

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



**EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
'MKHITAR GOSH' ARMENIAN-RUSSIAN INTERNATIONAL UNIVERSITY**

Yerevan – 2023

INTRODUCTION

The institutional reaccreditation of Mkhitar Gosh Armenian-Russian International University (hereinafter 'MGU' 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 MGU institutional capacity assessment according to the RA tertiary education accreditation criteria and international expert's peer review for EHEA integration.

CONTENTS

INTRODUCTION.....	2
SUMMARY OF EVALUATION	Error! Bookmark not defined.
EXPERT EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO RA PROFESSIONAL EDUCATION ACCREDITATION CRITERIA	Error! Bookmark not defined.
PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA	9
DESCRIPTION OF EXTERNAL REVIEW	Error! Bookmark not defined.
COMPOSITION OF EXPERT PANEL.....	Error! Bookmark not defined.
PROCESS OF THE EXTERNAL REVIEW	Error! Bookmark not defined.
EVALUATION ACCORDING TO ACCREDITATION CRITERIA	14
BRIEF INFORMATION ABOUT MGU.....	Error! Bookmark not defined.
CRITERION I: MISSION AND PURPOSES	18
CRITERION II: GOVERNANCE AND ADMINISTRATION.....	21
CRITERION III: ACADEMIC PROGRAMMES.....	23
CRITERION IV: STUDENTS.....	27
CRITERION V: FACULTY AND STAFF	32
CRITERION VI: RESEARCH AND DEVELOPMENT	37
CRITERION VII: INFRASTRUCTURES AND RESOURCES	40
CRITERION VIII: SOCIETAL RESPONSIBILITY	44
CRITERION IX: EXTERNAL RELATIONS AND INTERNATIONALISATION	47
CRITERION X: INTERNAL QUALITY ASSURANCE SYSTEM.....	50
EVALUATION ACCORDING TO ACCREDITATION CRITERIA.....	53
APPENDICES	54
APPENDIX 1. CVS OF EXPERT PANEL MEMBERS	54
APPENDIX 2. SCHEDULE OF SITE VISIT.....	56
APPENDIX 3. LIST OF DOCUMENTS OBSERVED	58
APPENDIX 4. RESOURCES OBSERVED	60
APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION	61
APPENDIX 6. LIST OF ABBREVIATIONS.....	62

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

The expert panel highly appreciates the work carried out by the TLI during the last one year. Based on internal audit and expert consultations, the TLI managed to implement an anti-crisis policy. Realising the existing problems, the TLI came together to solve them by involving the TLI employees, teachers and students.

Aiming to produce highly qualified alumni of international standards, the TLI carried out benchmarking with TLIs implementing similar programmes, as a result of which APs were reviewed both with a documentary basis and provided with a timely logistical base, for which necessary financial resources were allocated. It should be noted that these additions are mainly expressed in medical programmes. The TLI generally provides a necessary learning environment, however, the expert panel considers that the positive experience of the medical professions should be extended to other APs.

All these processes positively affected the improvement of the quality component of the AP implementation and contributed to the awarding of credible qualifications, which were at the core of the implemented reforms.

The other APs are implemented only in the form of part-time learning, because the implementation of the full-time learning is not considered competitive by the TLI, taking into account the competition with other state TLIs. The 'General Medicine' AP is implemented only in English, for foreign students, and 'Dentistry' - in Armenian and English. The presence of foreign students and the continuous implementation of these APs is the main direction of the TLI development and the attraction of financial resources at the current stage. From this point of view, the diversification of financial means and the search for alternative sources will allow to rely not only on the external vector (foreign applicants) but also on internal resources, ensuring sustainable development and the continuity of all APs.

The expert panel highly appreciates the student-centered environment created by the efforts of the TLI managerial staff. Students are the important potential for the TLI development, during the site visit it was evident that the students, with an active position and involved in the processes related to them, already have a great role in the prospective development of MGU.

It is important to highlight the presence of highly qualified research faculty, which is one of the TLI's strengths at this stage. Teachers also play a major role in the processes of linking learning and research, both by introducing research results into education and by involving students in joint research projects. The continuous interrelation of research with learning can contribute to the sustainable development of the TLI in the near future. An important role in these processes can be played by the newly established research centre, which plans to unite the TLI's staff around research, making the prospect of becoming a research centre realistic. The above-mentioned processes are in the beginning stage, but the meetings of the expert panel showed that the TLI has the potential to implement its research strategy by introducing appropriate mechanisms to encourage and promote the research activities of both students and teachers.

In this context, the TLI's external relations, memoranda of cooperation, and contracts with clinical bases and partner universities both in Armenia and abroad are important, which certainly contribute to the positive dynamics and further development of internationalisation processes. The most important factor affecting the need for the development of foreign relations is the availability of APs conducted in English for foreign citizens.

As a result of the study of the TLI's relations with society, means of feedback and mechanisms, it can be emphasised that in recent years, many steps have been taken to strengthen these relations, to raise the profile of the TLI, which certainly had a positive effect. The TLI has greater opportunities from the point of view of providing useful values to society, the implementation of targeted works in this direction with the involvement of students and teachers will contribute to increasing the rating of the TLI both in Armenia and on international platforms, which will ensure the effective implementation of the vision and development process set by the TLI.

The prospect of the TLI becoming one of the leading cultural centres of the region is quite a bold and ambitious aspiration, considering that the TLI provides a multicultural and multi-ethnic environment where representatives of different nationalities are socialised and educated. In addition to research work, students are also involved in song and dance groups, participate in sports and sports-cultural events and competitions, although judging by the results of the site visit, it should be fairly stated that the TLI's sports-cultural infrastructures, particularly the gym hall, are in serious need of modernisation. Therefore, in order to become a leading regional cultural centre, private and local programmes certainly cannot be enough. Equally ambitious steps and projects aimed at the TLI's continuous re-equipment, international reputation and ranking are needed. In this sense, positively evaluating the sincere drive to become one of the leading cultural centres of the region, it should be noted the vulnerability of the latter to be realistic, at least in the short term. The same can be said about the first task set out in the charter to achieve the TLI's goals, which is to become a regional learning center.

It is important to emphasise the positive changes in the governance system, which were correlated with the need to create a quality culture in the TLI. The entirety of the TLI's regulatory and normative documents, as well as the results of the site visit, form a belief that the governance system enables teachers and students to fully participate in decision-making related to them. Efforts are also being made to increase the activity of external stakeholders, to increase their involvement, but the mechanisms are still not regulated. The mutually agreed cooperation of the founder, rector and collegial bodies of managerial staff has ensured the effective self-management of the TLI, in this sense, the private (non-state) status of the TLI allows to introduce flexible structures, attract new external stakeholders and lead the TLI on the path of strategic development.

Although the QA system is in its formative stage, the expert panel considers it important to emphasise that due to the work of the QA centre, it became possible to implement the planned reforms, in particular, in a short period of time, the centre ensured the data collection processes, contributed to the implementation of the internal audit with the involvement of an external expert, which served as the basis for the TLI's SP implementation review and anti-crisis measures. Naturally, this short period (one year) was not enough for the full formation of the QA culture in the TLI, but the QAC can create all possible prerequisites for the further spread and establishment of the quality culture, which is possible only if there are structures for involving stakeholders in the QA processes and the management and staff of the TLI in conditions of active cooperation.

The strengths of the TLI are the following:

- 1) Quick response to the above-mentioned issues and good awareness of one's own weaknesses.
- 2) The flexibility of the governance system and the implementation of anti-crisis actions.
- 3) Availability of revised APs, consistency with other similar APs.
- 4) Availability of appropriate learning environment, infrastructure and resource base for the achievement of the AP goals and striving for their continuous improvement.

- 5) Application of modern tools for recruitment of applicants, based on the study of the labour market and its influencing factors.
- 6) The presence of an active, demanding and interested students in their educational needs.
- 7) The TLI's student-centered activities, student satisfaction with the learning environment and support provided to them
- 8) Availability of teachers with the necessary professional qualifications (especially from the practical field).
- 9) The interdependence of the education process and research and the existence of a research centre.
- 10) Effective cooperation with foreign TLIs, inclusion in international programmes, faculty and student mobility opportunities.

The weaknesses of the TLI are the following:

- 1) The imperfection of effective indicators for evaluating the SP outcomes
- 2) The incompleteness of the PDCA cycle in the governance system (in almost all SP planned processes).
- 3) Weak involvement of external stakeholders in the educational processes of governance and AP improvement.
- 4) Lack of mechanisms to involve and encourage students and teachers in research work.
- 5) Lack of facilities for stakeholders with special needs.
- 6) The imperfection of the mechanisms for ensuring the professional progress of teachers - the lack of planning of trainings.
- 7) Weak expression of quantitative and qualitative analytical component for data-based decision-making in reports
- 8) Inadequate use of public and transparent performance measures and tools to ensure the TLI's accountability to internal and external stakeholders.
- 9) Weak involvement of internal and external stakeholders in the QA processes.
- 10) Being at the stage of forming the internal QA system and its weak influence on decision-making.

Main recommendations:

Mission and Purposes

- 1) In terms of setting goals, to match ambitious aspirations with existing opportunities and realities as much as possible, to emphasise the factor of realism in them.
- 2) In terms of the steady implementation of the mission and goals, to pay more attention to the documentation base, their coordination and regulation.
- 3) To pay great attention to the continuity of involvement of independent external stakeholders and expansion of the range of employers.

Governance and Administration

- 4) To develop a clear system for evaluating the effectiveness of the governance system.
- 5) To activate the involvement and influence opportunities of external stakeholders (not only in the form of teachers working together) in governance and other processes.
- 6) To develop clear and measurable qualitative and quantitative indicators for evaluating the effectiveness of the implemented processes.

Academic Programmes

- 7) To involve both internal and external stakeholders more actively in the AP development process.
- 8) To improve APs monitoring and performance evaluation mechanisms, establish effective evaluation indicators.
- 9) To improve the organisation of the part-time learning system courses and adapt it to the form of that learning.

Students

- 10) To activate measures aimed at recruiting local applicants.
- 11) To promote closer communication and cooperation between local and foreign students.

Faculty and Staff

- 12) To clarify the policy of attracting young personnel, analyse the TS staffing data for individual professions / gender, age, work experience, etc/.
- 13) To provide mechanisms for smooth generation change of TS,
- 14) To review and operationalise the TS rating process to base the rating on clear analytical data.

Research and Development

- 15) To clarify the role of the Scientific research centre and ensure the impact on the development of scientific research processes.
- 16) To ensure the most effective use of sustainable mechanisms of linking education and research processes, evaluating the results and improving them.
- 17) To ensure the involvement of the TS and students in research activities by introducing effective mechanisms of encouragement and promotion.
- 18) To plan and allocate appropriate funds for the financing of intra-TLI grants in the research field.

Infrastructure and Resources

- 19) To diversify financial inflows, find alternative sources.
- 20) To develop clear mechanisms for evaluating the applicability, availability and efficiency of resources.
- 21) To ensure the proportional distribution of resources according to APs and uniform approaches to the modernisation of the logistic base.
- 22) To create an appropriate environment for those with special needs.
- 23) To continually improve the learning environment necessary for the AP implementation.

Societal Responsibility

- 24) To review the TLI's accountability system, introducing clear reporting performance indicators, ensuring quantitative and qualitative analysis is carried out, linking them to the SP KPIs.
- 25) To ensure public access to information on the TLI procedures and processes.
- 26) To review and diversify the feedback mechanisms with society.
- 27) To improve the mechanisms of knowledge transfer to society using the TLI's resources and opportunities, continuously involving teachers and students in these processes.

External Relations and Internationalisation

- 28) To develop short-term and mid-term programmes for the development of foreign relations and internationalisation, defining measurable indicators for evaluating results.
- 29) To continuously carry out work in the direction of activating the academic mobility of students and teachers in all specialities.
- 30) To introduce and apply the existing experience in medical professions also in other professions implemented in the TLI, paying attention to increasing the level of foreign language knowledge.

Internal Quality Assurance System

- 31) To ensure motivated involvement of internal and external stakeholders in internal QA processes.
- 32) To ensure implementation of all processes in the PDCA cycle.
- 33) To develop and apply QA indicators for all processes of the TLI and regularly analyse the effectiveness of the processes.
- 34) To develop procedures and tools for studying factors influencing all directions of the TLI's activities.



Asya Simonyan
Chair of Expert Panel

22.09.2023

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

Observations

The TLI attaches serious importance to the need to integrate with the EHEA. Over the past 2 years, radical reforms have been implemented in the organisational structure of the TLI, long-term and short-term planning documents have been developed, a QAC has been formed, and work has been started to assess the satisfaction of stakeholders. APs have been revised, structural changes have been made based on benchmarking with APs (part-time) of leading universities in Europe and the United States, as well as with national and Russian medical APs, including the World Federation of Medical Education (WFME) with accredited universities in accordance with the criteria. External independent audits were carried out by professional experts of accredited organisations (IAAR (Kazakhstan), AQCECD (Russia), based on which action plans were developed and implemented. A Scientific research centre has been created at the university, which will allow material and human resources to be focused on the most effective conducting of scientific researches, and the investment of the obtained data in the education process. All this testifies to the intention of the TLI managerial staff to build the work of the TLI in accordance with the requirements of the guidelines, criteria and standards of the National Center for Professional Education Quality Assurance (ANQA), which were formulated based on the standards and guidelines for the QA of higher education in the EHEA. The TLI emphasises the internationalisation and export of educational services and declares them as one of the most important directions of development. The number of foreign students is increasing every year. Many alumni want to continue their studies not only in their homeland (foreign students are mostly Indian citizens), but also in European universities, which forces the TLI to strive to train specialists in accordance with the requirements of the EHEA. Memoranda of cooperation were also signed with the TLIs of the Czech Republic and Belgium, cooperation agreements were signed with the Russian TLIs, academic exchange programs of students were launched (Perm State Medical University). The TLI plans to participate in the Erasmus programme.

The TLI's website is in the process of being upgraded and completed, and many important information (for example, the TLI's mission, curriculum applications, etc) are still missing, making it difficult or even impossible for external stakeholders and the public to participate and be informed.

However, at this time the TLI's QA culture and governance system are in the formative stages. The main principle of ensuring the PDCA approach to quality assurance has been introduced at the level of planning and partial implementation, there are no effective mechanisms for evaluating the actions taken, and no corrective measures have been developed to date.

Recommendations

In order to implement the planned programmes of the TLI, it is necessary to make appropriate additions according to the organisational structure. One of the key points is the appointment of a professional employee in the vacant position of the Vice-Rector for international affairs.

In order to successfully integrate into the EHEA, the TLI needs to demonstrate a more open approach, which is mainly achieved through a fully functional official website of the organisation.

It is also necessary to coordinate academic exchanges, including remotely. The Covid-19 pandemic has led to the fact that all universities around the world have developed online learning mechanisms, so the implementation of this component can be implemented quite quickly. Inviting professors from European universities, neighbouring countries, universities accredited by the World Federation of Medical Education

(WFME) as teachers will be a powerful stimulus for monitoring and constant modernisation of APs, both in terms of content and structure.

Work initiated by the TLI to train faculty in modern teaching and assessment methods should be continued and completed with 100 percent enrollment of faculty. Training activities should be carried out not only in Armenia, but also in foreign TLIs, which can also be conducted remotely, with an economic approach to spending financial resources. This is closely related to the issue of teachers' knowledge of foreign languages, which the TLI has also addressed in recent years.

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external evaluation of the institutional capabilities of 'Mkhitar Gosh' Armenian-Russian International University was carried out by the following expert panel¹:

1. Chair of expert panel: **Asya Simonyan** – Lecturer of the Department of Theory and Methodology of Physical Education, Candidate of Pedagogical Sciences, Artistic Gymnastics Coach, Armenia.
2. **Gurgen Hovhannisyan** – Leading specialist of YSU Academic Policy Department, Candidate of Geographical Sciences, Associate Professor, Armenia.
3. **Vahe Torosyan** – Secretary of the Academic Council of the European University of Armenia, Lecturer of the Chair of Law, Candidate of Law, Associate Professor, Armenia.
4. **Aleksey Kryukov** /international expert/ - International Medical Institute of Kursk State Medical University, Deputy Director of Educational Affairs, Candidate of Medical Sciences, Associate Professor, Russian Federation.
5. **Edgar Manucharyan** – Student of Eurasia International University, Armenia.

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 **Anahit Utmazyan**, Head of Secretariat at ANQA.

The translation was provided by **Kristine Ohanyan**.

The records were made by **Lianna Alaverdyan**.

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

MGU 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 MGU. 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 Russian and the package of accompanying documents according to the format set by ANQA, within the timeframe provided by the schedule.

The self-assessment of the university was carried out by the working group formed by the order of the acting Rector specifically for this purpose.

The group involved representatives from the TLI's administrative, educational, teaching staff, as well as students.

The ANQA coordinator reviewed the report to verify its compliance with the ANQA requirements. Based on the coordinator's conclusion, a decision was made to accept the self-assessment.

¹ APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Then, the self-assessment and the package of attached documents, the electronic questionnaire completed by the TLI were provided to the expert panel.

Preparatory Phase

In order to prepare the expert panel for the work and to ensure the effectiveness of the processes, ANQA discussed with the experts the accreditation procedure, the RA criteria and standards, the main functions of expert panel members, preliminary assessment as a stage of preparation of the expert report, the main requirements for the report, methodology of document and resource examination, 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 study², as well as a list of issues and questions, indicating the relevant departments or target groups. Then, the expert panel summarised the results of the preliminary evaluation and made a plan-schedule for the site visit³. Guided by the ANQA Accreditation Manual, the schedule includes expert meetings with all groups, open and closed meetings, document reviews, etc.

Preliminary Visit

On 26 June, 2023, the meeting with the managerial staff took place at EIU. During the meeting, the site visit schedule⁴, 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

On the day before the site visit, the expert panel observed the resources and infrastructure⁵ of the university, visited the base clinics, and also participated in the final certification exams as observers. Then, a closed meeting of the expert panel was held at the ANQA, the scope of the expert assessment was discussed and agreed upon with the international expert, the issues to be studied during the visit, the strengths and weaknesses according to the criteria, the procedure of the focus group meetings, the next steps were clarified.

The site visit was carried out between July 5 and 8, 2023. The visit was attended by the expert panel as a whole, the ANQA coordinator, the translator and the coordinator's assistant.

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 visit, professional meetings were held within the framework of 3 selected APs: 'General Medicine', 'Jurisprudence' and 'Dentistry'. The experts, according to their professional direction, had parallel meetings with the person in charge of the given AP, teachers and students.

² APPENDIX 3. LIST OF DOCUMENTS OBSERVED

³ APPENDIX 2. SCHEDULE OF SITE VISIT

⁴ APPENDIX 2. SCHEDULE OF SITE VISIT

⁵ APPENDIX 4. RESOURCES OBSERVED

The information obtained during the various meetings, as well as the main results of the document study and observations, were summarised at the end of each working day and at the conclusion of the expert panel meetings organised at the end of the visit. The group discussed the key findings and came to a general agreement first on the accreditation criteria and then on meeting the criteria requirements. The final conclusions regarding the satisfaction of the criteria were reached as a result of an open discussion by all members of the group, applying the principle of consensus.

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 self-assessment submitted, the examination of the attached documents, 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, which was agreed with the experts. 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.

GMU did not submit observations on the preliminary expert report.

The expert panel finalised the report and provided it to the TLI on 22 September, 2023.



Anahit Utmazyan
Expert Panel Coordinator

22.09.2023

EVALUATION ACCORDING TO ACCREDITATION CRITERIA BRIEF INFORMATION ABOUT TLI

1. History

'Mkhitar Gosh' Armenian-Russian International University is a private educational institution providing higher professional education. The university was founded in 1996 and is named after the famous medieval Armenian lawyer **Mkhitar Gosh**.

The specialty of the university is continuous education, the opportunity to continue education at TLI after graduation from the college, from undergraduate to graduate studies, as well as the integration of medical and humanities professions.

At the moment, the primary direction of MGU's educational activity is the training of highly qualified specialists, who are in demand in the labour market.

Mkhitar Gosh University is a young but rapidly developing university. After passing external audits, based on the interim results of the TLI's activities in 2022, the mission of the university was updated, as well as the structure was revised. The structure of the university was supplemented with new departments and staff positions (for example, the General Department (Document Circulation) and the Scientific Research Center were created).

The university aims to become an internationally recognised leading regional educational and scientific institution, which implements high-quality multilingual APs, conducts scientific research activities aimed at the development of medicine, jurisprudence, management and through them contributes to overcoming various social problems.

2. Education

MGU implements higher, secondary professional as well as additional APs. The TLI provides educational services to citizens of the Republic of Armenia, as well as foreign students. Most of the foreign students study at the Faculty of Medicine, specialising in 'General Medicine' and 'Dentistry'. 90% of international students are Indian citizens. Students from other foreign countries also study in the faculties: from Russia, Sri Lanka, Iran, Georgia, Egypt, Brazil, USA.

APs at MGU are aimed at ensuring the formation of necessary capabilities of students and alumni, which is reflected in both the MGU mission and strategic plan;

1. Availability of monitored and revised APs in accordance with the requirements of European and national standards, labour market needs.
2. Introduction of new APs based on the requirements of the labour market and the requirements of ensuring the financial and economic stability of the university.
3. Alumni, employer satisfaction with APs.

Internal regulations, curricula and subject work programmes are constantly updated. Thus, as a result of comparative analysis /benchmarking, the 'General Medicine' AP was revised in 2022, and the 'Dentistry' AP was revised in 2023.

One of the important pledges and guarantees of the university's success is the presence of quality TS and constant replenishment with new, professional, young personnel. Ensuring the quality indicators of personnel and, first of all, faculty members is considered one of the most important conditions for the further development of the TLI. The high level of preparation of the university's TS is directly related to the high

quality of the educational process, which contributes to the formation of knowledge and professional skills necessary in the labour market.

One of the university's strategic goals is the further development of student-centered learning. The TLI emphasises the achievements of students in the field of education and research, their satisfaction with the quality of educational services provided, promotes the formation and development of their independent thinking, research and creative abilities, taking care of the effective social support of students and the implementation of educational activities.

During the last 3 years, the material and technical base of the TLI has improved significantly. the classrooms were renovated, equipment for the simulation center and laboratories was purchased, the library fund was updated, new contracts were signed with clinics, schools, law offices, and the 'Young Teacher School' was founded.

3. Research

MGU pays mandatory attention to the improvement of research and innovation activities. MGU's strategic development plan clearly defines the goals of improving and strengthening scientific research activities, raising the status of the university in this field in Armenia and the region: 'To expand and deepen cooperation with leading scientific and educational institutions of Armenia and abroad'.

The campus infrastructure has undergone significant changes over the past few years. MGU strives to implement its strategic plan, which emphasises the need to develop the university's resource base and create modern conditions for the implementation of education and scientific activities.

4. Internationalisation

Among the fundamental values of the TLI mentioned in the SP is professionalism, the TLI strives to apply the best international technologies and achievements in the fields of education, research and personnel management.

Expanding and deepening international relations is one of MGU's leading goals, as more than half of the university's students are foreign nationals, and two of MGU's APs are conducted in an intermediary language.

5. Quality Assurance

The strategic plan of the university envisages:

- transform the governance system of the TLI, clarify the structure in accordance with the SP goals and objectives,
- align the internal QA policy and procedures, rules and regulations of the university with the requirements of ANQA,
- review the job descriptions of the TLI employees, clarify their functions,
- implement the PDCA cycle in all units and departments of the university governance, introduce a mandatory accountability norm,
- introduce internal QA system assessment and improvement mechanisms, based on their continuous improvement and reliability of results,
- increase the quality culture in the university.

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).

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).

MGU is guided by its charter (adopted on 22.08.2022) and the 2021-2025 SP. The TLI has a well-defined mission, which is to continuously and integrately train qualified specialists in the fields of medicine, law, pedagogy, and management with master's, bachelor's, and secondary professional Aps, constantly emphasising the practical abilities and skills of the graduates, in accordance with the needs of the domestic and foreign labour markets and modern in line with academic achievements.

The TLI's statutory and strategic goals are consistent with each other and reflect the mission in their content. The TLI has defined 12 strategic goals, among which are: to improve the efficiency and quality of the TLI governance, to improve the implemented APs in line with the requirements of the Bologna process, to ensure the staffing of the chairs with high-quality TS, to develop the university's resource base, to create modern conditions for the implementation of education and research activities, to expand the involvement of stakeholders in the education, research, and public activities of the TLI, to increase the involvement of student self-government bodies, the Career centre, and the Alumni union in solving the problems facing the institution, to expand and deepen the international relations of the TLI, to promote the mobility of students and teachers, to increase the quality culture in the TLI, to improve the quality of education the internal security system, to develop the quality management of educational and scientific research activities, etc.

For each objective in the SP, tasks and progress indicators are defined.

In the 2021-2025 SP for the development of the TLI, along with the implementation of its statutory and public goals, the TLI points to the education of students with a national and universal spirit as a direction, and puts national and universal values and a culture of quality as the basis for the implementation of the mission.

The TLI has defined core values: student success, quality, innovative, creative thinking, professionalism, democracy, high-quality TS, competitiveness, social partnership and responsibility, accessible education, respect for human dignity, academic freedom and integrity, commitment.

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

Based on the results of its previous accreditation processes (AKKORK RF) and the internal audit conducted with the involvement of an external expert, the TLI has developed and revised its normative basis, the 2021-2025 SP has been developed, which reflects the needs of internal and external stakeholders identified as a result of the above processes. according to important strategic directions.

As a result of implemented structural changes and improvement of internal regulatory documents, the TLI has ensured internal and external stakeholder participation and feedback mechanisms in terms of needs identification.

From the study of TLI's self-assessment and internal legal documents, as well as the visit of the expert panel, it became clear that external and internal stakeholders of the TLI are mainly involved in defining, revising or changing the TLI's mission, goals and objectives. For example, in 2022 (at the session of the AC No.

2/22), the 2021-2025 SP was revised and approved, taking into account the views and approaches of the TLI's TS and AS, students, as well as representatives of the labour market.

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

The TLI's charter (clause 4.10) provides, if necessary, to update the TLI's mission, goals and objectives every 5 years with the participation of all interested parties.

The Rectorate, as a consultative body attached to the rectorate, can submit recommendations to the Academic Council regarding the TLI charter and its amendments and additions (charter, clause 3.5.1).

According to the established procedure, the MGU Academic Council, which includes internal and external stakeholders, discusses the TLI charter and its recent amendments and additions (charter, clause 3.5.1), as well as issues related to the review and improvement of TLI's mission, SP goals and objectives, the final decision is made by the board of directors and the TLI founder.

For the implementation of the 2021-2025 SP, the TLI has developed a SP plan schedule, where only the planned actions, responsible persons and implementation dates are indicated, however, it is not visible which SP objective the planned action is aimed at solving, at the same time specified are not the resources required for implementation, and the KPIs defined in the SP are generally not specified according to quantitative and qualitative indicators, and are not correlated with the SP plan schedule.

The annual reports of TLI departments, which are mostly non-analytical, can be considered as a monitoring mechanism for the SP implementation.

Considerations: The activities carried out by the TLI fully correspond to its statutory objectives and defined mission. The TLI has a clearly defined mission in line with the NQF, which reflects the TLI's goals and objectives, which in turn clearly reflect the needs of the TLI's internal and external stakeholders.

Based on the results of the studies, the expert panel highly appreciates the efforts made by the TLI and the steps taken to implement the goals and objectives set by the mission; the progress made by TLI after the previous accreditation process is also positive: labour market research, attracting qualified specialists, modernisation of the logistical base, AP review, etc. The site visit showed that the TLI has adopted a clear path of development and progress, setting a high bar for ensuring the quality of education, which is reflected in the goals set in the SP, for example, aiming to provide education for foreign students as well, has managed to become attractive for them, providing quality and affordable education, which was confirmed by both students and alumni. The above shows that the TLI is capable of solving the problems defined by it, involving unnecessary human, material and financial resources. It is important to emphasise that the TLI founder, being a foreign citizen, has a key role in the implementation of the TLI's mission, he has extensive experience in the field of education organisation and governance, and he successfully serves the TLI's goals, internationalisation, establishment of partnership relations, and raising its reputation. The site visit showed that the TLI sees its reputation increasing mainly by producing qualified and sought-after specialists for both the domestic and foreign labour markets.

The expert panel positively evaluates the involvement of the TLI's external and internal stakeholders in the TLI governance, improvement of education content and other issues. Their membership and presence in the managerial bodies of TLI, active participation in the decision-making process is a clear evidence of the involvement of external stakeholders. All this contributes to transparent and objective decision-making, on the one hand, and on the other hand, it increases the motivation of internal stakeholders by ensuring their

involvement in the QA processes, the above is important from the point of view of strengthening the culture of quality assurance in the TLI.

The expert panel positively evaluates the changes implemented by the TLI in recent years, which are essentially based on external objective assessments, and also reaffirms the TLI's readiness to take effective steps towards solving its mission, goals and problems. However, the TLI needs to establish clear criteria for effective indicators for evaluating progress, which will make the achieved results more measurable with their quantitative and qualitative indicators, at the same time improve the existing tools making them more informative and analytical, the above is important for monitoring the dynamics of the TLI development and for increasing the effectiveness of the SP implementation.

In this context, it is also important to continuously improve the planning tools of the TLI, in particular, during the development of the SP schedule, it is unnecessary to emphasise the interconnection of goals, tasks and activities, where the necessary resources or sources of their acquisition will also be planned, as well as realistic deadlines for execution will be set, above coordination of steps will facilitate the implementation of effective monitoring and evaluation mechanisms, as well as allow the TLI to ensure its sustainable progress.

Summary: Given that the TLI has a clearly formulated mission in line with the NQF, defined goals and objectives fully reflect the needs of internal and external stakeholders, necessary human, material and financial resources are provided for the achievement of the mission and goals, there are SP mechanisms and procedures for monitoring the effectiveness of the implementation, quick response and solutions to the problems raised, the expert panel considers that the university meets the requirements of Criterion 1.

Conclusion: The expert panel evaluates the compliance of MGU 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 TLI operates in Yerevan and Vanadzor. In Vanadzor, there is a medical college, a joint faculty, which carries out the specialties of law, management, elementary pedagogy and methodology, dentistry. In Yerevan, educational activities are carried out in the Faculty of Medicine with 'General Medicine' and 'Dentistry' APs, as well as in the joint faculty, which carries out APs on law, management, elementary pedagogy and methodology.

The TLI's governance is based on its autonomy combined with the principles of individual and collegial governance. The highest managerial body is the management board, it is formed for a period of 5 years and consists of at least five and no more than nine members, including internal and external stakeholders.

The Governing Board supports the MGU managerial staff, in particular, in strengthening the financial, informational and logistical base, improving working conditions, developing the material and organisational-

methodical base of the scientific process, issues of social support for students, alumni and employees, developing proposals aimed at training and improving the qualifications of specialists in new directions, the expansion of external and internal partnership relations of MGU and the dissemination of information about the university's activities.

The governance of the university according to the charter is based on combining the principles of self-governance and collective leadership. The TLI activities are managed by the Rector. The university's collective managerial body is the Academic Council, which is chaired by the MGU rector. The Rector and the Academic Council are responsible for the implementation and ongoing management of the strategic plan.

According to the recommendations from the previous institutional accreditation process (AKKORK) as well as the internal audit with the participation of an external expert, both the MGU structure was changed, and the statutes of the divisions, position passports were updated and approved. It became clear from the expert analysis that the MGU governance structure underwent dynamic changes over the last years. TLI tried to find effective options for the implementation of the defined goals and objectives. Taking into account the weaknesses of the current 2021-2025 SP, which were highlighted during the 2022 internal audit with the participation of an external expert, in 2023, the TLI also adjusted the organisational structure, optimising its human and material resources. As a result of structural changes, for example, the Departments of Marketing and Public Relations, Educational Information Technologies, Document Circulation were added, the Research Centre was created, etc.

The TLI governance in Yerevan and Vanadzor is carried out in a unified manner, the unified faculty and college operating at the Vanadzor address are structurally subordinate to the Vice-Rector for Educational Works, the activities of the chairs are also unified for both addresses. It became clear from the site visit that the above-mentioned circumstance does not in any way hinder decision-making and dissemination in the TLI, the dean of the unified faculty of Vanadzor is in constant contact with all the vice-rectors and the Rector, he is an ex-officio member of the existing collegial bodies and participates in the current sessions. The activities of the chairs are also carried out under the leadership of one person at both addresses.

In general, the MGU organisational structure ensures horizontal and vertical managerial connections. All units related to the organisation of education (Educational part, faculty, chair) are subordinate to the Vice-Rector for Educational Works, and the Internship department is subordinated to the Vice-Rector for Medical Professions and Academic Works. During the visit, it became clear that in the previous structure, the educational activities of medical specialities were coordinated by the aforementioned vice-rector, which was later unified under the leadership of the vice-rector for educational works, but due to the specifics of cooperation with clinical bases, it was advisable to leave the Internship department (for all specialities) to the Vice-Rector for the position of Vice-Rector for international affairs remains vacant for a year. It became clear from the visit that the main functions of that position are currently performed by the Rector with the support of the Vice-Rectors.

The TLI has implemented the Code of Ethics and Medical Deontology (2022), which sets out the principles, rules and norms of MGU's business communication and conduct. The main purpose of this document is to establish ethical standards and official rules of conduct, to strengthen the corporate culture of the university, to maintain the stability of a healthy moral and psychological atmosphere. The regulations of the MGU committee on ethics, medical deontology, academic integrity and corruption risks were also approved, and an ethics committee was established, in which issues have not yet been discussed.

The MGU financial activities include salary, scholarship payment, partial tuition reimbursement, providing student benefits, maintenance and development of the TLI resources, and implementation of expenses contributing to educational activities.

The TLI manages its resources through the 'Resource Conservation and Effective Use of Existing Funds Policy' (2022).

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

The MGU charter and existing regulations enable internal stakeholders to participate at certain levels in decision-making processes related to them.

According to the regulations, the MGU Governance, Academic and Faculty councils and the Rectorate include students who are nominated by the SC. During the site visit, it became clear that their participation is not formal and that they have the opportunity to voice their problems, to participate in the elections (of deans, heads of departments, etc). Before all sessions, the SC head meets with the members of the student council to discuss the opinions and suggestions regarding the issues on the agenda of the upcoming session.

Students also participate in the activities aimed at ensuring the quality of education, to evaluate the effectiveness of the teaching staff's activities, etc.

At different levels of the MGU management (Faculty Council, Rectorate, Academic Council) there are also representatives of the TS, and the study showed that the teachers are not included only in the current composition of the Governing Board (as of the site visit). There is no mention or set requirement regarding the membership of teachers in the regulations of the Governing Board.

The site visit revealed that some TLI students and teachers, on their own initiative, are in working contact with the MGU QAC, showing their interest in the quality of education.

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.

Planning at MGU is done at two levels: strategic (long-term) and tactical (short-term). The TLI considers the 2021-2025 SP and action plan for its implementation as long-term (5-year) planning.

Based on the 2021-2025 SP, the MGU departments carry out their planning, and as the site visit showed, it is mainly short-term, for one year, it also became clear that the annual plans can be revised depending on the current circumstances.

The TLI considers the institutional accreditation process as a monitoring mechanism for long-term planning, as well as an internal audit (implemented in May 2022) for short-term planning. As a monitoring mechanism, the TLI considers accountability - reports of structural units, the effectiveness of individual processes is currently monitored through the QAC surveys, which as an operational mechanism is still under development.

After approval of the 2021-2025 SP, in 2022, the TLI conducted an internal audit involving an external expert. Taking into account the above problems and the given consultations, an improvement anti-crisis action plan (the MGU 2022 short-term development plan) for May-December 2022 was drawn up, based on which 'The 2022 Follow-Up Plan' was developed, and according to point 13 of this plan, it is provided for the preparation of strategic plans (strategic plans) and work plans of all departments, necessarily taking into account the QA component.

As of the site visit, the subdivisions take into account the TLI SP and the measures arising from it when carrying out their planning, in particular coordinating with the MGU short-term development plan (2022, 2023). The annual reports of all departments, which are heard and discussed in the scientific council, are effective monitoring mechanisms. The study of the reports showed that their analytical component is still weakly expressed, mainly the facts regarding the performed works are recorded.

The TLI's planning, performance improvement toolkit looks at the progress assessment indicators in the 2021-2025 SP, which are presented only by listing the outcomes, as well as the strategic development plan given in the SP annex, where the dates and responsible parties are indicated.

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

At MGU, the internal factor research mechanisms are considered surveys among internal stakeholders, which is carried out according to the procedure of conducting surveys at MGU, and all survey forms are located on the Google Platform page of MGU. And within the TLI's QAC, there is a dedicated position called Stakeholder Needs Research and Analysis Specialist, who deals with survey implementation and analysis. Based on the analysis of the results of the surveys, appropriate recommendations and guarantees are developed, they are presented to the Academic Council, and they become the basis for decision-making.

Sociological surveys in the TLI are carried out according to the the MGU survey procedure, in which the target groups of the polls, the issues to be discussed, the dates of the polls, etc, are indicated, but there is no mention of the percentage of participation on the validity of the poll.

In the same order, other means of obtaining information were also defined, the organisation of focus groups, round tables, holding meetings with student public organisations, which have not yet been implemented.

During the last few years, MGU also studies the external factors affecting its activities, in particular, it conducts stakeholder opinions, labour market sectoral studies, etc.

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

From the expert studies it became clear that MGU has defined for itself the implementation of the PDCA cycle in various processes. Based on previous accreditation expert consultations, the planning process has been improved, all departments are guided by developed plans and report according to planning.

After the previous accreditations, mainly since 2022, a number of regulatory documents of all units have been developed and updated. From the study of the documents and the expert visit, it became clear that the TLI units are mostly in the implementation phase, and the newly created units are still in planning. The QA cycle is not yet complete.

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.

Surveys are the main mechanism for gathering information on the effectiveness of implementing various MGU processes.

After each semester, the Dean of the faculty or the Vice-Rector for Education Works submits a report on the results of the exam session to the academic council of MGU. The TLI also highlights the results of the state certification and the opinions of the chairpersons of the state certification commission, which complete

the picture of the state of AP, identify their weaknesses and enable changes in the conditions and content of the AP implementation.

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

MGU, according to its self-assessment, considers the TLI's official website and social networks to be the main means of disseminating information and ensuring transparency about the implemented programmes and their corresponding awarded qualifications.

However, it should be noted that the information on the APs posted on the university's website is very superficial, incomplete, curriculum plans, course packages, etc. are missing. In fact, the website is currently not fully functional, the information on it is not updated, so it cannot be considered a means of publishing updated information.

The website is in the relaunch phase and the information about the APs is not fully presented.

The TLI's presence on social networks, according to self-analysis, allows to involve a sufficient number of interested parties, which, according to the TLI, becomes a guarantee of providing the necessary information to all stakeholders. The TLI monitors social page followers, especially overseas, and page viewership.

Considerations: The expert panel positively assesses that, based on the advice given during the previous accreditation, MGU has made improvements in the governance system, which will contribute to the regulation of administration, the clarification of the functions of different departments and the improvement of strategic management. Structural changes were implemented in the university in order to correctly distribute the powers, functions and responsibilities among the MGU structural units. In that sense, job descriptions of all positions were developed or revised.

Despite the already implemented structural changes, the MGU managerial staff believes that the structural diagram of TLI needs to be revised in the near future, since in this respect TLI is still in the development stage.

The activities of the chairs are also carried out at two addresses under the leadership of one person. This fact has its positive side from the point of view of optimisation of the AS, as well as its negative side: the direct connection between the head of the department and the lecturer is broken. On the other hand, there are no other responsible persons, the above leads to the fact that the role of the chair as a link implementing or serving the AP is reduced.:

The expert panel positively evaluates the active participation of internal stakeholders in the decision-making process, which is carried out in accordance with the approved ethical rules. At the same time, the expert panel notes that the greater involvement of external stakeholders (especially full-time teachers) in decision-making and the systematic and regular raising of their needs will contribute to the study of external factors and decision-making based on them. The entirety of the TLI's regulatory and normative documents, as well as the results of the expert visit, form a belief that the management system enables teachers and students to fully participate in decision-making related to them. Efforts are also being made to increase the activity of external stakeholders, to increase their involvement, but the mechanisms are still not regulated.

The full implementation of the PDCA cycle in the governance and administration system is still not fully implemented, which may call into question the course of their further reforms.

The expert panel positively evaluates the efforts aimed at introducing the strategic planning culture of the university. Planning of all departments according to the strategic plan will help to achieve the set priorities

and identify and solve the problems along the way. On a positive note, the university conducted an internal audit that identified the dangers the TLI was facing. The expert panel notes that strategic planning based on the results of the internal audit will contribute to the improvement of various university processes.

It is positive that data collection processes have been activated in MGU, at the same time, the expert panel notes that a large-scale study of external factors together with external stakeholders will help in the implementation of plans based on existing risks.

The expert panel positively assesses that the TLI sees its official website, social sites, and YouTube videos as a way to make information about the quality of the awarded qualifications available to the stakeholders. However, the current state of the website is not sufficient for that information.

Summary: Considering the circumstances that MGU has an optimised governance system, administrative structures with an efficient function in general, as well as the fact that the university's governance system provides a regulated process for making participative decisions in accordance with the rules of ethics, has the necessary structure for the implementation of strategic goals, sufficient human, material, and financial resources, the expert panel considers that the university meets the requirements of Criterion 2.

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

III. ACADEMIC PROGRAMMES

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

Findings

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

The following APs are implemented at MGU: 'Jurisprudence', 'Management', 'Elementary Pedagogy and Methods', 'General Medicine' (only in English) and 'Dentistry'. APs on 'General Medicine' and 'Dentistry' are carried out in the full-time format, the others - part-time. The awarded qualifications correspond to the 6-7 levels of the RA NQF.

APs have their own formulated mission, goals and objectives, are coordinated and formulated in a separate document with appendices. 'General Medicine' and 'Dentistry' APs are posted on the official website of the TLI, but the website does not present the applications.

The procedures for the development and approval of APs and study plans (2022) were introduced in the TLI, according to which, during the 2022-2023 academic year, the full-time APs, 'General Medicine' and 'Dentistry', were revised. In 2023, the process of improving the part-time APs was launched, the 'Jurisprudence' AP was also revised, the subject programs are being developed. APs' specifications present the mission, goal and objectives, field and types of activity and final results of the alumni's professional activity. The workload of the programmes, the requirements for the TS and material and technical equipment are defined, the state summary certification procedure is briefly described. Appendices of the programmes are the curriculum, the mapping of the expected outcomes, where it is clearly seen which subjects form this or that outcome, the work programmes of subjects and practical classes.

It should be noted that the work programs of the subjects of medical specialities are developed in the format approved by the TLI, where the characteristics of the expected learning outcomes are indicated: what the student should know, what they should be able to master, but there are repetitions and some inconsistency in their presentation. The curriculum includes all necessary subjects and practical classes, including electives.

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.

Electives are available in APs, reflecting the presence of student-centered learning at the TLI. Students also have the opportunity to present their suggestions regarding the structure of the educational program by contacting the Student Council, the Dean of the Faculty, the Vice-Rector, as well as during their satisfaction evaluation surveys.

The 'Jurisdiction' AP presents the mapping of expected AP outcomes to learning outcomes, teaching and learning methods, the study shows that there are cases where the teaching method does not correspond to the expected outcome, for example, number 6 possesses the skills to ensure compliance of legislation by law subjects, the chosen method: verbal methods (lecture, discussion, demonstration).

The curricula of medical specialities have sections devoted to a brief description of teaching, learning and assessment methods, but there are no specific instructions or enumerations of these methods.

When evaluating the work programmes, it was found that modern methods of student-centered teaching, such as TBL, PBL, RBL methods, were not mentioned, but during the meetings with the heads of the chairs and teachers, their application was confirmed with specific examples. small group methods, case studies and problem-based learning methods.

In the 'Jurisprudence' AP, students are assigned practical problems and tasks, such as drafting pleadings, complaints, judgments, contracts, and other legal documents.

However, the TLI places serious emphasis on training faculty in teaching and assessment methods. From the meetings with the teaching staff, it became clear that the trained teachers begin to actively use new teaching methods in their activities, try to respond to students if they have difficulty mastering the material and help them understand where and why they made mistakes in their conclusions and answers.

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

The TLI has developed and implements the 'Procedure for Monitoring and Evaluation of Learning Outcomes of MGU Students'. In this document, assessment components are presented in detail and transparently, students are familiar with this document, which was confirmed during the meeting with students. The university has a 20-point grading system, including points for attendance and activity. During the conversation with the lecturers, it became clear that the TS uses not only summative, but also formative assessment, helping students to overcome the difficulties of mastering the material.

The regulations for conducting, passing and appealing the results of MGU tests and examinations have been developed. The TLI also has an 'Alumni Summative Assessment and Appeals Procedure' which sets out the appeals procedure if the graduate disagrees with the assessment. For example, as a result of the appeal of one of the alumni of the 2021-2022 school year, a positive decision was made in favour of the student.

In order to increase the objectivity of the assessment of the outcome of 'General Medicine' AP, the TLI introduced a three-stage state summative certification from 2023: computerised testing, assessment of practical skills formation on mannequins according to checklists, and a verbal interview. According to international

standards and requirements, certification of practical skills is conducted in the format of OSCE (Objective Structural Clinical Exams) - demonstration of skills on simulation mannequins.

The Academic Integrity Policy is also developed at the TLI. According to the self-assessment, which was also confirmed during the expert visit, in order to maintain academic integrity and fight against plagiarism in the assessment process, exams and resolutions are conducted by committees, bachelor's and master's theses are necessarily peer-reviewed, and if plagiarism is detected, the student's work is not accepted, and the final certification exams are video-recorded. Academic integrity is also ensured by the Ethics, Medical Deontology, Academic Integrity and Corruption Risks Committee, which operates under the 2022 approved regulations.

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

The TLI has approved the TLI Benchmarking Policy and Procedure. The implemented APs were compared (within the frame of benchmarking) with similar programmes of other TLIs in Armenia and abroad. For example, the 'General Medicine' AP was compared to four Russian, one Georgian, and one Armenian TLIs, and the 'Dentistry' AP was compared to four Russian and one Armenian TLIs in similar specialties. As a result of the comparative analysis, significant changes/revisions were made in the APs, which were reaffirmed in August 2022 ('General Medicine') and in May 2023 ('Dentistry'). The 'General Medicine' AP is currently only available to foreign nationals, mostly from India. The Rector of MGU, being an alumni of a medical university and knowing the requirements of the Medical Council of India for the qualification of a doctor, actively involves foreign specialists in the process of developing APs, who conduct remote and on-site lectures for students in order to get ready for the internal accreditation of Foreign Medical Graduate Examinations (FMGE).

As a result of the comparative analysis, the 'Jurisprudence' AP has undergone a serious transformation and has been supplemented with optional subjects, the development of students' scientific and practical skills and practical qualities has been emphasised.

The TLI has developed 'Regulations for Academic Mobility of MGU Students'. The alignment of APs with similar ones of foreign TLIs has facilitated student and faculty mobility. Students of medical professions have the opportunity to undergo summer internship in India, and during the expert visit, for the first time, students of Perm State Medical University underwent internship in Yerevan hospitals, in the clinical bases of the TLI.

Last year, there was also a mobility programme for teachers. Within the framework of the mobility programme, the specialist of the Orenburg Medical University delivered lectures to the TLI students, and was also included in the final examination committee, and later received a job invitation from MGU in the position of Vice-Rector for Strategic Development. In addition, professors from India delivered several lectures to the TLI students.

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

The TLI has developed a document regulating the processes of development, monitoring, and review of APs: 'Mechanisms and Procedure for Evaluating the Effectiveness of the Educational Process, Monitoring and Reviewing APs'. A key performance evaluation mechanism is stakeholder satisfaction surveys. Based on the received data, it is planned to make changes in APs. However, at the moment, the TLI does not have measurable indicators for evaluating the AP effectiveness, on the basis of which TLI can continuously monitor

and evaluate the effectiveness of implemented APs. At this time, it is difficult to assess the effectiveness of the optimisation of APs, since the updated programmes have only just started to be implemented.

During the visit and meetings with employers, their low involvement in the process of development and improvement of APs was revealed.

Considerations: The expert panel positively considers that the MGU APs correspond to the mission of the TLI, the awarded qualifications correspond to the RA NQF. The TLI is provided with the necessary resources for the AP implementation.

It is important that the TLI revised the documents regulating the development, monitoring and evaluation of the effectiveness of the APs based on the above-mentioned problems.

As a result of the comparative analysis, the APs were revised. For the comparative analysis of APs, the programmes of those TLIs, which already have some implementation experience and positive results of qualification confirmation by alumni in their country, were chosen, so the expert panel considers the selection of these programmes to be justified. At the same time, it should be noted that external stakeholders are not involved in these processes.

In revising APs, the TLI emphasised the acquisition of practical skills and competencies by students, and added electives that reflect the TLI's student-centered approach.

The 'General Medicine' and 'Dentistry' APs, as well as the procedure for conducting final exams, especially the assessment of practical skills acquisition, have been adjusted to international standards and requirements, which has brought APs closer to foreign equivalent programmes and will contribute to increasing students' academic mobility. The first results of the students' academic exchange were recorded during the site visit.

The work programmes of the subjects that are part of the curricula are prepared in one template with the necessary content, but the teaching and learning methods used are weakly expressed, the descriptors of the expected learning outcomes are incomplete, which can make it difficult to evaluate them adequately.

The significant increase in the number of teachers who received advanced training in modern teaching methods in the last academic year and the active application of the knowledge gained by teachers are positively assessed.

The evaluation system is clearly formulated, transparent, accessible and understandable for students, the group of experts confirmed the free orientation of students in evaluation criteria. The appeal procedure in case of disagreement with the assessment is also documented.

The expert panel highlights that the TLI has also started to revise the part-time APs, adapting them to the requirements of the time. However, the expert panel expresses hope that the TLI will take into account the needs of part-time students in the process of improvement, in particular, allocating optimal time for preparing for exams, effectively organising courses in a short period of study, and providing a final evaluation system.

The TLI emphasises the policy of academic integrity, at the same time the TLI recognises the need for continuous improvement of the academic integrity toolkit and the revised assessment procedure discourages verbal exams, transitions to written and test-based exams, and plans to implement an automated anti-plagiarism system.

The monitoring policy of APs is developed, but there are no measurable indicators to evaluate the effectiveness of APs, which will make it difficult to draw objective conclusions. Such indicators can be the percentage of alumni employed in the first year after graduation, the average score of the midterm certification, the graduation certification, the percentage of those expelled due to poor performance, the percentage of

foreign nationals who passed the qualifying examination on the first attempt, etc. This will enable evidence-based decision-making and continuously improve the quality of APs.

In general, the basic regulatory documents of the TLI were developed and approved in 2022, and the results of their implementation are not yet fully visible in all processes, but the university is aware of the importance of its development strategy and strives to follow it.

Summary: Taking into account that the TLI APs correspond to the mission of the university, end with the awarding of qualifications corresponding to the RA NQF, as well as the fact that all documents have been reviewed, APs have been aligned with similar APs of leading RA and foreign TLIs, it has been implemented results mapping, there is academic mobility, mechanisms to ensure academic integrity are implemented, the expert panel considers that the university meets the requirements of Criterion 3.

Conclusion: The expert panel evaluates the compliance of MGU 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.

At the MGU, regulations for recruitment, selection and admission of students have been implemented, clear mechanisms are in place.

In order to recruit local students, MGU cooperates with high schools of Yerevan and Vanadzor, as well as with a number of secondary professional institutions, conducting professional orientation and career guidance activities, holding open-door days. University representatives also participate in the 'Education and Career' EXPO held in Yerevan.

The MGU college students continue their education at the university, mostly in the part-time format.

The admission of foreign students is carried out in accordance with the 'Order of Admission of Foreign Citizens of RA Higher Education Institutions' and the Regulations of Admission of Foreign Applicants to MGU approved by the RA Government's Decision N700 of 28.04.2011.

Recruitment of foreign applicants in 'General Medicine' and 'Dentistry' specialities is coordinated by the Marketing and Public Relations Department. It became clear from the site visit that the department cooperates with companies recruiting applicants for medical professions in different countries, particularly in India. The department is also engaged in raising awareness about the University in international educational areas, for which it carries out advertising campaigns on social pages. The work of the department is mainly aimed at attracting students from abroad, which the TLI considers the main vector of its development at the current stage.

Applicants also have the option to submit documents online through the official TLI email address. They can contact the 24/7 support hotline at the TLI with questions related to the mail and the submission of documents.

MGU students' admission exams are conducted in accordance with the internal regulations of the university, as well as the admission regulations of foreign applicants ('Mkhitar Gosh University Admission

Procedure for Foreign Citizens, as well as Family Members of Diplomats Working in RA Diplomatic Service Bodies Operating in Foreign Countries'). Students of the Faculty of Medicine pass intra-TLI testing in two subjects. Applicants from India must pass the NEET (National Eligibility cum Entrance Test) exam, which is a mandatory prerequisite for studying in medical institutions.

The transfer of students from other universities, including from abroad, in order to continue their studies is coordinated by MGU's 'Regulations on Academic Mobility of Students'. From the site visit, it became clear that the majority of transferred students in recent years are foreigners majoring in 'General Medicine' and 'Dentistry', the latter prefer MGU for its relatively affordable tuition fees, as well as on the advice of other students/alumni.

MGU has established free study places, scholarships and a number of discounts and benefits to ensure an influx of applicants. According to the MGU self-assessment data, the number of students has been relatively stable for the past three years at about 900, more than half of whom are foreign students of the Faculty of Medicine, at the same time, it should be noted that the number of students in other specialties carried out by correspondence system remains small.

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

Addressing the needs of students at MGU is carried out by various bodies. The MGU student representatives are permanently included in the MGU Rectorate and Academic Council. In particular, 25% of the members of the Academic Council are students. Student representatives are included in all discussions related to the MGU educational process.

During the site visit, it was found that the students included in the collegial bodies raise the existing problems when necessary.

The TLI has the following mechanisms for eliciting student needs, for example, conducting anonymous surveys of students, resources, methods used by teachers, courses, services provided by the TLI. It became clear from the expert visit that the problems raised as a result of those requests are mostly being solved: the TLI built a cafeteria in a short period of time, and the quality of the WIFI internet service was adjusted. It also became clear that, at the suggestion of the students, the hours of practical classes of basic and clinical subjects were added to the new curricula for 2022-2023. There was a case that the teacher did not know the English language well and as a result of the students' protest, the teachers was replaced.

MGU has also created a psychological and social support centre for students, where any student can receive free counseling.

Thus, from the visit of the expert panel, it became clear that the number of applications and complaints from students to the management of the TLI had decreased during the last year.

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

At the TLI, there is an 'Academic Debt Completion Procedure' according to which additional courses are organised for students with up to 100 hours of absences and insufficient grades, which helps to successfully pass the exams. Students participate in the courses at their own will. Courses are organised according to a clear schedule before the beginning of the semester exam period.

The TLI also provides academic consultation, which is especially in demand for part-time students.

An 'Orientation Day' is held for first-year students, during which members of the Student Council, as well as university staff, familiarise first-year students with the basic rules of the TLI.

The TLI enables students to self-organise within their cultural and sporting interests, for which they provide resources.

The TLI has developed a 'Young Leaders Training Policy' (2022), which is coordinated by the Vice-Rector for Strategic Development of the university. One of the main goals of the policy implementation is to create a 'Young Leaders' club next to the Alumni Career and Employment Centre, promoting the formation of leadership and management skills among students, combining formal and informal education. It became clear from the site visit that the club is still in its formation stage.

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

At MGU, students can contact the AS and governing bodies during working hours.

During the visit, it was discovered that students always have the opportunity to address various issues to the heads of the chairs, the deans, the Vice-Rector for Education Works, the Rector, 24 hours a day. Students are fully informed about the service, and the phone number is registered with everyone. During the visit, it was also confirmed the fact that the TLI managerial staff organises meetings with students and their staff at least once a month, and through the seniors of the courses, students have the opportunity to communicate directly with the Vice-Rector for Educational Works.

Students are informed in a timely manner about the deadlines for applying for tuition fee discounts, which are provided in accordance with the TLI's 'Student Financial Aid (Allowance, Scholarship) Provision Order' (2022), which defines the cases and norms of financial aid provision. During the visit, it was also clarified that in addition to the mandatory discounts, the TLI provides support to high-achieving needy students, MGU provides scholarships to students participating in the war, provides assistance to students with large families, and also announces a certain period during which students who have paid tuition are given a 10 percent discount.

The TLI has a Passport and Visa Department that notifies foreign students of visa expiration dates and assists with residence documentation.

In general, most of the students are satisfied with the work of the AS.

4.5 The Institution has student career support services.

In order to support the careers of students at the TLI, the 'Alumni Career and Employment Centre' was created. The Career Centre works with students to develop their autobiographical writing skills and gather information about employers. The Career Centre facilitates feedback to the TLI alumni, an alumni association has been created to communicate with each other through a WhatsApp group.

The TLI also has an employer register, where potential employers are registered, these activities are carried out under the direct supervision of the Rector. Annual job fairs are organised.

In MGU, a number of departments indirectly participate in the processes that promote students' careers.

Taking into account that after graduating from the TLI, Indian students go to work mainly in their own country, in case of passing a mandatory internal exam, the TLI conducts preparatory courses with the involvement of specialists from India.

It became clear from the meetings with the MGU stakeholders that the summer training practices organised in India, as the primary link of student-employer contact, contribute to the career development of students.

4.6 The Institution promotes student involvement in research activities.

The Student Scientific Society (SSS) operates in MGU, and during the visit it became clear that there are different SSSs among foreign and local students are formed, the main reason of which is the language barrier.

Chairs carry out research projects involving teachers and students.

Students are also included in scientific groups, which are united around the implementation of any research topic. Conferences and various seminars with the participation of students are regularly organised, for example, the annual student conference of MGU dedicated to the day of rare diseases.

MGU students participate in both national and international conferences, for example, on the days of the visit, the MGU student took part in the international conference organised in Georgia with a report and won an award. In total, as of 2022-2023, 6 scientific articles of students were published (3 in 2022, and 3 in 2023).

MGU tries to link research with learning, both by involving students in research projects and by contributing to the provision of an analytical research component in APs, subjects that develop research abilities (eg research methodology, current issues in medicine) are also introduced, course and graduation papers are carried out. For medical professions, situational assignments, formation of practical research skills during training of clinical subjects are used.

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

Students learn about their responsibilities and rights from the Student's Guide, developed in Armenian and English, the guide is also posted on the TLI website. Their rights and responsibilities are also specified in the contracts signed with the students.

The main responsible body implementing the protection of students' rights at MGU is the MGU Student Council, which operates according to its charter. From the visit, it became clear that TLI actually has two SCs among local and foreign students. The local Student Council also includes part-time students.

There are students enrolled in collegiate bodies from two SCs. It became clear from the meetings with the students that the nomination and selection of candidates in the collegiate bodies is carried out according to the established SC regulations, as well as that the Vice-Rector for Educational Works conducts an interview with the selected candidate and gives his consent.

The SCs mainly carry out the cultural, sports and entertainment events outlined in their annual plan, it turned out that the two SCs are unable to cooperate with each other in these matters mainly due to language differences.

A number of committees have been formed in the presidency of the SC: legal, foreign relations, media and public relations, academic and educational, culture, social issues and sports, financial and economic, and temporary committees can also be created.

Students have the right to submit an application to the Ethics Committee in case of a relevant situation.

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

The TLI's QAC conducts surveys among students to study student satisfaction with resources and infrastructure, study satisfaction with the work of the AS, study the results of internships, evaluate the work

of the career center, the lecturer through the eyes of students, surveys with alumni on the quality and efficiency of the educational services provided. regarding assessment.

Responses to the above-mentioned surveys were summarised by the TLI, but no qualitative analysis of the survey results was performed.

Considerations: The expert panel positively evaluates the TLI applicant recruitment and admission policy, for the implementation of which a number of mechanisms are used, it is important to outline the use of modern digital tools for this purpose, which is particularly effective for the recruitment of foreign students, as well as ensuring that the student admission mechanisms are regulated. - transparency and accessibility for all applicants. It is also important that TLI the correlates the continuity of APs implemented with labour market analyses and the demand for alumni.

One of the TLI features is the admission to a number of APs only in the part-time department, which in turn requires differentiated approaches for the recruitment of part-time applicants, the implementation of works in this direction will also allow to improve the admission numbers of the part-time department. It should be noted that the recruitment of applicants for medical professions was more effective from the point of view of recruiting foreign students, as evidenced by the data of the student population. The expert panel considers that the TLI's use of differentiated mechanisms in the student recruitment process will contribute to a proportional increase in the number of applicants, ensuring the continuity of APs.

The expert panel highly appreciates the TLI's efforts to create a student-centered educational environment. In the processes of highlighting students' needs, it is worth emphasising that the TLI has students who freely express their views, speak out about existing problems, and have an active educational position and demand, which contributes to the development of the TLI and the quick resolution of the problems raised.

It is positive that the TLI, by establishing procedures for repayment of academic debts, creates an opportunity for students to repeat the course if it has not been mastered at a satisfactory level, it is also important that students can receive the necessary consultation in the semester pre-examination period, which is especially important for the part-time students. However, the TLI still does not implement additional courses identified based on students' needs or interests, for example, increasing the English language proficiency among local students can contribute to intercultural communication at the TLI, as well as the realisation of TLI's vision of becoming a cultural centre outlined in the SP.

The expert panel considers the idea of integration of formal and informal education in the TLI important, which is one of the trends in the development of modern education, thus the TLI aims to form leadership and management skills among students through the 'Young Leaders' club, which can contribute to the future career progress of students.

The expert panel emphasises that the communication between students and AS at MGU is at a very high level, in this direction, the managerial staff of the TLI has made visible steps in recent years, always being available to students, as well as providing subject solutions to both their educational and social problems. The managerial staff of MGU is ready to make education attractive for both local and foreign students, considering quality assurance and student-centered approaches to be the priority.

At the current stage, the lack of a clear schedule for contacting the AS does not prevent students from addressing their concerns at any time, but the regulation of meetings with students is also necessary from the point of view of increasing the efficiency of the TLI governance, taking into account the fact that the TLI is carrying out targeted works to increase the number of students.

On a positive note, the TLI has a Career and Employment Centre whose activities are mainly focused on the careers of local students, as foreign students find employment in their home countries. It is positive that the TLI also indirectly contributes to the further professional development of foreign students by organising summer internships in their home countries and preparing them for the NEET exam in their home country. However, the TLI has not yet conducted an analysis of the centre's work, which would allow to evaluate the effectiveness of the services provided, for example, how many students were supported in finding a job. The establishment of the Alumni Association is certainly a positive step, but the steps taken by the association are still not visible.

The TLI has carried out targeted activities in the direction of involving students in the field of research. Having defined research as one of the strategic priorities, it has created appropriate links where students can participate in the TLI's research activities, on the one hand, promoting the cooperation of teachers and students in the field of research, and on the other hand, strengthening the study-research connection. However, the activity of research activities is still in the embryonic stage, the expert panel emphasises that it is necessary to improve the mechanisms of encouraging the research activities of teachers and students, and the continuous work in this direction will contribute to the successful realisation of the goals of the TLI with the SP.

The expert panel emphasises the role of the MGU SC in the processes of continuous development of the TLI, it is positive that the SC is an established body that ensures unity of students and unites them around national, cultural, sports and other educational interests. The existence of two SCs is remarkable, due to the complications of communication between foreign and local students, but as an international university, MGU is able to create the necessary environment for the implementation of joint programmes of SCs, as well as to create the necessary conditions for intercultural communication.

It is positive that various surveys are being conducted by the university's QAC to evaluate and ensure the quality of services provided to students, but it should be noted that the process evaluation toolkit at the institutional level is still in the process of being established.

Summary: Taking into account the fact that the TLI has clear mechanisms for recruiting students, there are mechanisms for highlighting students' educational needs, TLI organises additional training and consultation for students, there is a student rights protection body, students are involved in making decisions concerning them. the expert panel considers that the university meets the requirements of Criterion 4.

Conclusion: The expert panel evaluates the compliance of MGU 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 TLI self-assessment, ensuring the quality indicators of the TS is considered one of the most important conditions for the further development of the TLI, which was defined as a goal in the 2021-2025 SP to ensure the replenishment of the TLI chairs with the qualified TS (goal 3). TLI implements the staff

policy through the HR department, the purpose of which is to ensure timely recruitment of necessary employees according to the required specialisations and qualifications (according to the regulations of the HR department).

The TS selection and replenishment is carried out in accordance with the internal regulations (regulations on the formation of the MGU TS, 2022), the TLI has the categories of teacher, assistant, associate professor, professor. The TS recruitment is carried out by tender procedure, at the end of each academic year vacant tender positions are confirmed, depending on the expiration of contracts and the staff list for the new academic year.

It became clear from the visit that for the implementation of APs in foreign language (General Medicine and Dentistry) teachers with knowledge of a foreign language are involved, but clear requirements for the level of knowledge of a foreign language (English) are not defined in the TLI, certificates confirming knowledge of the language are taken into account (including postgraduate examination certificate, etc), and the interview with the candidates is conducted in English. In other APs, there is no mandatory requirement for knowledge of the English language. The TLI mainly attracts teachers of medical professions from the practical field (with co-operation), when vacancies arise, first of all, a competition is announced for employees of clinical bases with a contract with the TLI, the compliance of the professional qualities of the teachers participating in the competition with the requirements of APs is taken into account. From the visit, it became clear that the TS is also staffed with the TLI alumni, both for medical and for specialties included in the joint faculty. There are also involved teachers from other universities of the CIS (RF) and the Republic of India.

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

At MGU, the APs take into account the professional orientation of the teacher and the availability of qualifications relevant to the taught subject, professional development certificates are also taken into account at least once every 5 years. MGU has developed a profile for the position of teacher.

In the TLI APs (specifications) define the requirements for the professional qualities of the TS, for example, the teachers of medical-biological, kinesiology and special professional subjects in 'General Medicine' and 'Dentistry' must, as a rule, have an academic degree (50% of sciences candidates and 10% doctors of sciences, as well as at least 3 years of work experience in the field), practical experience or residency with a narrow scope of the taught subject. The implementation of the 'Jurisprudence' AP must be supported by scientific and pedagogical staff who have basic and post-TLI education corresponding to the direction of teaching courses, consistently engaged in research and scientific methodical activities. The TLI engages experienced practitioners as well as employers for all APs in accordance with established procedures.

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

Regular evaluation of the TS in MGU is carried out through lesson observations (Order of Conducting Lesson Observations at MGU, 2022), for which a schedule of lesson observations is defined, there is a developed form. According to the order of conducting the observations, one of the objectives of the observations is to ensure the professional and pedagogical progress of the TS, to identify and spread the best practices. Lesson observations are carried out in planned (the teachers are informed in advance) and unplanned manner. The studies of the lesson observation protocols showed that the most attention was paid to the use of teaching methods, the technologies of teaching material delivery, the aspects of teaching improvement were highlighted in the form of recommendations. The results of the lesson observations are discussed with the teachers.

Periodic assessment of the TS is also carried out through QAC surveys - evaluation of the TS by students, students' satisfaction with the quality of work of teachers and the education process. According to the results of the surveys, in general, students expressed their satisfaction with the TS. The TLI does not use TS assessment or self-assessment surveys aimed at identifying their needs.

The self-assessment report states that teachers make an individual plan taking into account their own educational, scientific activities, public, educational work and qualification improvement, however, it became clear from the site visit that individual plans and their performance reports are still not considered as a form of evaluation of teachers.

In order to increase the efficiency of periodic assessment of TS, the TLI has developed a 'Procedure for Evaluating and Ranking the Annual Performance of TS', but this procedure has not been implemented. From the study of the document, it became clear that, for example, the rating points provided for the publication of academic articles within the framework of research activities are almost equal for the RA SCC list journals (3 points) and Scopus, Web of Science journals (4 points). During the visit, it became clear from the meetings with the stakeholders that the project of the rating order is planned to be revised, as it does not fully express the objective assessment of all aspects of the teacher's activity.

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 MGU HR department defines the training schedule for the AS and TS, the frequency of which is set at least once every three years. The TLI allocates funds for pedagogical and professional training.

As a result of the lesson observations conducted by the heads of departments, deans and vice-rectors, the need for pedagogical training by teachers on teaching methods was highlighted. The assessment of needs among the TS has not yet been carried out, for example involving teachers with knowledge of a foreign language, the TLI still does not have clear data on what percentage of the total teachers know a foreign language (Russian and English) and at what level, and among them, there are no data on the foreign language proficiency of the teachers in the APs implemented in the Armenian language.

From the site visit, it became clear that the teachers of the medical-biological subjects particularly valued the trainings organised in the direction of modern teaching methods, which had a phased nature. Before the start of the 2022-2023 academic year, the MGU QAC conducted seminar-trainings of the TS, and in the same academic year, a pedagogical training was organised at YSU, in which 40 teachers participated. Pedagogical online trainings for the TS were also organised within the framework of the memorandum signed with the IC Institute of International Education in Prague, Czech Republic and the Belgian educational platform (portal) in Brussels, 5 teachers participated.

In addition to the above, the TS has undergone various trainings on its own initiative in recent years aimed at both soft skills and professional improvement.

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

The stability of the TS necessary for the implementation of APs is under the attention of MGU managerial staff. At the current stage, the total number of the TLI TS is 118 people, of which 57 are main employees, the others are part-time and hourly employees. The majority of key employees have many years of experience in the field (10 to 50 years). In the TLI, different types of employment contracts are concluded with the TS: main, internal and external collaboration, full/part-time, as well as service contracts with an hourly payment system, which allows to fill the TS with specialists with narrow specialisation and practical skills.

From this point of view, the TLI implements a policy of attracting qualified personnel, after a six-month trial period, employment contracts for a period of 3-5 years are signed. Contracts with key employees are concluded for an indefinite period.

It should be noted that for separate APs, the TLI did not analyse the average age of TS, the number of full-time and part-time employees by chairs, which would allow for a clear understanding of the TLI's policy of attracting young staff, as well as to assess the current situation. However, the TLI notes that the TS number has increased in recent years.

The TLI also emphasises the provision of competitive salary in comparison with other RA state TLIs. The budget study shows that the article/fund allocated to salaries has positive dynamics in recent years, and compared to 2020 and 2022, it has doubled, according to the survey data conducted by the TLI, 67% of employees are satisfied with the salary. In TLI, there is also a current incentive policy of administrative UA and TS, through bonuses given for 'good' work. It became clear from the visit that along with the introduction of the TS annual rating system, the application of a differentiated salary system is planned.

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

The TLI has developed the regulations of the MGU Young Teacher School, which coordinates the mentoring of young teachers and defines the procedures for competently involving an inexperienced teacher (those with up to 5 years of work experience) in the TLI work. The direct head of the Young Teacher School is considered the head of the Educational and Methodological Department, and the work is supervised by the MGU 'Central Methodical Council'. It became clear from the visit that the elements of mentoring are already implemented in the TLI: the educational department provides individual consultations on organising the educational process, the current assessment system and other issues.

The policy of promotion of research activities is also aimed at ensuring the professional progress of the TS, for example, the academic research activity of the teacher was valued in the ranking procedure, a research center was created, the purpose of which is to involve the TS and students in joint research projects.

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

After the recent structural changes, MGU created departments necessary for the implementation of strategic goals, for example, the Scientific Research Centre, the Marketing and Public Relations Department, etc. The structural units have been filled with the required AS and TS, the passports of the relevant positions and the scope of functions have been developed, however, there are departments that are still staffed by one employee, it became clear from the site visit that the TLI implements a resource saving policy, according to which each department is staffed for example, according to the emerging need, the document circulation department at the Vanadzor address was also staffed with one employee, the Yerevan department needs a second employee considering the increase in the number of foreign students, whom the TLI plans to recruit. It can also be emphasised that for the effective organisation of the educational process, separate faculties operate in Vanadzor and Yerevan, and deans are appointed.

At the time of the site visit, the position of Vice-Rector for International Affairs was vacant (from August 2022), during the visit it became clear that the functions of that vice-rector are mainly performed by the rector with the support of vice-rectors.

Considerations: The expert panel highly appreciates the TLI's personnel policy for the selection of the TS, due to which the high professionalism of the TS is evident at the current stage. Taking into account the

active pace of development of the TLI in recent years and the emphasis on the international vector caused by the involvement of foreign students, the TLI emphasises the presence of TS with high level of foreign language proficiency, in particular for the implementation of APs on 'General Medicine' and 'Dentistry' specialities in a foreign language. At the same time, it should be noted that the problem of increasing the foreign language proficiency, particularly English, remains relevant for the TS teaching in other APs. The expert panel emphasises the provision of unified/institutional approaches for all APs, which will allow to ensure the stability of the TS and the continuity of the implementation of APs. Increasing knowledge of the English language will allow to ensure the TS and student academic mobility in other (full-time/part-time) APs conducted in the Armenian language.

The expert panel highlights the requirements for the TS professional qualities and experience in the specification of APs, which has contributed to the establishment of close partnership relations with employers and the involvement of experienced staff from the practical field, with academic degrees, in the teaching process.

Involvement of practicing physicians within the framework of contracts signed with clinical bases strengthens the TLI-practitioner connection, which in turn contributes to the stability of the collaborative TS. The site visit showed that former alumni of the TLI, who later go to work in the private sector (also teach at MGU), act as employers for future alumni, which emphasises the social role of MGU and the alignment of APs with the mission of the TLI.

The expert panel considers the presence of the TS evaluation mechanisms as positive, among which one can single out the teachers and QAC surveys as effective mechanisms. The results of the training and their further analysis were the impetus for the implementation of pedagogical trainings of the TS. Although the TLI has conducted surveys among the TS, there are no questionnaires that facilitate the identification of needs, self-assessment surveys are also missing, and evaluation surveys conducted among students express only the degree of student satisfaction with the TS. Diversification of evaluation and collection of objective information is also important for the implementation of the rating system developed by the TLI, the results of which will contribute to the promotion and professional advancement of the TS. However, the expert panel notes that the TLI has the potential to diversify the TS assessment tools and increase assessment efficiency.

The expert panel considers the implementation of the policy of highlighting the needs of the TS in the TLI positive, the results of which are already visible from the point of view of the implementation of pedagogical trainings, however, it should be noted that the mechanisms aimed at the professional improvement of the TS are still in the implementation phase. In this context, the application of the TS's multifaceted assessment mechanisms is important, which will allow the TLI to identify current needs and apply assessment results to the ranking process. Improving the mechanisms of raising needs is also important for the diversification of trainings, for example in the direction of the English language. The complex application of the above-mentioned mechanisms can also contribute to the regulation of incentive mechanisms, which the expert panel considers important from the point of view of continuous assurance of the stability of the TS.

It is positive that there has been an increase in the TS in recent years, at the same time the clarification of data on the TS in each specialty of the TLI (such as average age, academic degree, work experience in general and at MGU) and improvement of their processing tools will allow to form clearer ideas about the activities of the chairs and staffing for individual specialties. The processing of the above data will allow the TLI to implement a targeted personnel policy, as well as to contribute to the professional growth of the TS.

Also positive is the policy of attracting young personnel conducted by the TLI, as well as the regulation of mentoring through the Young Teachers School, which is also important for ensuring the TS stability and

smooth generational transition. It is also important that the TLI also involves its graduates in the teaching process, thus contributing to their scientific and pedagogical activities. In order to encourage the TS and ensure professional progress, the TLI places particular importance on scientific research activities, but the steps taken in this direction are mostly the result of individual initiatives. The activities of the newly created TLI Research Centre are in the planning stage, the results of the centre's activities will allow to successfully link education and research at the institutional level.

In general, the policy of saving resources conducted by the TLI also contributes to the recruitment of the necessary number of AS and TS for the implementation of strategic goals, which is positive at the current stage considering the large-scale changes initiated by the TLI in the recent period and the formation of new positions due to this. It is important that in the near future the TLI will also monitor the effectiveness of the work of the AS and TS, which will allow to fully assess the positive dynamics of the changes made.

Summary: Taking into account that the TLI has policies and procedures for the selection of the TS necessary for the implementation of APs, AP specifications define the requirements for the TS, mechanisms contributing to the stability and professional progress of the TS are implemented, the TLI has the appropriate AS for the implementation of the strategic plan and highly qualified and experienced TS, the expert panel considers that the university meets the requirements of Criterion 5.

Conclusion: The expert panel evaluates the compliance of MGU 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.

One of the most important strategic goals of the 2021-2025 MGU SP development is to promote the research-creative and innovative activities of the university, to contribute to the formation and development of cooperative-partnership ties with the leading scientific centers of Armenia and abroad.

The goal of MGU's strategic research programme is to 'carry out relevant scientific research, integrate science and education, create and effectively transfer new knowledge and technologies in healthcare, law and other fields of learning related to MGU, thereby paying more and more attention every year to the improvement of students' scientific research and innovative activities'.

The 2022-2025 MGU SP on research activities envisages the main tasks of the university's research sphere, in particular, conducting and participating in academic and practical conferences, defining incentive mechanisms for the most gifted students and young scientists, preparing students for educational and research activities, etc.

As a result of the MGU structural changes, a Scientific Research Centre was formed, which must operate according to its regulations and one of the goals of which is to form a clear strategy for the development of various scientific fields for the next 5 years. According to TLI, the center will make it possible to activate student scientific activities, the possibility of obtaining scientific degrees, to restore publishing activities and to increase the participation of the TS and students in conferences and other scientific activities.

In order to develop grant activities among MGU employees, in 2022 the TLI was registered in the Erasmus+ programme, which will provide an opportunity to participate in various international grant programmes.

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

According to the MGU self-assessment, the TLI's long-term interests and ambitions in the field of research are reflected in the 2021-2025 Development SP and the 2022-2025 SP for Research Activities. Based on the latter, a programme of activities arising from the SP was developed, which in turn was the basis for the development of the MGU short-term programme of activities. The TLI chairs conduct scientific research in accordance with their professional orientations and submit a report on the work done at the end of the year.

As a result of the site visit, it was found out that the mechanisms for increasing the quality of research conducted at MGU, integrating research and educational processes, and encouraging joint student-teacher research activities are still under development. The mechanisms for attracting young scientists and increasing the attractiveness of the professional advancement of a researcher are also under development.

The order of publication of MGU scientific, educational, teaching-methodical literature reflects the intention of the university about the need to develop and build a clear strategy for research activities.

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

According to the MGU self-assessment, the research work at MGU corresponds to the SP for the development of the TLI in the field of scientific research.

In order to increase the involvement of students in scientific research and innovative projects, the MGU student scientific societies (for local and foreign students) were formed, the main purpose of which is to contribute to the scientific, research, and creative development of students and researchers at the TLI.

During the self-assessment study and the expert visit, it was found that the results of the research works, the projects are discussed in the sessions of the faculty councils, SSS councils. After preliminary review, the works are presented at various student research conferences and abstracts of these works are published.

In order to motivate young scientists, the TLI has created a teacher rating regulation, which is planned to be implemented in the 2023-2024 school year. The implementation of such a policy implies the encouragement of young professionals engaged in scientific activity, motivation through remuneration and offers for career growth.

The scientific research work of the chairs is regulated by the provisions of chapter 6 of the regulations of the MGU research centre.

Studies have shown that MGU still lacks a sustainable mechanism for encouraging research work.

6.4. The Institution emphasises internationalisation of its research.

MGU sees the importance of the internationalisation of its research activities in the 2021-2025 SP, in the implementation of strategic goals, of which, in particular, 7.11 is formulated: 'To encourage TS members' publications in international peer-reviewed scientific journals and support their participation in foreign conferences'. The 7th strategic goal of the strategic plan is formulated in the following way: 'To promote the research-creative and innovative activities of the TLI, to contribute to the formation and development of cooperative-partnership ties with the leading scientific centres of Armenia and abroad'.

According to the self-assessment, during the last four years, the TLI staff has published 49 articles in various international peer-reviewed professional periodicals.

During the visit, it became clear that MGU teachers regularly participate in local and international conferences, give presentations, carry out methodological works, and publish manuals.

Chapter 4 of the regulations of the MGU research centre is fully concerned with the international cooperation of the TLI, the main directions of international cooperation are indicated.

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

From the self-assessment study and during the visit, it became clear that the relevant publications of the TLI employees of the last 5 years are included in some teaching programs. So, for example, the publications of MGU teachers are reflected in the literature list of such subjects as: general chemistry, organic chemistry, histology, cytology, embryology, radiation diagnostics, oncology, hematology, therapy, military medicine. All the data obtained during the performance of scientific works are used by teachers during practical classes and lectures of these subjects. Some of the developments have become medical guidelines, for example, during practical classes in the subject 'Family Medicine and Polyclinic Business'.

During the visit, it became clear that the results of scientific research are implemented both in the educational process of the TLI chairs and in medical work. They are the basis for the development of educational materials, as well as for the development and optimisation of clinical protocols used in the process of teaching students of various disciplines.

The TLI values student involvement in research. According to the self-assessment, which was also confirmed during the visit, students are introduced to different research methods from the first year, for example, to the methodology of critical evaluation of scientific literature data. Scientific groups are created next to the chairs, where students and teachers conduct research on a chosen topic.

The teachers mentioned that in order to develop the research skills of the students, they apply situational tasks and familiarise them with the research methodology within their subjects. Assignments given to students include research elements and contribute to the formation of research and analytical thinking.

Considerations: The expert panel considers it positive that MGU emphasises the development of the TLI's research direction, according to the established priorities and goals. It is also positive that following the previous accreditation, the TLI has developed an improvement plan and an appropriate timetable to correct the problems in the research field according to the consultations provided.

The expert panel evaluates the efforts of the TLI aimed at the development of the research field, which is reflected in the 2021-2025 SP. The planning of scientific activity processes of the TLI is expressed in strategic long-term and short-term plans.

The expert panel considers it positive that as a result of the MGU structural changes, a Scientific Research Centre has been formed, which will operate in accordance with its regulations and which will enable the activation of student scientific activities, the possibility of obtaining academic degrees, restoring publishing activities and increasing the participation of the TS and students in conferences, other scientific and practical events

The expert panel emphasises that in order to develop the grant-making activities of the MGU employees, in 2022, the TLI registered in the Erasmus+ program, which will provide an opportunity to participate in various international grant programmes.

The SSS activity is important from the point of view of motivating students and getting them involved in scientific research processes, while in the TLI, there are still no clear periodic processes formed in this regard, and the mechanisms of encouragement are missing. However, it is positive that the MGU students also participate in student conferences organised by other TLIs.

It is a positive fact that the TLI recognises the importance of internationalisation of research, and that MGU teachers regularly participate in international conferences and give presentations.

The expert panel positively assesses that the TLI has taken steps towards the interconnection of the research and educational process. From this point of view, it is important to have the building blocks for research in the undergraduate and master's APs, the presence of the 'Methodology of Scientific Research' course in the curricula of some APs ('General Medicine', 'Dentistry'), but it is worrying that it is optional, and the course content should be revised with an emphasis on building applied research capabilities. The expert panel emphasises the inclusion of the course in other APs as well. The expert panel considers the weakness of the research, application and analytical component in the observed graduation, term theses and master's theses to be a concern. Clear works should be carried out in this direction.

The expert panel positively evaluates the presence of individual works containing a separate research component in the course evaluation system, the purposeful and systematic application of which will contribute to strengthening the connection between research and learning.

The expert panel considers that the implementation of research in the framework of practices can be important for the development of the research direction, which, however, is not yet present.

The expert studies have shown that MGU still does not have a stable mechanism for encouraging research work, many professors are not motivated to conduct research. The implementation of a clear incentive plan and mechanisms for teachers and students will contribute to the development of the research field.

It is positive that MGU is trying to regulate scientific research activities, and the definition of clear and measurable indicators and their monitoring will contribute to the development and success of this field.

Summary: Taking into account that the development of the TLI's research direction is important, there are established priorities and goals that are reflected in the 2021-2025 SP, a research center has been formed, the university realises the importance of internationalisation of research, professors and students are involved in research activities, steps have been taken to strengthen the link between teaching and research, the expert panel considers that the university meets the requirements of Criterion 6.

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

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.

MGU operates at two addresses, the building conditions of the education institution with the right of use (in Vanadzor: total area 2391.22 square meters, in Yerevan: total area 2192 square meters) meet the

licensing requirements, auxiliary areas are 2166 square meters and 2000 square meters, respectively, there are 58 classrooms/auditoriums, 11 laboratories, 9 subject offices, 2 libraries, 2 reading rooms, 2 computer rooms, 2 gym halls, sports ground, buffet-dining room. From the observation of the resources, it became clear that all classrooms are equipped with a projector and a computer, the library (18 square meters) has the basic professional literature in the Armenian language, but it is not enough for the English-language learners. To solve the problem, the TLI has been cooperating with GEOTAR-Media 'Advisor-Student' electronic library system (ELS) since 2023. Students in Yerevan and Vanadzor have individual 'cabinets' and can use the electronic library at any time. Meetings with internal stakeholders during the visit revealed that ELS allows access to the latest edition of professional literature, which was highlighted by medical students. In this context, it should be noted that the TLI gives importance to the addition of electronic library resources. The reading room is equipped with computers and is available to students for independent work, the TLI is provided with Internet connection.

The laboratories of the TLI are equipped with the minimum necessary equipment, there are appropriate demonstration materials and simulations in the subject cabinets. MGU has a simulation center, which was re-equipped in the 2022/2023 academic year with simulators for obstetrics and gynecology, operative surgery, oncology, therapeutic and surgical patient care, dentistry, and a multifunctional 3D anatomical table. For the second phase of the summative exam, the assessment of practical skills, the TLI has acquired the necessary amount of equipment, simulation mannequins, etc.

The university also uses partner resources, in particular, within the framework of cooperation with clinics, it provides the necessary resources for teaching a number of narrow professional subjects both in Yerevan and in Vanadzor.

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

One of the goals of the MGU 2021-2025 SP is 'to develop the resource base of the university, to form modern conditions for the implementation of education and research activities', for the implementation of which tasks and progress evaluation indicators have been defined.

In its strategy, the TLI implements a policy of modernisation of materials and resources necessary for teaching. The analysis of the financial flows of recent years shows that MGU's income is increasing year by year, which is actually due to the increase in the number of students, primarily foreign students. It should be noted that according to the budget performance of recent years, along with the progress of financial inflows, the TLI has increased both the costs for the improvement of the university and the modernisation of the material and technical base, as well as allocated financial resources for the TS and AS training (2023). The TLI is willing to allocate funds for providing the necessary educational environment in clinical bases: multimedia projectors, educational panels, blackboards and furniture (practice places). However, the expenses presented in the performance of the MGU budget are generalised, which does not allow to assess their share according to directions.

The results of MGU's QAC surveys showed that the majority of students and teachers are satisfied with the resources provided by the TLI. It is important to emphasise that the TLI provides means to solve the problems raised by the beneficiaries, for example, based on the needs expressed by the students, the quality of the Internet connection has been improved, a buffet has been built in a short period of time, and, for example, at the request of the teacher, the microbiology laboratory has been equipped with appropriate equipment and

etc. The improvement processes are continuous, in the near future it is planned to repair the physical education hall and the sports ground, the need for improvement of which was mentioned by both students and alumni.

From the site visit, it became clear that the modernisation of the material and technical base (laboratories, equipment, didactic accessories, simulations, etc) is mainly related to medical professions, which is due to the requirements arising from the specifics of the given APs and the form of teaching (full-time/part-time), it also became clear that in the near future, the TLI plans to create a 'Legal Clinic' for students majoring in 'Jurisprudence'.

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.

The TLI has a financial allocation policy, the draft budget is drawn up by the University Director and Chief Accountant according to the projected accounting needs presented by the business and the TLI divisions at the end of each academic year. Every year, the Academic Council discusses the performance of the budget, decides the necessary changes, plans the income and expenses of the next calendar year.

In 2022, the TLI developed and implemented the 'Resource Saving and Effective Use of Existing Funds Policy', the main objective of which is to ensure the financial stability of the TLI, as well as the correlation of the expenditure of funds with the short-term and long-term planning of the TLI. The policy also defines the cost-effectiveness assessment of the expected results of the SP, the revenue and expenditure policies and the strengths and weaknesses of their implementation.

The TLI's main income is mainly due to student fees, from this point of view, MGU considers 'General Medicine' and 'Dentistry' as profitable APs, others are not cost-effective, because the number of students is relatively small, the above, however, according to the TLI, does not prevent continuous programs implementation. Despite the availability of investment opportunities, the TLI's financial inflows are not diversified at the current stage.

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 planning of resources necessary for the implementation of the educational process at MGU is carried out by the AS of individual departments of TLI, based on the identification of their own needs, the QA department is also involved in this process through surveys.

The TLI provides an indispensable and up-to-date logistical base for the implementation of its educational programs, both on campus and with the use of joint resources with partners, which is an important prerequisite, especially for medical professions. For internships and training in narrow professional clinical disciplines, the TLI collaborates with a number of medical institutions: 'Armenia' Medical Centre, 'Kanakaner-Zeytun' Yerevan Maternity Hospital, 'Cardiomed', 'CMS', 'Mnjoyan', 'Genetika', 'Izmirlyan', 'Medline' medical centres, 'Aghegnak' dental clinic, 'Mental Health Care National Clinic', Yerevan 'Medes' Dental Clinic, 'Mkrtyumyan Susanna' Dental Clinic, No. 1 State Polyclinic, Vanadzor Medical Centre, Research Institute of Organic Chemistry. In other specialties, the TLI cooperates with: 'Tatev' secondary school, Union of Homeland Products Producers, 'Vanadzor' municipality, tax inspectorate, primary school No. 27, H&L Law Group legal clinic.

During the visit, it became clear that the founder plans to implement major investment projects for the development of the TLI, in particular, in the next 5 years, it is planned to build a student 'Green Campus' (dormitory and adjacent recreation area), which is very relevant at the current stage to ensure the stay of

foreign students. During the meetings with the expert panel, the students also emphasised the need for a student dormitory. Within the framework of another investment programme, the construction of a multidisciplinary hospital of MGU is planned, which will also serve as a clinical base and for students of medical specialties. Design and estimate works have already been carried out for the mentioned projects.

The TLI plans to monitor the availability of resources for APs on an annual basis, for which it has developed a procedure.

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

The TLI has created a document flow department to effectively manage documentation processes. The TLI has adopted a regulation for the management of information and document circulation, which defines the scope of those responsible, the main concepts and the principles of organising the documentation. Acceptance and primary processing of received documents is carried out by the General Department of the university. Original documents are stored in the general department, and electronic copies are placed in the electronic document circulation system (decisions, orders, regulations, etc).

For electronic management of documents and information, TLI uses e-mail and intranet. The regulation also defines the internal document processing procedure and responsible persons, document storage and archiving processes.

The document circulation department carries out accounting and analysis of its activities every semester, and submits a report to the rector.

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

The TLI ensures the safety of its infrastructure, fire protection measures and evacuation schemes are in place in the building. In 2021, a building evacuation training exercise was carried out together with the MES. The laboratories operate according to the license/certificate requirements, the safety rules for using the laboratory are observed.

The TLI does not have a separate aid station in the Yerevan building, but each ward is equipped with medical first aid supplies.

The buildings are not adapted for students with special needs, it became clear from the visit that the TLI does not have such students.

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.

The QC conducted surveys among stakeholders regarding the satisfaction of students and teachers with the material and technical base of the university. Studies have shown that the TLI does not have direct mechanisms for evaluating the effectiveness of resources, but as a result of informal evaluations of beneficiaries, certain improvement processes take place, for example, improving the quality of Internet connection, issues of electronic library implementation, etc.

Considerations: The expert panel considers the resource base of MGU to be sufficient, it should be noted that the existing building conditions (in Yerevan and Vanadzor), the material and technical adequacy of the classrooms, the joint use of partner resources contribute to the continuous improvement of APs by providing the necessary resources for both students and TS for effective learning. It is important to emphasise

that the work in this direction is continuous. The planned construction of the MGU clinical base and the creation of the 'Green Campus' student zone, which can play an important role in the further development of the TLI, on the way to the realisation of its mission.

The expert panel highly appreciates the efforts of the MGU founder to provide the educational environment necessary for the implementation of APs in the university, in fact, in accordance with the identified needs, financial resources are provided for the improvement of the educational environment and equipping it with material and technical equipment, TS trainings and other goals provided by the SP .

From the point of view of ensuring continuity, the TLI has visibly improved the special logistic base necessary for medical professions, but the dynamics of raising and re-equipping the special needs of other professions were hardly visible to the expert panel. The expert panel emphasises the proportional development of resources necessary for the implementation of APs.

The expert panel considers positively the policy of the allocation of financial resources, which promotes resource saving and efficient use of existing funds, it is important that financial costs are correlated with short-term and long-term plans for the SP implementation. It is also positive that the TLI evaluates the AP cost-effectiveness, investing the necessary resources to develop the most profitable APs and ensure an influx of applicants. At the same time, it should be emphasised that the continuity of 'unprofitable' APs depends on the 'profitability' of APs with a medical orientation. From this point of view, the diversification of financial means and the search for alternative sources will allow to ensure the sustainable development of the TLI and the continuity of all APs, based not only on the external vector (foreign applicants) but also on internal resources.

The expert panel highlights the coordination of document circulation in the TLI under the department of the same name, which essentially regulated the mechanisms of information collection and exchange between structural units, in these processes it is important to ensure uniform approaches and continuous improvement of the means of information exchange between the two addresses.

The presence of a safe environment in the TLI, equipped with appropriate equipment, is also positive, however, the TLI does not have a medical center equipped with the appropriate specialist position, and the area of the TLI is not adapted for people with special needs. The expert panel is hopeful that the TLI can regulate and ensure the safety and security of the learning environment to the best of its ability.

Conclusion: Given that the TLI provides the necessary learning environment for the AP implementation by providing the necessary human and financial resources, based on the needs of internal and external stakeholders, it carries out continuous replenishment of resources and material and technical base, implements a resource saving policy, financial resources are distributed according to priorities , implemented a document circulation management system, provides a safe environment, the expert panel considers that the university meets the requirements of Criterion 7.

Summary: The expert panel evaluates the compliance of MGU 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 .

MGU defines external accountability in its strategic plan, where it emphasises public responsibility, expansion of communication and information transparency. The TLI considers external evaluation by accrediting organisations an important component of its external accountability. The university provides the report on its financial and economic activity in accordance with the legislation.

A review of the TLI's accountability shows that there is mostly bottom-up accountability, with governing bodies having the functions of coordinating and monitoring the SP performance. According to the self-assessment, the TLI considers ensuring its accountability through the implementation of quality assurance policies and procedures. The QA policy defines the improvement of the university's management system by consistently applying accountability and transparency mechanisms. Examining the job descriptions of vice-rectors, it becomes clear that they report directly to the rector, but it is not mentioned to whom they are accountable, it is not mentioned about accountability in collegial bodies (Rectorate, Academic Council, Methodical Council), at the same time, the regulations of collegial bodies (Governing Board, Rectorate) do not mention about accountability. The functions of hearing and evaluating reports are mentioned in general terms only in the regulations of the Academic Council, where the Rector also presents a report.

The visit showed that the administrative circles value accountability to the internal stakeholders, and also pursue taking steps towards the solution of the raised problems.

The MGU departments carry out semi-annual and annual reports. The departments report according to planning according to the structure chart to the higher vice-chancellor, for example, the library to the Vice-Rector for Medical Professions and Academic Works. The study of the content of the reports showed that they describe the progress of the planned actions. It should be noted that the application of the analytical component is fragmentary, separate departments carry out data analysis, which are included in the reports, but in this case there is no qualitative analysis of the analysed data and the expression of cause and effect relationships.

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

In order to ensure the publicity of its activities, MGU has created a number of platforms: mkhitargosh.am/am/ru, www.ariu.org, Facebook, Twitter, Instagram, Youtube, Google, WhatsApp, Viber social platforms. From the information platforms, the study of the website, Facebook and Instagram social platforms shows that the frequency of publications is low, and the coverage of the processes is fragmentary. At the time of the site visit, the website was last updated in 2022, and the Facebook page was updated in 2021. The information posted on the website is still not complete, for example, the Armenian page has both Russian and English information, the information is not completed according to sections. Considering the presence of international students at the TLI, the foreign language (English) version of the website still does not provide enough information about the activities of the university. It became clear from the visit that many internal legal acts due to the structural changes started in recent years and the improvement of the document base could not be translated and posted publicly in a short period of time, in fact, the website is in the process of being restarted.

The TLI has not yet monitored the visibility of its information pages, at the same time it should be noted that the TLI uses social marketing to attract foreign applicants by publishing promotional materials about itself in targeted educational areas, for example in India, but equivalent works have not been carried out in the Armenian domain. For example, www.ariu.org is an English language platform for foreign applicants, which presents the benefits of admission to MGU for Indian applicants, brief information about the TLI, photo series, videos with specific information, similar videos have been published on the YouTube page for the last three

years. over the years (all in English). All publications are mainly related to medical professions, work in the direction of other APs is passive.

The expert panel studies showed that many documents are created in Armenian and Russian. At the same time, it should be emphasised that the 'General Medicine' and 'Stomatology' APs are implemented in English, but the documents related to these APs, the AP specification and subject descriptions, are mainly written in Armenian and Russian, no English version has been developed. Only the study plans are presented in the trilingual version, and the contracts signed with the student, the student's guide, are bilingual: Armenian and English.

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

The TLI correlates the formation of relations with society with organising the educational processes. TLI mainly considers social platforms, website and TLI's official email as feedback mechanisms. mail communication, as well as QA surveys, which are carried out among both internal and external stakeholders.

The 'Alumni Career and Employment Centre' cooperates with structural units of the TLI and provides feedback to graduates and employers, studies their satisfaction with the university's educational services and their results. During the expert visit, it became clear that the employers involved in the surveys by the TLI mainly cooperate as managers of practice bases or are employees of the TLI.

Although certain feedback loops and tools exist, the TLI does not yet have clear analyses of which of these mechanisms is most effective.

The functions of TLI's newly created Marketing and PR department are the organisation of public relations activities aimed at increasing TLI's reputation, data analysis, etc. From the visit, it became clear that the specialist of the department is working online from India, at the initial stage, the department's work was mainly aimed at raising awareness about the TLI abroad in order to recruit applicants.

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

From the MGU self-assessment study, it became clear that 'Marketing and PR Department', 'Alumni Career and Employment Centre', Quality Assurance Centre, SSS, Student Council, Faculties and other departments carry out various activities of public importance. .

Activities activating the cultural life of the university, national celebrations, visits to embassies and consulates, visits to Tsitsernakaberd, social events with the participation of foreign students and teachers, organising a clean-up event in Victory Park (April 2023), etc6 are carried out with the participation of the SC.

Students of the United Faculty of Vanadzor implemented the 'Healthy Tooth' event for schoolchildren. The students of the 'Jurisprudence' AP carried out legal consultations within the framework of interrhship.

The TLI also conducts visits to secondary vocational institutions, schools and works with students and applicants, providing consultation services in the field of their professional orientation.

MGU organises various meetings, seminars, discussions. They plan to hold discussions and meetings with some organisations (for example, UNHCR, Armenian Representation of American Lawyers (ABA/ROLI)).

The visit showed that the TLI highly values social responsibility and in this context also considers itself as a socially responsible organisation, within the framework of which it plans to activate activities of social significance.

Considerations: The expert panel considers it positive that the TLI emphasises the full provision of its accountability mechanisms, including realising the role of public responsibility. The TLI's document

framework does not fully demonstrate the hierarchy of internal and external accountability, top-down accountability. The expert panel is hopeful that the clarification of the accountability system and the regulation of the appropriate documentation base will allow the TLI to improve the efficiency and management of processes, and the definition of reporting performance standards will allow the evaluation of current results.

The expert panel emphasises the availability of information about the TLI processes to the public, which is possible only as a result of the implementation of continuous works, in these processes it is important to conduct a clear policy, to ensure the appropriate infrastructure and resources, and the presence of responsible persons. It should be noted that MGU is distinguished by its status as an Armenian-Russian international university, the implementation of foreign language APs and a multinational AS, TS, and students which obliges the TLI to ensure, first of all, the transparency and availability of information about the processes for internal stakeholders. In this context, it is necessary to emphasise the need to present (publish) a number of documents, regulations, procedures in different languages (Armenian, Russian, English) that will allow the TLI to ensure timely access to information on all APs to the public, conduct a clear policy and effectively apply links with society created by him, such as a website, Facebook and Instagram pages, etc.

The expert panel considers positively the efforts aimed at forming relations with the public in recent years, for which the TLI has gradually created a toolkit and means of feedback. It should be noted that feedback to the public can be effective and useful only if the transparency and accessibility of information about the processes to the public is ensured. The full operation and continuous replenishment of information platforms will allow the TLI to increase its visibility on the Internet, be accessible to interested parties, receive feedback, and study the formed public opinion. Diversification of means of feedback, involvement of impartial subjects is important from the point of view of collecting objective information, which the TLI can later apply for its sustainable development.

As a result of the study of the TLI's relations with society, means of feedback and mechanisms, it can be emphasised that in recent years, many steps have been taken to strengthen these relations, to raise the profile of the TLI, which certainly had a positive effect. However, the expert panel emphasises the establishment of mechanisms for the transfer of knowledge to society and the implementation of coordinated/planned ongoing activities that will make TLI's goals visible and shape clear social/corporate/behaviour.

Summary: Considering that the accountability system of the TLI does not fully express the real operational links: bottom-up, top-down accountability, the analytical component in the reports is weak and they are not the basis of evaluation, the access to information to the public, the mechanisms of feedback and knowledge transfer with the society are in the stage of formation, the expert panel considers that the university does not meet the requirements of Criterion 8.

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

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.

MGU has undergone a number of major changes over the past year, from the structure of the TLI to the development and approval of internal regulations. Thus, the position of Vice-Rector for International Affairs was added to the TLI managerial team, and their operational responsibilities were determined. The mission of the TLI reflects the focus of work not only on the domestic labour market, but also on foreign countries. The 2021-2025 SDP mentions the expansion and deepening of the TLI's international relations as a separate point, and indicators for evaluating progress are also defined, for example, the indicator: 'to increase in the number of invited professors from abroad', but it does not show how much the increase will be and what the effective implementation will be. The position of Vice-Rector for International Affairs was vacant at the time of the site visit, his functions are divided between the rector and vice-rectors.

A relatively large number of foreign students study at the TLI (more than half of the total), mostly from India. The University's licensing conditions allow the number of students to be increased to 200 per course. During the site visit, the management of TLI presented its plans to reach the maximum possible number of students in the coming years, including the aim of expanding the geography of countries (Egypt, Iran).

The TLI approved the regulation of academic mobility of students, during the site visit, two 4th year students of Perm State Medical University started their summer internship within the framework of the academic mobility programme.

The document regulating the TS academic exchange has not yet been approved, while the University has had the experience of attracting foreign teachers to deliver a series of lectures, and the foreign academic mobility of teachers is currently in the planning stage.

The university emphasises its intention to join the ERASMUS grant programme for student exchange.

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

In the TLI, according to the structure, it is planned to create an international department, which will operate under the Vice-Rector for international affairs. Until now, the functions of supporting foreign students are mainly carried out by the Dean's Office of the Faculty of Medicine. The TLI has a passport and visa registration department, which, according to students, actively helps them prepare the relevant documents.

In order to increase the number of students from foreign countries, the TLI uses the services of recruitment companies operating in India on a contractual basis, and the university management independently participates in various exhibitions and educational fairs held abroad.

The official website of the university is under construction and completion, including the Russian and English versions.

9.3 The Institution effectively collaborates with local and international counterparts.

The TLI actively cooperates with both local and foreign partners. In order to organise practical trainings and internships, the university has signed contracts with a number of Armenian medical and legal organisations. Cooperation agreements have also been signed with a number of medical TLIs of the Russian Federation, Perm and Orenburg State Medical Universities, a similar agreement is being prepared with the Mari State University Medical Institute. Memorandums of cooperation were also signed with the Institute of International Education in Prague, Czech Republic, and the Belgian Education Council in Brussels, Belgium.

Cooperation agreements have been signed with 'Ved' Multidisciplinary Hospital, Ahmedabad, Gujrat and Sringer Jammu and Kashmir modern hospitals for summer internship of General Medicine AP students, the agreements are already in place.

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

Considering the fact that the teaching of foreign students in 'General Medicine' and 'Dentistry' APs is carried out in English, the TLI needs staff who can speak English at the necessary level for teaching. During meetings with the TS and managerial staff, it was found out that some employees confirmed their knowledge of a foreign language in preparation for the defense of a candidate's thesis (at the candidate's minimum with the issuance of a corresponding certificate), some employees independently completed various courses, including online, with an informal assessment of the degree of proficiency, a number of employees have undergone training courses or studied abroad. Certificates from international assessment systems for English have not been submitted. The university pays attention to the English language proficiency and the replenishment of the reserve of personnel with appropriate qualifications. It is planned to conduct an advanced training course 'Medical English' for 6 teachers of the TLI.

Considerations: The expert panel notes on the positive side that in the long-term planning documents external relations and internationalisation are mentioned as important directions for the development of the TLI. The fact that the position of the Vice-Rector for international affairs and the Department of International Affairs have been added to the structure of the TLI confirms that the management attaches importance to the development of the field.

The most important factor affecting the need for the development of foreign relations is the availability of educational programs conducted in English for foreign citizens. The TLI intends to increase the number of foreign students, including by expanding the geography of participating countries

It is also positive that the TLI attaches importance to increasing the level of English proficiency among the TS, as evidenced by the approved plan for advanced training of teachers in medical English. In order to ensure academic mobility in other professions, the expert panel also considers it necessary to increase the level of foreign language proficiency among students and teachers of these professions.

The development of the field of foreign relations and internationalisation is also evidenced by the activation of the process of signing cooperation agreements and partnership memoranda with states (Russia, European countries) and foreign structures. The result of these arrangements was the beginning of the students' academic mobility. The panel also considers it necessary to implement external academic mobility of the TS.

Summary: Taking into account that TLI's SDP sets out the ambitions and goals of foreign relations and internationalisation, the appropriate infrastructure and the post of Vice-Rector for international affairs have been created, agreements and memoranda of cooperation with internal and external organisations have been signed, and academic mobility processes for students and teachers have been launched, the expert panel considers that the university meets the requirements of Criterion 9.

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

X. INTERNAL QUALITY ASSURANCE SYSTEM

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

Findings

10.1 The Institution has quality assurance policies and procedures.

In the MGU SP, 'Quality' is one of the university's fundamental values, which the TLI perceives as an assessment of the quality of services provided to stakeholders.

The TLI has developed the Quality Assurance Policy and Procedures document (2022), which defines quality assurance objectives for management, education, research and other strategic directions.

The TLI has also developed an internal QA system manual (2023), which, according to self-assessment, contains the necessary information for all stakeholders and should contribute to increasing their awareness of QA issues, as well as to the formation of a quality culture at the TLI. In essence, the manual is a collection of regulatory documents that the TLI already has.

The TLI has a QAC that, as a result of structural changes, is now under the Vice-Rector for Strategic Development.

Thus, the quality policy of the University is aimed at quality assurance and control in the main areas of the MGU activity.

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

According to the MGU self-assessment, the QAC consists of a head and two specialists, but the site visit revealed that only one specialist works besides the head, a specialist who studies the needs of stakeholders and analyses their results, and the position of a specialist in the management of the educational process and quality improvement was vacant, which is expected to be completed in the near future. With that composition, the Centre has been operating since April 2022. Passports for the position of department head and specialist have been developed at the TLI.

It became clear from the visit that the QAC is provided with all the material resources necessary for daily work. For the QA development, apart from the salaries of specialists, there are no funds allocated under a separate article in the budget.

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

According to the self-assessment, the Centre values stakeholder involvement in the QA processes. Internal stakeholders are included in the education quality assessment processes by participating in periodic student and faculty surveys, and external stakeholders in alumni satisfaction surveys.

In addition to surveys, the QAC also receives information through social networks and various similar platforms, daily direct communication with the MGU managerial staff.

It became clear from the site visit that teachers and students are included in the QA processes on a voluntary basis, this issue is still not regulated. The QAC plans to create quality structures, responsible persons in departments. In this regard, it is planned to create a methodological manual on the functions of quality managers.

In addition to the fact that external and internal stakeholders are involved in the QA processes through surveys, according to the statutes they are represented in the governing bodies of MGU, their opinion is taken

into account when developing, implementing, evaluating and revising the MGU charter, SP, APs and other documents.

However, the TLI does not yet have established employer and alumni databases, which are planned to be created in the near future.

10.4 The internal quality assurance system is periodically reviewed.

MGU has approved documents that regulate the design of the quality management system. Almost all regulatory internal normative documents have been revised not so long ago, starting from 2022. These documents also provide for periodic review and evaluation of the internal quality assurance system. In addition, the TLI regularly conducted external quality assessment through accreditation agencies and internal audit. MGU strives to implement quality assurance through the PDCA cycle, however, most of the actions intended to solve the problems raised during the previous accreditation were still in the planning and implementation phase.

The QAC still lack clear evaluation mechanisms to understand whether they have achieved their goals or not. During the site visit, it was found that the accountability of the QAC is just being formed.

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

The TLI has developed the 'Regulations of the MGU Education Process Quality Monitoring Expert Committee', which envisages the creation of an expert committee for the audit of education processes. The regulation provides for the formation of an expert group to solve a specific problem or a set of problems.

The TLI's main data collection mechanism is looking at the QA surveys. The observation of the QA questionnaires showed that they do not always reveal the needs of the stakeholders, mostly yes and no answers are included, on the other hand, the survey data are subjected to only quantitative analyses. Examining the results of the surveys included in the self-analysis report also confirms that the analyses were not carried out in depth, for example, it is reported that 93% of students are completely or almost completely satisfied with the interaction with the TS, but other opinions are not presented.

During the visit, it became clear that there was no analysis of survey results, discussion of problems and planning of improvement actions, and analyses and reports of various departments were also missing due to new formation or reorganisation.

It should also be noted that the self-assessment report did not always contain analytical information, complete analyses of criteria, there were many repetitions, SWOT analyses of criteria often did not provide a clear picture of the criteria, the self-assessment group did not correctly apply the SWOT analysis method.

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.

In line with the self-assessment, heads at different levels regularly report to collegial governing bodies that include both internal and external stakeholders.

According to the self-assessment, the results of monitoring, sociological surveys are fed back to the students, teachers and managerial staff of MGU by posting on the MGU website, organising meetings and discussions with stakeholders. However, from the visit of the expert panel, it became clear that the analyses of the surveys are partially provided to the stakeholders, and the official website is in the process of being restarted and is not updated often.

The TLI also considers the results of the summary certification and the reports of the presidents of the certification commission to be important. A review of several reports showed that they are more descriptive, quantitative analytical in nature, and recommendations for improvement are almost absent, moreover, they repeat the same thing.

Considerations: The expert panel positively evaluates MGU's efforts aimed at the development of the QA system. The MGU managerial staff emphasises diversification of data collection mechanisms and data-driven decision-making.

It is positive that the TLI provides human and material resources for internal quality assurance processes. From a documentary point of view, there are certain procedures that can contribute to the implementation of the quality policy. However, the internal QA system needs improvement.

The studies of the expert panel showed that some of the consultations given during the previous accreditation process were not fully implemented and were raised again as a result of the 2022 internal audit. Which shows that the quality assurance policy is not fully implemented, because the consultations did not serve the development of the TLI. Heads have been changed, which has brought positive changes.

In order to spread the culture of quality, the expert panel considers the motivated, active and large-scale involvement of external and especially internal stakeholders to be important, contributing to the elimination of existing issues among the stakeholders. However, the QA surveys are not targeted, and the included questions do not elicit the necessary information.

The expert panel considers it necessary to diversify the mechanisms for collecting information and increase the reliability of surveys, to carry out not only quantitative but also qualitative analyses of the results, which will serve as a basis for decision-making, contributing to the continuous development of various areas of the TLI.

The quality culture at the TLI continues to be in its infancy. According to the expert panel, the presence of quality officials in all departments, including Vanadzor, and the active participation of students and teachers in quality processes will contribute to the spread and development of the quality culture at the TLI.

From the point of view of evaluating the quality of the TLI governance, the expert panel finds it appropriate that the QAC should work under the authority of the managerial board.

Summary: Considering that MGU's internal quality assurance system and quality culture are at the stage of formation, internal quality assurance processes are mainly in the planning and implementation stage, they still do not have clear data collection and evaluation mechanisms, the expert panel that the university does not meet the requirements of Criterion 10.

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

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

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



Asya Simonyan
Chair of expert panel

22.09.2023

APPENDICES

APPENDIX 1. CVS OF EXPERT PANEL MEMBERS

Asya Simonyan: In 2013, she completed a Master's programme of the 'Physical Culture and Sports' speciality of the Gyumri State Pedagogical Institute. In 2017, she completed the post-graduate course of the 'Methodology of Teaching and Education (Physical Culture)' speciality at Shirak State University. She is a candidate of pedagogical sciences. In 2005-2007, worked at 'Gyumri Gymnast' CJSC as an artistic gymnastics coach, and since 2007, she has been working at the Gyumri Sports Higher Master's School as a coach-educator. Since 2013, she has been working at Shirak State University, currently an assistant at the Chair of Sports and Art. Since 2017, she has been a referee of the international class of individual and group forms of artistic gymnastics. Since 2021, she has been a member of the Artistic Gymnastics Referee Council of the RA Gymnastics Federation. Published 13 scientific articles in national and international periodicals. In 2004, she received the title of master of sports of RA artistic gymnastics. She is a multiple winner and prize-winner of the national and international artistic gymnastics championships. Is a participant of the 2008 World Cup, 2010 World Championship and 2012 World Club Championship. In 2013, she was recognised as the winner of the republican 'Best Student' competition (in the field of sports) by the Master's AP. In 2015, received the 'Certificate of Honour' by the AOC for her great contribution to the field of physical culture and sports, popularising artistic gymnastics and the Olympic ideology.

Aleksey Kryukov: Deputy Director of Education at Kursk State Medical University, Associate Professor, Candidate of Medical Sciences. In 1996-2002, he graduated from the Kursk State Medical University, majoring in general medicine. In 2002-2005, he graduated from Kursk State Medical University, the Department of Pathophysiology. In 2006, he received the scientific degree of candidate of medical sciences. Since 2009, he has been in the quality management system of the Kursk State Medical University as a quality officer of the chair of pathophysiology. Since 2014, he has been an expert of the All-Russian non-governmental organisation 'Medical League of Russia'. In 2020-2022, he was the head of the department's organisational, learning, methodical, scientific and educational activity group during the internal audit. In 2015-2021, participated in accreditation processes (10 processes in total) as an expert (at residency, postgraduate levels). Since 2019, he has been a member of the self-assessment committee of the Kursk State Medical University. In 2020-2021, he was the head of the committee of self-assessment of Kursk State Medical University for the purpose of international accreditation (accreditation of the AP on 'General Medicine').

Gurgen Hovhannisyan: In 1983, he graduated from Yerevan Pedagogical Institute named after Kh. Abovyan, receiving the qualification of geography teacher. In 1991, he graduated from Yerevan Pedagogical Institute named after Kh. Abovyan. In 2006, he received the scientific degree of Candidate of Sciences in Geography, 'The Problem of the Content of School Geography in RA', in 2007, he was awarded the scientific degree of associate professor. The research covers the fields of education, education management. In 2006-2021, he held the position of the head of the undergraduate department of the Educational Methodology Department of YSU. In 2008-2010, he was the scientific secretary of SCC Geography 005 professional council. Since 1994, he has been teaching at the Faculty of Geography of YSU. Since 2014, he is the acting head of the Department of Tourism Management and Cultural Studies of YSU Ijevan branch. Since May 2022 - a leading specialist of YSU Scientific Policy Department.:

Vahe Torosyan: In 2005-2008, he studied at Anania Shirakatsi Seminary. In 2012, he graduated from Yerevan State University, Faculty of International Relations, Chair of Public Administration. Since 2018, he is

a candidate of legal sciences, since 2022 - an associate professor. In 2013-2014, he worked in the court of general jurisdiction of Kentron and Nork Marash administrative districts of Yerevan as an assistant judge in bankruptcy cases. Since 2015, he has been teaching at Chair of Law at the European University. Since 2019, he has been working at the European University as the head of the legal department, since 2021, he has been the secretary of the Academic Council of the European University. Since 2020, has been coordinating additional education platform 'Armenian School of Democracy'. Since 2023, he has been teaching at the Armenian-Russian University. He is the author of a number of legal, Armenian and political publications. Participated in many conferences and delivered reports.

Edgar Manucharyan: In 2016-2020, he studied at the 'Communication Networks and Communication Systems' faculty of NPUA college with excellent progress. Since 2020, he has been studying at the Faculty of Law of Eurasia International University. Participated in a number of informal programmes, courses, academies. Second nomination of the Republic of Armenia 'Best Student 2022' contest. Participated in the training course for student-experts of the 'Students' Voice' project of ANQA. Author of one academic article on international law.

APPENDIX 2. SCHEDULE OF SITE VISIT

04.07.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Viewing campus resources and infrastructure, visiting clinics and observing exams	11:00	14:00	180 min

05.07.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with the Rector	09:30	10:30	60 min
2	Meeting with the Vice-Rectors	10:40	11:40	60 min
3	Meeting with the self-assessment working group	11:50	12:35	45 min
4	Break, expert panel discussions	12:50	13:50	60 min
5	Meeting with the Governing Board	14:00	14:50	50 min
6	Meeting with foreign alumni	15:00	15:40	40 min
7	Meeting with local alumni	15:50	16:30	40 min
8	Review of documents and closed session of the expert panel	18:00	19:00	60 min

06.07.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>
1	Meeting with deans	09:30	10:20	50 min
2	Meeting with heads of chairs and staff responsible for academic programmes	10:30	11:30	60 min
3	Meeting with representatives of the teaching staff (8-10 representatives)	11:50	12:50	60 min
4	Break, expert panel discussions	13:00	14:00	60 min
5	Meeting with students (8-10 representatives)	14:10	15:10	60 min
6	Meeting with heads of departments (Educational part, Alumni Career and Employment, Research Centres, Internship Department)	15:20	16:20	60 min
7	Meeting with the heads of departments (Document Circulation, HR, Economic, Marketing and PR, Accounting, Library, Centres of Educational Information Technologies, Simulation Technologies, Publishing Centre of 'Mkhitar Gosh' Periodical)	16:30	17:20	50 min

8	Review of documents and closed session of the expert panel	17:30	19:00	90 min
---	--	-------	-------	--------

07.07.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with staff member(s) responsible for the APs on 'General Medicine' and 'Dentistry'	Meeting with staff member(s) responsible for the AP on 'Jurisprudence'	09:30	10:30	60 min
2	Meeting with teachers of the APs on 'General Medicine' and 'Dentistry'	Meeting with teachers of the AP on 'Jurisprudence'	10:45	11:45	60 min
3	Meeting with students of the APs on 'General Medicine' and 'Dentistry'	Meeting with students of the AP on 'Jurisprudence'	12:00	13:00	60 min
4	Break, expert panel discussions		13:10	14:10	60 min
5	Meeting with the SC and SSS representatives		14:20	15:00	40 min
6	Meeting with local and foreign employers		15:10	16:10	60 min
7	Open meeting		16:20	17:00	40 min
8	Review of documents and closed session of the expert panel		17:10	19:10	120 min

08.07.2023		<i>Launch</i>	<i>End</i>	<i>Duration</i>	
1	Meeting with the staff of the Quality Assurance Centre		09:30	10:30	60 min
2	Review of documents and session of the expert panel		11:00	13:00	120 min
3	Break, expert panel discussions		13:00	14:00	60 min
4	Meeting with members chosen by the expert panel		14:10	16:10	120 min
5	Closed meeting of expert panel		16:20	17:20	60 min
6	Meeting with the TLI managerial staff		17:30	18:00	30 min

APPENDIX 3. LIST OF DOCUMENTS OBSERVED

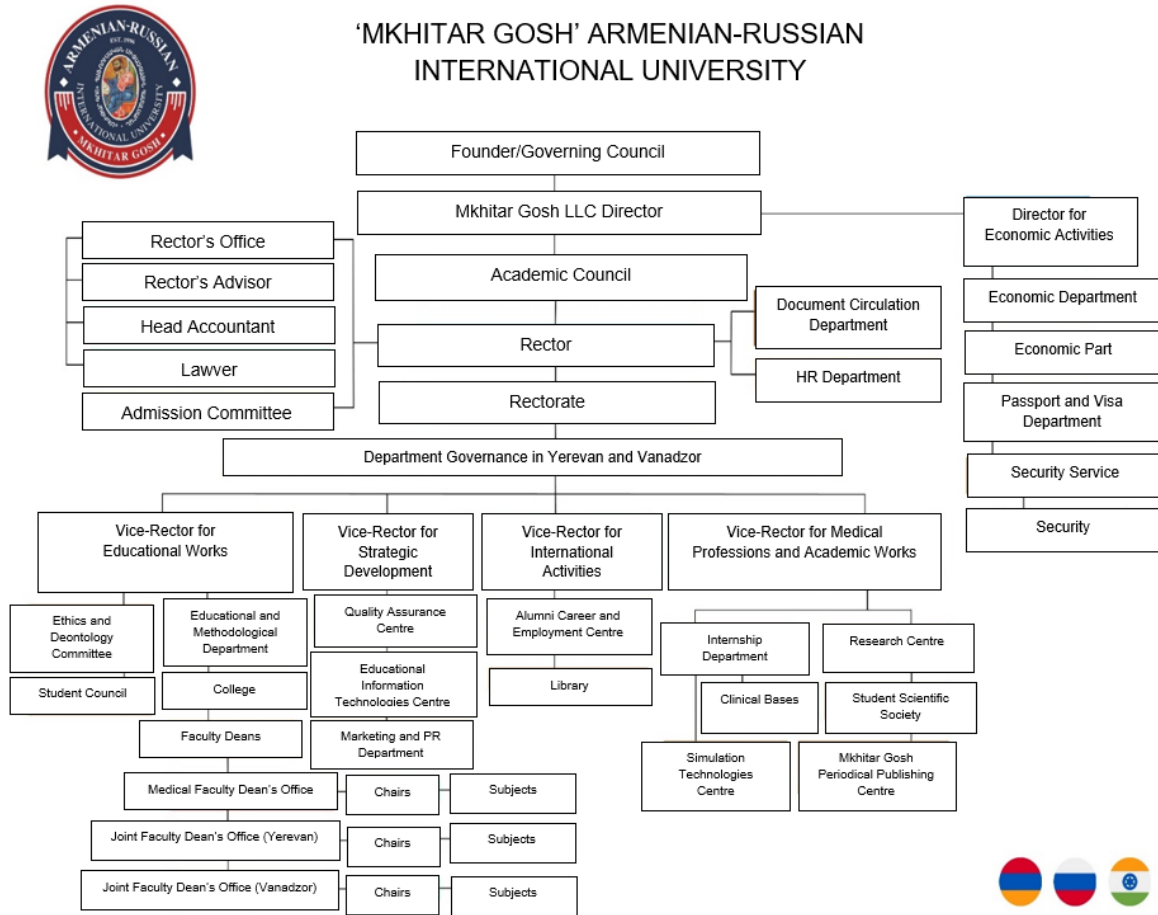
N	Document name	Criterion
1.	The Armenian version of the 2023 annual development plan of MGU	1
2.	Long-term, short-term strategic plans of the MGU research activities /2022-2025/	1, 6
3.	The 2022-2025 SP for the development of the Faculty of Medicine	1, 3
4.	LLC charter	1, 2
5.	University charter	1, 2
6.	Work plans, protocols of the Rectorate and Academic Council	2
7.	Reports, protocols of the rector, vice-rectors, deans, QAC	2
8.	Work plans and reports of structural units of the university	2
9.	The MGU 2023/2024 financial programme and financial activity plan, financial and economic activity report 2021/2023	2, 7
10.	00/23 Regulations on information and document management at Mkhitar Gosh University	2, 8
11.	02/08 Regulations on planning, implementation, monitoring, evaluation and improvement of the activities of the MGU divisions	2
12.	Marketing research analysis example	2
13.	Academic consultations schedule	2, 4
14.	Order on the self-assessment group	2
15.	Justifications of academic consultations, reports	2
16.	Position passports	2, 5
17.	Examples of employment contracts / teachers and students /	2
18.	Plan of a new differentiated system of teachers' remuneration	2
19.	Benchmarking samples of General Medicine, Dentistry and Law APs, revised subject syllabi and work plans	3, 10
20.	Protocols related to the discussion of the issue of the logical sequence of the AP courses /chairs/	3
21.	The complete sets of 3 APs presented in the self-assessment, with all components: syllabi, subject plans and assignments/tasks	3
22.	Case task samples for different specialities	3
23.	Opinions of the chairpersons of the certification commissions	3
24.	State educational standard of the Russian Federation	3
25.	Master's AP	3
26.	Management AP	3
27.	Elementary pedagogy and methodology AP	3
28.	Internship diaries, supervisor's opinions	3
29.	Information about internships abroad	3
30.	Results of monitoring, materials on meetings, discussions	3, 10
31.	'Academic Research Methodology' subject programme	3
32.	Work, thematic plans of student scientific groups	4, 6

33.	Examples of essays, individual, course papers, bachelor's and master's theses, opinions, reviews and their execution procedures	3, 4
34.	Evidence of holding intra-university student conferences, Olympiads, seminars, round tables	4, 6
35.	Student guide /English, Armenian/	4
36.	SC and SSS charters and minutes of the scheduled and non-scheduled meetings	4
37.	Protocols of student scientific groups	4, 6
38.	Career centre report /2022-2023 year/, surveys conducted among employers	4
39.	The plan of the teacher rating regulations /Examples of rating/	5
40.	Materials of scientific and practical conferences, examples of publications /teachers, students/	5,6
41.	Methodology and order of publishing academic works of teachers, young scientists and students	5
42.	Work plans, programmes and schedule of TS and support staff trainings; Training plan for 40 employees in 2023	5
43.	Lesson observation protocols, lesson observation schedule, form sheet	2, 5,10
44.	Teacher's individual plan or plan form sheet	5
45.	Charter of the Department of International Relations	9
46.	Cooperation agreements with the RA and foreign universities, research institutes, hospitals, clinics, training bases	9
47.	QAC planning documents	10
48.	QAC charter	10
49.	Procedure for conducting surveys	10
50.	QAC all valid questionnaires	10
51.	Survey analyses conducted by the QAC and reported in self-assessment / <i>results of requirements elicitation surveys by responses expressed in numbers and percentages</i> /	10

APPENDIX 4. RESOURCES OBSERVED

1. Medesy dental clinic
2. Medline clinic
3. Auditoriums
4. Subject cabinets,
5. Simulation center
6. Laboratories (microbiology, anatomy, medical physics, biology, histology, epidemiology, immunology, normal physiology, chemistry, biochemistry, microbiology)
7. Electronic library
8. Library
9. Reading room (with computers)
10. Buffet
11. Gym hall and sports ground

APPENDIX 5. ORGANISATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 6. LIST OF ABBREVIATIONS

AKKORK - Agency for Higher Education Quality Assurance and Career Development

ANQA - National Centre for Professional Education Quality Assurance

AP - academic programme

AS - administrative staff

ELS – electronic library system

EW - educational works

MGU – ‘Mkhitar Gosh’ Armenian-Russian International University

NEET - National Eligibility cum Entrance Test

NQF - National Framework of Qualifications

OSCE - Objective Structural Clinical Exams

PBL – problem-based learning

PDCA – plan–do–check–act

QA - quality assurance

QAC - Quality Assurance Centre

RBL – result-based learning

SA - self-assessment

SC – Student Council

SP - strategic plan

SSS - Student Scientific Society

TBL – team-based learning

TLI - tertiary learning institution