEQE), since 2020, she has been teaching at Geomedi University. Since 2022, she has been the president of the Women's Scientific Association.

Maria Galstyan: 5th year student of the Medical Faculty of the Armenian Medical Institute. She has completed the training course for student-experts of the ANQA 'Student Voice' project.

APPENDIX 2. SCHEDULE OF SITE VISIT

28.11.2023-01.12.2023

	28.11.2023	<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Rector of the University	10:00	10:50	50 minutes
2	Meeting with Vice-Rectors	11:00	12:00	60 minutes
3	Meeting with the self-evaluation working group	12:10	13:00	50 minutes
4	Break, discussions of the expert panel	13:10	14:10	60 minutes
5	Online meeting with foreign alumni	14:20	15:00	40 minutes
6	Meeting with local alumni	15:10	15:50	40 minutes
7	Meeting with employers and chairpersons of final attestation committees	16:00	16:50	60 minutes
8	Observation of documents, close meeting of the panel	16:50	18:00	70 minutes

	29.11.2023	<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the members of the Governance Council	09:30	10:10	40 minutes
2	Meeting with the person responsible for clinical work, the Head of Internship, The dean, the Heads of Educational and Scientific Parts	10:20	11:10	50 minutes
3	Meeting with the heads of chairs and responsible persons of the academic programmes	11:20	12:20	60 minutes
4	Observation of resources and infrastructure of the University	12:30	13:30	60 minutes
5	Break, discussions of the expert panel	13:40	14:40	60 minutes
6	Meeting with the teaching staff members (8-10 representatives)	14:50	15:50	60 minutes
7	Meeting with students (8-10 representatives)	16:00	16:50	50 minutes
8	Meeting with the Heads of structural units	17:00	18:00	60 minutes
9	Observation of documents, close meeting of the panel	18:10	19:00	50 minutes

	30.11.2023	<i>Launch</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with the responsible persons of 'General Medicine' and 'Stomatology' academic programmes	11:30	12:30	60 minutes	
2	Meeting with the teachers of the 'General Medicine' academic programme	Meeting with the teachers of the 'Stomatology' academic program	12:45	13:45	60 minutes
3	Meeting with the students of the 'General medicine' academic programme	Meeting with the students of the 'Stomatology' academic programme	14:00	15:00	60 minutes
4	Break, discussions of the expert panel		15:10	15:50	40 minutes
5	Open meeting		16:00	17:00	60 minutes
6	Meeting with the representatives of Student Council and Student Scientific Society		17:00	17:50	50 minutes
7	Observation of documents, close meeting of the panel		18:00	19:00	60 minutes

	01.12.2023	<i>Launch</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with the staff of the QA Department		10:00	11:00	60 minutes
2	Observation of documents, close meeting of the panel		11:10	12:50	100 minutes
3	Break, discussions of the expert panel		13:00	14:00	60 minutes
4	Meeting with the members selected by the expert panel		14:10	16:10	120 minutes
5	Close meeting of the panel		16:20	17:20	60 minutes
6	Meeting with the University managerial staff		17:30	18:00	30 minutes

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

N	Document name	Criterion
1.	Training guide (in the process of effective solution of strategic problems)	1
2.	Annual subdivision plans for the past three years	2
3.	Subdivision reports for the past three years	2
4.	SWOT analyses of subdivisions (available for the HRM and General department)	2
5.	Estimates, budget gap for the past three years	2
6.	Samples of final attestation exam papers	3
7.	Registers, internship registers / for selected programmes - one from each course /	3
8.	Internship programmes	3
9.	Completed internship diaries/ for selected 3 APs: 4 each/	3
10.	Agreements with internship places	3
11.	Benchmarking packages	3
12.	Syllabus of APs with credits	3
13.	Reports and analyses of the 2020-2023 final attestation committees (2021)	3
14.	Internship folders	3
15.	Student exchange packages	3
16.	The composition of academic advisers, the topics of consultation and the schedule of meetings, the register	4
17.	SC plans and meeting minutes	4
18.	SSS plans and meeting minutes	4
19.	Student expulsion grounds	4
20.	List of theses and articles for the past three years	4
21.	Joint publications of students and their academic supervisors for the past three years	4
22.	Proceedings of the conference of young scientists in Belarus	4
23.	Learning environment satisfaction survey packages	4
24.	Lesson observation grounds	5
25.	Teacher portfolios, teacher plans	5

26.	Chairs staff list with salaries	5
27.	Educational load norms	5
28.	Schedule of teacher trainings	5
29.	Training packages	5
30.	Support staff position descriptions	5
31.	Teachers-support staff ratio	5
32.	Teacher competition packages	5
33.	List of part-time teachers, mentioning their main workplaces	5
34.	Grounds and list of teacher trainings for the past three years	5
35.	Teacher motivation grounds	5
36.	A list of applied research in collaboration with employers	6
37.	Cooperation grounds with scientific centres, packages of the works done	6
38.	Scientific works in the field of traditional medicine	6
39.	List of resources planned for the newly constructed 2 buildings	7
40.	International cooperation agreements	7
41.	Financial statements	7
42.	UTM annual reports for 2021-2022, 2022-2023	8
43.	Website data	8
44.	English language training and attestation packages for employees	9
45.	2022-2023 Report of the Department of External Relations	9
46.	Grounds for eliciting stakeholder needs	10
47.	Stakeholder needs elicitation analyses	10
48.	QA plans and reports for the past three years	10
49.	Monitoring grounds	10
50.	Grounds of surveys, lesson observations, meeting-discussions conducted by the QA	10
51.	Analysis of survey dynamics	10
52.	Alumni surveys	10

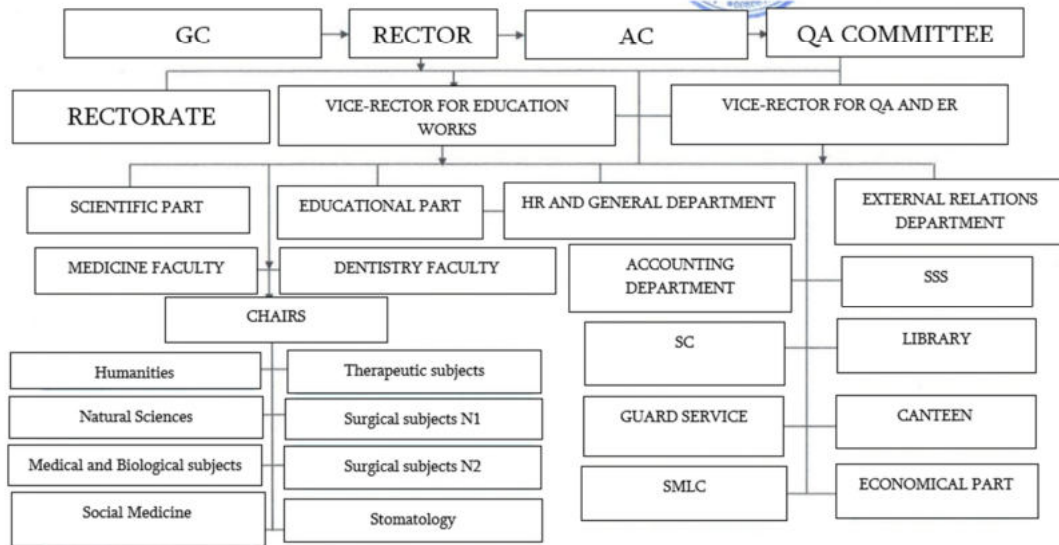
APPENDIX 4. RESOURCES OBSERVED

1. Auditoriums,
2. Computer classrooms,
3. Laboratories,
4. Subdivisions,
5. Library-reading room,
6. Buffet,
7. Newly constructed building,
8. Infrastructures used for practical training at Surb Grigor Lusavorich Hospital.

APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION

APPROVED BY UTM RECTOR
 N.KH. SARIBEKYAN
 28.08.2022

UTM LINEAR STRUCTURE



APPENDIX 6. LIST OF ABBREVIATIONS

AC – Academic Council
ANQA – National Centre for Professional Education Quality Assurance
AP – Academic Programmes
CBL – Case-Based Learning
GC – Governance Council
KPI – Key Performance Indicators
NQF – National Qualifications Framework
OSCE – Objective Structured Clinical Examination
OSPE – Objective Structured Practical Examination
PBL – Problem-Based Learning
QA – Quality Assurance
SC – Student Council
SMLC – Scientific and Medical Learning Centre
SP – Strategic Plan
SQF – Sectoral Qualifications Framework
SS – Support Staff
SSS – Student Scientific Society
TLI – Tertiary Level Institution
TS – Teaching Staff
UTM – University of Traditional Medicine
WFME – World Federation for Medical Education
WHO – World Health Organisation