



YEREVAN HAYBUSAK UNIVERSITY
SELF-EVALUATION REPORT
FOR INSTITUTIONAL ACCREDITATION
2023

Table of Contents

I. INTRODUCTION	4
1.1. HISTORY OVERVIEW, STRATEGY, FIELDS OF ACTIVITY, STRUCTURE	4
1.2. DEVELOPMENT AND QUALITY ASSURANCE	6
1.3. SELF-EVALUATION PROCESS	7
1.4. STUDENTS AND TEACHERS	9
II. MAIN STANDARDS-RELATED CHANGES MADE BASED ON RECOMMENDATIONS OF THE PREVIOUS INSTITUTIONAL ACCREDITATION.....	10
2.1. Strategic management	10
2.2. Resources	10
2.3. Quality culture	11
2.4. Academic ethics	11
2.5. Internationalisation	11
2.6. Teaching staff	12
2.7. Study programmes	12
2.8. Learning and teaching	13
2.9. Student assessment	13
2.10. Learning support systems	13
2.11. Research, development and other creative activity	13
2.12. Service to society	14
III. SELF-EVALUATION ACROSS STANDARDS.....	16
3.1. STRATEGIC MANAGEMENT	16
3.2. RESOURCES	18
3.3. QUALITY CULTURE	21
3.4. ACADEMIC ETHICS	24
3.5. INTERNATIONALIZATION	26
3.6. TEACHING STAFF	28
3.7. STUDY PROGRAMMES	30
3.8. LEARNING AND TEACHING	32
3.9. STUDENT ASSESSMENT	34
3.10. LEARNING SUPPORT SYSTEMS	36
3.11. RESEARCH, DEVELOPMENT AND OTHER CREATIVE ACTIVITY	38
3.12. SERVICE TO SOCIETY	42
IV. SELF-EVALUATION OF SELECTED STUDY PROGRAMMES	44
GENERAL PROVISIONS	44
4.1. DENTISTRY (UNINTERRUPTED AND INTEGRATED STUDY)	48
4.2. MANAGEMENT (BA)	68
4.3. JURISPRUDENCE (MA)	83
4.4. PSYCHOLOGY (BA)	93
ANNEXES	106

Abbreviations and Acronyms

APEL	Accreditation of prior and experiential learning
BA	Bachelor of Arts
CDEQA	Centre for Development and Education Quality Assurance
CJSC	Closed joint-stock company
COVID-19	Coronavirus disease 2019
CV	Curriculum Vitae
DMD	Doctor of Dental Medicine
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
EQAR	European Quality Assurance Register for Higher Education
EUA	European University Association
FTE	Full-time Equivalent
HAKA	Estonian Quality Agency for Education (former EKKA)
HEI	Higher Education Institution
HR	Human Resources
IT	Information Technology
LLC	Limited Liability Company
MA	Master of Arts
M.D.	Doctor of Medicine
MESCS	Ministry of Education, Science, Culture, and Sports
NAS	National Academy of Sciences
NGO	Non-governmental organization
NQF	National Qualifications Framework
PR	Public Relations
QA	Quality Assurance
QEI	Quality Enhancement Instrument
RA	Republic of Armenia
R&D	Research and Development
RDC	Research, Development, and other Creative Activity
RRC	Research Resource Centre
SC	Scientific Council
SO	Strategic Objective
SP	Study Programme
SPWG	Study Programmes Working Group
SSS	Student Scientific Society
SWOT/TOWS	Strengths, Weaknesses, Opportunities, Threats
UC	University Council
UNHCR	United Nations High Commissioner for Refugees
YHU	Yerevan Haybusak University



I. INTRODUCTION

1.1. HISTORY OVERVIEW, STRATEGY, FIELDS OF ACTIVITY, STRUCTURE

Yerevan Haybusak University (YHU) was founded in 1991 in the times of dissolving Soviet Union and the restoration of independence of Armenia. Initially, it acted as Haybusak Cooperative Institute. On 20 March 2003, it was reorganised into Haybusak University LLC. Subsequently, several educational institutions joined YHU, notably the Institute of Oriental Studies after H. Lazarian, the Armenian Open University after L. Kalashyan, Yerevan Roslin Arts Institute, Imastaser Anania Shirakatsi University of Gyumri, Armenian Institute of Ecology, Economics and Rights.

Responding to the challenges of the emerging education system for the newly independent country and with its primary goal of creating an accessible academic environment for applicants, regardless of their financial capabilities, YHU has become a centre for new thinking and academic and professional development. And today, Haybusak is a new type of educational institution that combines the best aspects and qualities of private and public education, providing all participants with the opportunity for self-realisation as specialists, creative thinkers and contributors to the life of their communities. It is a multidisciplinary university complex comprising four institutes and 40 clinical and specialised centres.

Haybusak is the only university in Armenia that gives medical, juridical, humanitarian, economic and applied decorative (design) education. Our students have the ultimate opportunity to acquire and deepen secondary competencies besides their primary specialisation. Due to this symbiosis, they participate in joint projects, scientific conferences, and international grants.

YHU provides education in **18 (32) study programmes**:

- General Medicine (M.D.)
- Stomatology (D.M.D.)
- Pharmacy (BA, MA)
- Ecology and Natural Resource Management (BA)
- Economics (BA, MA)
- Finance (BA, MA)
- Management (BA, MA)
- Informatics (BA, MA)
- Law (BA, MA)
- International Relations (BA, MA)
- Psychology (BA, MA)
- Specialized Pedagogy (BA, MA)
- General Pedagogy (BA, MA)
- Armenian Language and Literature (BA, MA)
- Journalism (BA)
- Design (BA, MA)
- Painting (BA, MA)
- Outfit Modelling (BA, MA)

For 30 years of its history, YHU has established itself as a reliable partner, an experienced guide for its students and a friend of its alumni. Alongside the academic knowledge and professional skills of our students, we have been developing their social competencies, responsibility, and understanding of the social significance of their future profession, analytical thinking, due care, and ability to find solutions in non-standard situations, ability to critically judge their study dynamics and professional advantages and shortcomings as well as teamwork skills.

With academic research activities carried out in different directions, we organise scientific conferences and publish collections of articles. We often publish educational and methodological manuals and scientific research results on well-known platforms such as Scopus and Web of Science. Having decided on the strategic goals and objectives, we have also developed an action plan for our scientific projects and mechanisms for the quality control of academic staff as one of the key drivers in the educational process.

Our vision is thousands of talented, knowledgeable, and caring professionals and scientists educated in a free academic space who consistently improve the well-being of people and communities and care for the environment. Following that vision, the university aspires to become a leading educational institution and research centre in Armenia with internationally recognised education quality. Our students will learn from renowned scientists and lecturers from leading world universities, representatives of successful businesses, and international and national organisations.

Towards our vision, we set the following strategic goals and objectives:

Goal 1. To create a harmonious enabling environment for the academic and professional development of the students and faculty

- 1.1. Modernise study programmes and enhance the methodological, teaching and technological base of the university, using innovative approaches
- 1.2. Develop research directions and capacities
- 1.3. Instil a student-centred education system
- 1.4. Deploy a system of academic mobility programmes
- 1.5. Expand the YHU external relations and participation of local and international stakeholders

Goal 2. To create an environment for nurturing the students' civic responsibility

- 2.1. Develop students' life competencies and soft skills
- 2.2. Develop accountability systems
- 2.3. Develop students' and staff's responsibility and care for the environment
- 2.4. Deploy community development mechanisms
- 2.5. Deploy the system of lifelong learning.

The **result areas** of YHU strategy for 2021-25 include, among others, the development of modern and innovative study programmes, enhanced international cooperation, the re-equipped dental clinic and a polyclinic serving the surrounding area with a population of 40,000. We also envisaged expanding our simulation centre and bacteriology laboratory, developing the research resource centre, psychological support centre, legal clinic, design laboratory, and stationary cabinets for distance learning. The YHU strategy also contains cooperation with ministries, employers, and other external stakeholders, academic and research partnerships, and agreements for expanding and strengthening mobility, exchange and training. Our result areas include establishing a life-long-learning operation system, developing our students' soft skills and competencies and capacity building for the student council.

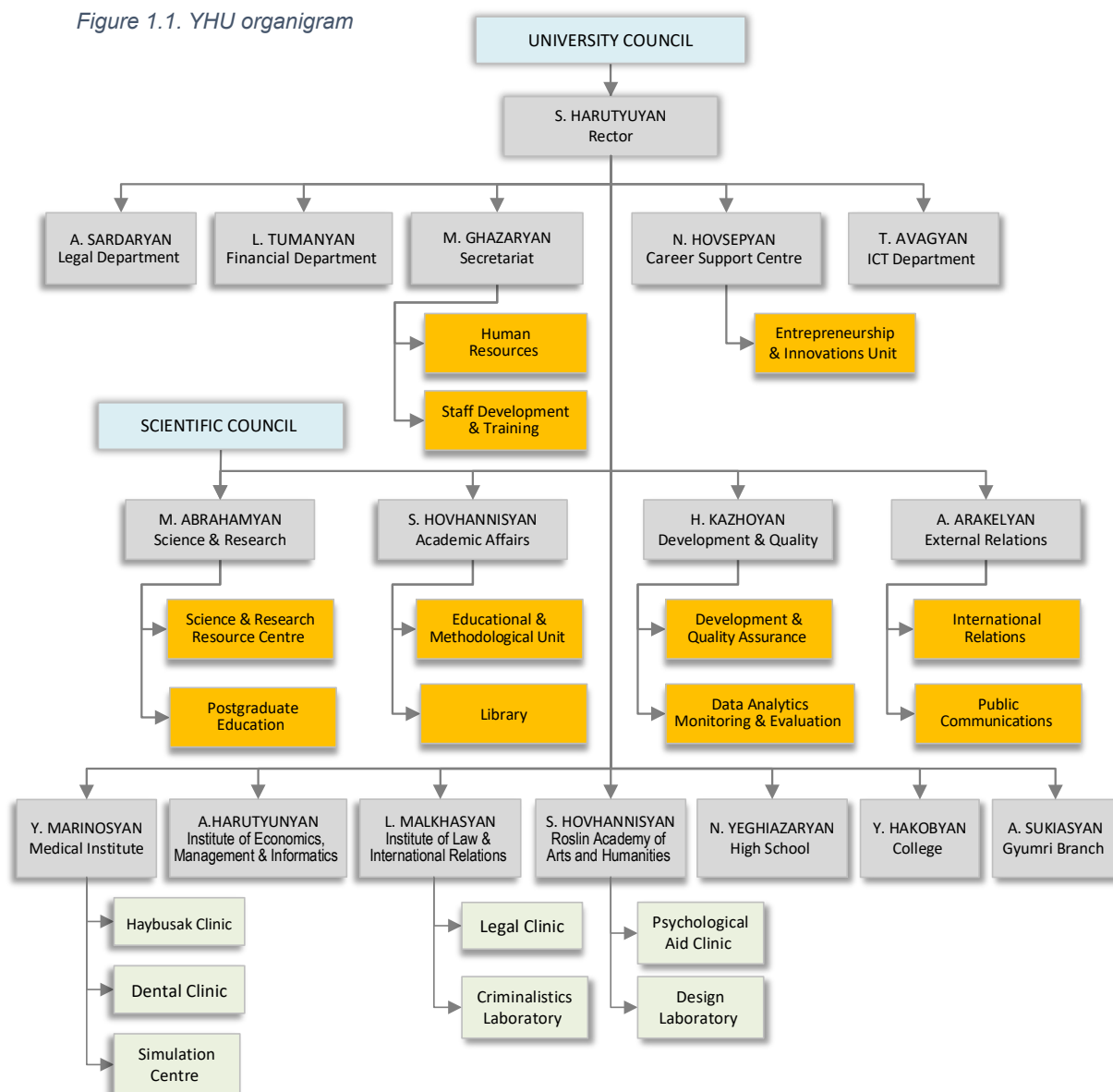
Over the past three years, we have re-equipped our specialised bases for developing skills and competencies. In 2019, we laid the foundations for the simulation centre for medical students. Its development continues to this day, making it possible for the university to participate in the international grant Erasmus Safemed+. The dental clinic, which served as a base for developing the competencies and skills of the students, became a polyclinic

structure for providing services to the population. Our psychological service centre and the legal clinic are actively developing.

The university is becoming one of the sources of innovation and technology, and its practical importance for developing the economy and promoting the country in international markets is evident. Thus, YHU participates in many international educational exhibitions (Moscow, Aleppo, Damascus, Beirut, Tbilisi, Kyiv, Yerevan, etc.) and receives education quality awards.

Many factors drive the success of YHU, including its effective management system. Based on the experience of the world's leading universities, we introduced a shared governance model of participation in the university's management. With such a system, all groups within the University act as partners, not merely performers. Thus, YHU enjoys collegiality and participatory governance – a combination of executive power with Councils of the Institutes and Chairs comprised of the professors, the staff, and students. The personality of the rector, who combines wisdom, honesty, tolerance, love, and an individual approach to students, plays an essential role in the effective management of YHU. As a result, the university's motto, "collective spirit is more important than competing," is effectively implemented.

Figure 1.1. YHU organigram

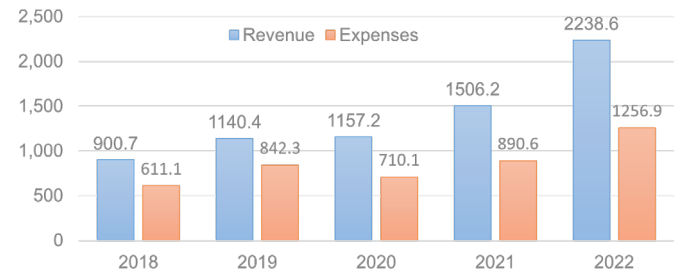


Our students and other stakeholders are actively involved in the joint management of YHU. Many employers are our alumni who attained recognition in their field of activity. With their knowledge of contemporary market challenges, they help us define the YHU development objectives. Our students are involved in the Scientific, University and other Councils and committees.

The COVID-19 pandemic posed new and unexpected challenges for the University, and we took drastic measures to slow the spread of the infection. That has also led to digitalization and digital improvement in learning and teaching, research, and quality assurance. The most challenging task remained the process of educating medical students, who were at the forefront of the fight against the virus in the hospitals. But it helped to gather versatile information on important scientific topics and to carry out volunteer activities.

The budget of the University consists of sub-budgets of the institutes and academy. The budget revenue has been steadily increasing for the last five years (Figure 2). For the last five years, significant YHU expenditure (40%) was for teachers' (including visiting professors) and admin staff's salaries.

Figure 1.2. YHU revenue and expenses, mln AMD



1.2. DEVELOPMENT AND QUALITY ASSURANCE

In November 2021, the Rector expanded the University's Education Quality Assurance Centre into the Centre for Development and Education Quality Assurance (CDEQA) to facilitate the University's development in addition to enhancing the quality assurance. With its extended functions, CDEQA could now tap into the research outcomes and operational metrics produced for quality assurance activities through surveys, monitoring and training and contribute that data as the essential evidence base for planning and steering the University's institutional development.

The Centre revised its charter, development and EQA-related policies and procedures, including streamlining the data collection strategies, which led to a significant decrease in the number of surveys. As a result, the University introduced and ran several online surveys.

CDEQA developed, discussed and introduced the Education Quality Assurance [Concept Note](#), based on which the [Quality Assurance Policy](#) was developed. Subsequently, also the YHU Quality Assurance Manual was updated. All three documents are available on the YHU website.



Yerevan Haybusak University - Main Campus

CDEQA helped establish the University's Research Resource Centre (RRC), which supports YHU's scientific research projects and will hopefully contribute to internal action research and institutional development. Also, jointly with Human Resources (HR) Department, CDEQA revised the University's Performance Management System (PMS).

The Vice-rector for Development and Education Quality Assurance leads CDEQA. Its staff includes the Development and Education Quality Assurance Coordinator with significant knowledge and experience in education quality assurance at the University and the Monitoring and Evaluation Officer – a third-year student of the Roslin Academy of Arts and Humanities. The Head of the Development and Education Quality Assurance of Haybusak College (VET) is also a member of the CDEQA team, although she directly reports to the college's director. CDEQA receives substantial support from vice-rectors, directors of the institutes and the former Deputy Director of EQAC, who runs the University's Career Centre and is the Task Leader for the University's Study Programmes Work Groups (SPWG).

Table 1.1. YHU CES-2021 and 2022

CES 2021 (N=183)	1. None at all - 5. A great deal				
	1	2	3	4	5
Students, 3.42	6	17	48	34	25
Alumni, 3.86		1	2	1	3
Teachers, 3.73		1	11	13	5
Support staff, 4			3	10	3

Table 1.2. YHU CES-2021 and 2022

CES 2022 (N=516)	1	2	3	4	5
	1	2	3	4	5
Students, 3.42	18	34	68	98	150
Alumni, 3.86	5	7	11	12	30
Teachers, 3.73	0	2	8	19	28
Support staff, 4	0	0	1	8	10

The University promotes a quality culture with its rigorous internal quality assessment principles and procedures. YHU's study programmes (SP) are continuously reviewed and enhanced in a participative way. CDEQA developed a quality assessment instrument and conducts surveys to continuously monitor the quality of education. The reports (See Appendix) help enhance the quality assurance policies and procedures.

Compliance of the YHU's management, organization of work, teaching and research environment with European standards is also assessed externally. And YHU grows continuously based on the results of its quality assurance activities.

Based on they revised survey policy, YHU conducts annual surveys of its teaching and support staff, students and external stakeholders. Tables 1.1 and 1.2 and Figures 1.3 and 1.4 show the results of the Customer Effort Score (CES) component of the 2021 (N=183) and 2022 (N=516) surveys among students, alumni, teachers and support staff.

Figure 1.3. YHU CES-2021

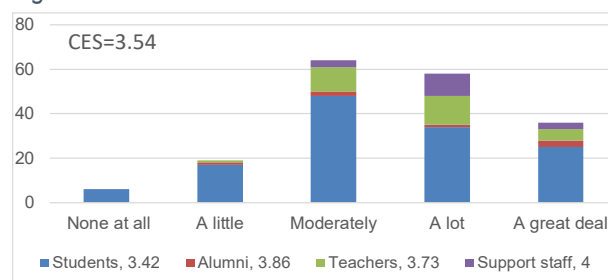
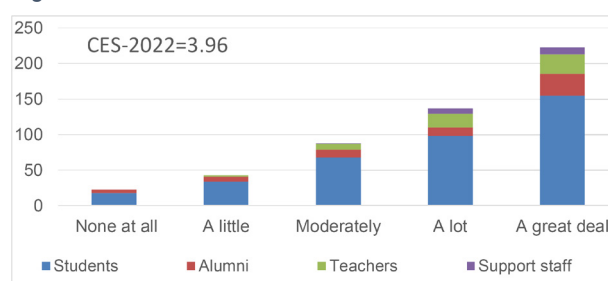


Figure 1.4. YHU CES 2022



1.3. SELF-EVALUATION PROCESS

The self-evaluation process began after the first annual revision cycle of the University's Strategic Plan for 2021-2025. The process included an extensive seminar on SWOT/TOWS analysis, an analysis of the 2021-22 academic year achievements, and redefining main objectives with the participation of 70 members of academic and administrative staff, student representatives, alumni and external stakeholders.

On 29 and 30 August, Estonian Quality Agency for Education (HAKA, former EKKA) organized a two-day online training with 23 YHU staff and student representatives. Subsequently, CDEQA translated into Armenian and shared the bilingual document of HAKA's guidance for preparing the self-evaluation report. YHU formed five working groups – one at each institute and academy and

one at the University level. In the meantime, three confirmed study programme groups and the newly formed one worked on the reports on the self-evaluation of four selected study programmes. Table 1.3. lists the members of all nine working groups.

Each subdivision's working group met several times to evaluate the current situation. Using CDEQA's Quality Enhancement Instrument, which was adjusted according to HAKA's guidelines, they assessed their subdivision's compliance with the 12 standards, defined the strengths and suggested areas for improvement.

The all-university working group met for a sequence of 11 meetings initiated by the Rector.

CDEQA informed the staff and students of the entire self-evaluation process by scheduling and conducting meetings, preparing and disseminating meeting minutes via internal communication and regularly sharing posts on its Facebook group. The External Relations Department regularly posted that information on the University's website and Facebook pages. Minutes of all sessions are available on the YHU website.

CDEQA compiled the draft bilingual self-evaluation report – in Armenian and English reviewed in December

2022 by academic and administrative staff members and student representatives from each institute to ensure that it is evidence-based and accurately reflects the current state of the University. The University's External Relations Department shared the report with staff and students. The final version was approved by the University Council and submitted to HAKA in January 2021.

The report and the entire package of related documents will be available on the YHU website by the end of the institutional accreditation process.

Table 1.3. Self-evaluation working groups

Study Programmes		Standards
Institute of Medicine		All-University
DENTISTRY 1. Yanina Marinosyan, Director 2. Areg Sepyan, Head of the Chair 3. Zaruhi Ghahramanyan, lecturer 4. Armine Grigoryan, lecturer 5. Ava Ostovar, student 6. Mehrnoosh Kazempur, student 7. Khazhak Adamyan, alumnus	1. Yanina Marinosyan, Director 2. Narine Martirosyan, Deputy Director 3. Areg Sepyan, Head of the Chair 4. Hayk Hovhannisyan, lecturer 5. Zaruhi Ghahramanyan, lecturer 6. Soel Beitollahaliakbar, lecturer 7. Aris Mirzayants, student 8. Vincent Nazaryan, student 9. Tatevik Filiposyan, lecturer 10. Gayane Galoyan, lecturer 11. Hripsime Kobelyan, lecturer 12. Avetis Grigoryan, lecturer 13. Gevorg Barseghyan, external stakeholder	Name, Position, Sessions Attended 1. Liana Malkhasyan, Director, Institute of Law and International Relations, 11 2. Anna Harutyunyan, Director, Institute of Economics, Management and Informatics, 11 3. Mariam Hovhannisyan, CDEQA Coordinator, 11 4. Hrachia Kazhoyan, Vice-Rector for Development and Quality Assurance, 11 5. Narine Martirosyan, Deputy Director for foreign students of Institute of Medicine, 10 6. Meri Aloyan, PR Officer, 9 7. Sona Hovhannisyan, Vice-Rector for Academic Affairs, 9 8. Yanina Marinosyan, Director, Haybusak Institute of Medicine, 8 9. Marine Matosyan, Head of the Research Resource Centre, 8 10. Narine Hovsepyan, Head of the Career Centre and SP Team Leader, 7 11. Inessa Porksheyan, Head of the Development and Education Quality Assurance of YHU College, 7 12. Levon Tumanyan, Head of the Financial Department, 7 13. Anna Arakelyan, Head of External Relations, 5 14. Marina Ghazaryan, Chief of Staff, 5 15. Gayane Gevorgyan, Head of the Chair of Economics, 4 16. Maria Hakhverdyan, student, Institute of Law and International Relations, 4 17. Suren Harutyunyan, Rector, 4 18. Martin Abrahamyan, Vice-Rector for Scientific Affairs, 3 19. Zaruhi Ghahramanyan, Lecturer, 3 20. Tigran Petrosyan, Deputy Director, Institute of Medicine, 3 21. Yeva Hovhannisyan, student-volunteer, Monitoring & Evaluation Specialist, CDEQA, 2 22. Azganush Margaryan, Library Manager, 2 23. Syuzanna Pipoyan, graduate, Assistant Director of Institute of Law and International Relations, 2 24. Gagik Aleksanyan, student, Institute of Medicine, 1 25. Levon Harutyunyan, Adviser to the Rector, Financial Department, 1 26. Anna Hakobyan, student, Institute of Economics, Management and Informatics, 1 27. Narek Martirosyan, Lecturer, 1 28. Siranush Mnatsakanyan, student, Haybusak Institute of Medicine, 1 29. Garnik Safaryan, Professor, Institute of Law and International Relations, 1 30. Larisa Simonyan, Chief Accounting Officer, 1 31. Hamlet Stepanyan, lecturer, Institute of Law and International Relations, 1
Institute of Economics, Management, and Informatics		
MANAGEMENT 1. Anna Harutyunyan, Director 2. Sona Hovhannisyan, Vice-rector 3. Gayane Gevorgyan, Head of Chair 4. Narine Hovsepyan, lecturer 5. Maria Saponjyan, lecturer 6. Armine Hakobyan, 3rd year student 7. Armine Basmachyan, graduate	1. Anna Harutyunyan, Director 2. Sona Hovhannisyan, Vice-rector 3. Marine Ghazaryan, Head of Staff 4. Gayane Gevorgyan, Head of Chair 5. Lucia Mkrtchyan, Associate Professor 6. Alexander Avagyan, lecturer 7. Narine Hovsepyan, lecturer 8. Anahit Apresyan, 2nd year student 9. Susanna Avagyan, 2nd year student 10. Armine Hakobyan, 3rd year student	
Institute of Law and International Relations		
JURISPRUDENCE 1. Liana Malkhasyan, Director 2. Garnik Safaryan, Professor 3. Ruzanna Tonoyan, alumni 4. Susanna Pipoyan, student 5. Tamara Grigoryan, employer, PhD 6. Arsen Sardaryan, Head of Chair 7. Lilit Yenokyan, employer	1. Liana Malkhasyan, Director 2. Karine Arakelyan, student 3. Rafik Sirunyan, lecturer 4. Mkrtich Muradyan, lecturer 5. Hamlet Stepanyan, lecturer 6. Maria Hakhverdyan, student 7. Garnik Safaryan, Professor 8. Mariam Hovhannisyan, CDEQA coordinator	
Roslin Academy of Arts and Humanities		
PSYCHOLOGY 1. Yeva Hovhannisyan, Head of Chair 2. Hasmik Palanduzyan - lecturer 3. Hasmik Harutyunyan, Associate Professor 4. Tamara Grigoryan, student 5. Astghik Yengibaryan, alumni	1. Anush Yeghiazaryan, Professor, Head of Chair 2. Marianna Baloyan, Deputy Director 3. Hasmik Harutyunyan, Associate Professor 4. Hasmik Palanduzyan, lecturer 5. Yeva Hovhannisyan, Head of Chair 6. Lilit Ohanyan, lecturer 7. Amalia Sahakyan, lecturer 8. Laura Boyakhchyan, student	

1.4. STUDENTS AND TEACHERS

Table 1.4 shows the number of YHU students. Over the last five years, the number of YHU students and admission rates have decreased, reflecting Armenia's overall situation during the compound crisis of COVID-19 and the war over Artsakh. In 2022, YHU received a significant influx of over 350 students from another Armenian university when the Minister of Education, Science, Culture and Sports suspended its licenses.

The total number of graduates was also declining, although the number of the General Medicine graduates had a positive trend from 2018 to 2021.

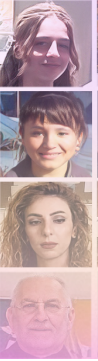
In 2022, YHU had 175 academic staff with the average age of 47, of 65 of whom with PhD and Dr Sc. The number of support staff was 62. Over the past five years, the number of professors, associate professors and teaching staff with PhD has steadily grown (Table 4).

Table 1.4. Students and graduates

	Name of Study Programme, Level: BA, MA	Admissions (A), Graduates (G), Total number of students (S)														Early Leavers (EL)			
		2018/19			2019/20			2020/21			2021/22			2022/23		2018	2019	2020	2021
		A	G	S	A	G	S	A	G	S	A	G	S	A	S	EL	EL	EL	EL
1	General Medicine*	515	56	779	265	97	1097	298	98	879	608	77	1725	208	1409	29	176	149	139
2	General medicine - BA	65	67	259												46			
3	General medicine - MA	24	42	70	1	20	20									4			
4	Stomatology*	146	117	662	154	105	579	171	98	521	180	73	452	118	393	25	112	137	77
5	Pharmacy - BA	13	65	159	21	30	81	20	45	61	7	9	34	7	28	15	34	3	5
6	Pharmacy - MA	1	1	2	4	4	5	7	5	11	8	5	9	1	0	8	0	2	3
7	Economy & Administration of Industries/Economics - BA	11	13	38	6	14	27	3	9	17	7	5	16	20	44	15	5	4	6
8	Management - BA	34	19	89	37	18	88	28	6	61	32	12	68	22	62	7	24	19	15
9	Management - MA	3	6	8	10	2	12	2	9	11	7	1	9	3	6	9	2	0	5
10	Jurisprudence - BA	26	22	112	19	15	105	38	14	135	9	13	72	16	77	13	11	17	11
11	Jurisprudence - MA	11	7	29	7	8	22	19	1	43	4	8	18	9	4	6	3	4	2
12	International Relations - BA	0	4	4	0	0	0	0	0	0	1	1	2	0	0	6	0	0	0
13	Pedagogy and Methodologies -BA	2	5	11	1	4	9	1	4	7	1	3	7	1	12	11	2	1	0
14	Pedagogy and Methodologies -MA	1	0	2	1	2	2	1	0	1	3	0	3	2	2	1	1	0	0
15	Pedagogy and Psychology - BA	12	13	55	16	9	47	18	2	36	20	2	41	18	35	6	7	7	3
16	Pedagogy and Psychology - MA	5	8	13	2	3	7	1	1	3	4	1	5	1	4	2	0	0	0
17	Foreign Language and Literature - BA	4	4	17	3	5	12	0	3	6	4	1	7	1	7	8	2	0	0
18	Foreign Language and Literature - MA	0	2	2	3	0	3	0	3	3	2	0	2	0	1	7	0	0	0
19	Art Design - BA	4	2	6	6	5	11	3	6	7	3	4	15	3	17	8	0	3	2
20	Art Design - MA	2	2	3	0	1	1	0	0	1	0	0	1	0	0	4	0	0	0
21	Outfit Modelling (Fashion Design) - BA	0	3	1	0	2	1	1	5	5	3	3	9	0	4	9	0	0	1
	*Sub-total Integrated	661	173	1441	419	202	1676	469	196	1400	788	150	2177	326	1802	54	288	286	216
	Sub-total BA	171	217	751	109	102	381	112	94	335	87	53	271	88	286	144	85	54	43
	Sub-total MA	47	68	129	28	40	72	30	19	73	28	15	47	16	17	41	6	6	10
	Total	879	458	2321	556	344	2129	611	309	1808	903	218	2495	430	2105	239	379	346	269

Table 1.5. Teaching staff

Teaching Staff	2017-18	2018-19	2019-20	2020-21	2021-22
Institute of Medicine	71	91	89	87	97
Female	47	54	48	58	63
Male	24	37	41	29	34
Institute of Economics, Management, and Informatics	13	13	12	15	12
Female	8	6	8	7	7
Male	5	7	4	8	5
Institute of Law and International Relations	11	13	15	15	15
Female	6	6	6	5	5
Male	5	7	9	10	10
Roslin Academy of Arts of Humanities	34	42	43	48	51
Female	23	29	31	38	44
Male	11	13	12	10	7
Total number of academic staff	129	159	159	157	175
Female	84	95	93	100	119
Male	45	64	66	57	56
Number of academic staff with PhD and Dr Sc	29	50	55	59	85
Female	18	38	36	36	57
Male	11	12	19	23	28
Associate Professors	12	19	13	26	29
Female	5	9	7	14	19
Male	7	10	6	12	10
Professors	2	3	2	8	8
Female	1	2	1	3	4
Male	1	1	1	5	4
Average age or distribution in age group	48	50	48	50	47
Number of international teaching staff	12	7	6	5	14
Female	5	4	3	1	6
Male	7	3	3	4	8
Number of admin/support staff	49	58	50	61	62
Female	35	42	38	46	48
Male	14	16	12	15	14



II. MAIN STANDARDS-RELATED CHANGES MADE BASED ON RECOMMENDATIONS OF THE PREVIOUS INSTITUTIONAL ACCREDITATION

The following is a consolidated table of changes made at YHU based on the recommendations of previous institutional accreditation. Changes based on the 2022 internal quality assessment are discussed under *Standard 3. Quality Culture*.

2.1. STRATEGIC MANAGEMENT

#	Recommendations of the previous YHU accreditation	Actions taken/Results
1	Develop the strategic plan so that it has clear and measurable goals, supported by specified resources of time and money. Review how Key Result Areas and Performance Targets have used all aspects of the SWOT to ensure that the full benefit of the SWOT is realised and make it clearer how the SWOT analysis informs the strategic plan.	YHU developed its Strategic Plan in 2021 and reviewed in 2022 in a series of planning sessions. The rev. 2022 explains how a participatory SWOT analysis was utilized. The strategic plan and the sessions' minutes and are available on the YHU website.
2	Some of the objectives do not easily lend themselves to the measurement of their achievement. Review them to ensure that their attainment can be measured, that there is a shared understanding, and that the associated targets are relevant.	Objectives were reviewed and reformulated in a participative manner. The updated strategic plan includes measurable objectives (August 2022).
3	Develop strategic plans for each core area that align with the main goals, based on an evidence-based analysis, with specific targets to ensure that priorities are clearly identified, that goals are measurable, and their achievement is clearly demonstrated.	Research, internationalisation, quality and the overall YHU strategic plans for 2021-2025 were developed/reviewed.
4	Provide staff development for strategic planning to ensure that those engaged in the process have the appropriate competencies and skills.	CDEQA provided hands-on training in the form of workshops. See Section 3.1. Strategic Management.
5	Prepare an organigram of the YHU structure, decision-making bodies and reporting lines so that it is clear to all stakeholders.	The updated YHU organigram depicts decision-making bodies and reporting lines.
6	Review the operational plan so that it facilitates the development of departmental plans that can be monitored and fed into the overall evaluation of the operational plan. Develop more detailed action plans to ensure that resources are available to reach the targets set within the given deadline and that an individual who holds responsibility for each objective is identified.	The annual work plans of YHU employees also informed the new action plan for the 2022/23 academic year. It includes resources, deadlines, and the names of responsible persons for each strategic objective.

2.2. RESOURCES

7	Further improve the transparency and understanding of the principles of employees' remuneration.	The HR Department developed a guide explaining employees' categories and remuneration scales.
8	Systematise staff development processes to ensure that activities support the development of new knowledge, skills and behaviours.	Based on the individual work plans, HR Department is preparing and implementing a competency development plan. Staff Development and Training Unit registers trainees, provides capacity development training.
9	Focus investment in the library to extend the digital resources to enable staff to exploit e-learning opportunities for the benefit of students' learning.	Following its development plan, the library produces annual reports on the status and current activities. The first report (2022) was presented and is available here .
10	Update and publish key documents, such as the organisational structure, the quality assurance manual, and the student guide, so that they are available to stakeholders.	We updated the organigram, student guide, and quality assurance manual.
11	Increase the budget for research at YHU and establish formal collaborations with research institution in Armenia in order to increase research outcome and thus, visibility.	The research strategy for 2022-25 was developed. It includes collaboration modalities with ministries, research institutions, and other stakeholders.

2.3. QUALITY CULTURE

12	Develop, articulate and disseminate its use of key concepts which underpin the provision including student-centred learning, the research-teaching link, internationalisation, and service to society.	CDEQA prepared a concept note (December 2021), based on which an assessment instrument was developed (February 2022), and the quality policy was updated (May 2000). The documents are available here .
13	Ensure that the EQA leads the way within YHU in the review of its structure, its effectiveness and progress made towards the achievement of objectives.	CDEQA prepared a concept note and an internal assessment instrument and conduct annual evaluations. YHU participates in European forums and other events.
14	Ensure that the distribution and analysis of questionnaires to stakeholder groups is consistent and rigorous.	CDEQA reviewed the practice, introduced the general survey, and kept only the annual surveys of employees and graduates.
15	Develop a process for closing the feedback loop to ensure that stakeholders are aware of actions taken on their feedback.	The operational plan of the CDEQA targets the enhancement of accountability. UC discussed the feedback process and installed a box for complaints and suggestions.
16	Update the Education Quality Assurance Manual to ensure that it accurately reflects the current structure and processes in the University so that all stakeholders are clear about these.	CDEQA updated the Manual, circulated the draft, discussed it, and finalised it in November 2022. It was adopted in December 2022.
17	Monitor the implementation of initiatives, whether policy or procedure, to ensure that they are effective in achieving the intended aims.	Education quality was assessed in all institutes in a participatory manner (02-04.22) and is conducted annually. The report is available here . Classes are monitored using the updated guidance.

2.4. ACADEMIC ETHICS

18	Develop approach to ethics to ensure that there are policies to address all essential areas and that infrastructure to oversee their implementation free from potential conflicts of interest.	Policies were reviewed in November 2022, the Ethics Committee members were re-elected (05.2022), and its Charter and the Code of Ethics were substantially rewritten (November 2022).
19	Develop appropriate and relevant policies to ensure the implementation of the ethical rules relating to whistle-blowing, anti-corruption and bribery, non-discrimination and anti-harassment, plagiarism and research integrity.	The Code of Ethics and the Ethics Committee Charter were renewed, discussed with staff and students and adopted in December 2022. The Code of Ethics includes the protection of whistle-blowers and the prevention of retaliation.
20	Reconsider the membership of the Ethics Committee to ensure that it has representation from teaching staff and students.	The Committee was re-elected. It includes students and staff with no management representatives from each institute.
21	Adopt a conflict of interest procedure for the Ethics Committee to ensure fair treatment of the issues raised.	YHU developed and adopted a policy on the prevention of conflict of interest.
22	Review the operation of the Ethics Committee so that it meets more regularly, is transparent about the outcomes of meetings and enables complaints to be filed directly to the Committee.	A new Ethics Committee meets regularly. According to its renewed regulations, the Committee will also gather to approve the research programmes that deal with personal data. An online platform and a box for sending complaints and suggestions exist.
23	Hold classes on academic honesty; cover all aspects of the Rules of Ethics. Consider a mandatory course on ethics and introduce a class for teaching staff to discuss ethical issues.	Regular classes on ethics and academic integrity are held at YHU. The curriculum was drafted by CDEQA in April. Reviewed by RRC, it was included in all study programmes in August 2022.

2.5. INTERNATIONALISATION

24	Develop a coherent internationalisation policy with clear and measurable objectives and an associated and realistic action plan.	The internationalisation strategy was updated and the new action plan developed (November 2022).
25	Ensure that the policy includes objectives relating to the international mobility and the impact of these on the quality of education. The policy should also include objectives for international partnerships, language proficiency and intercultural awareness and competences.	The strategy and action plan include provisions on international mobility, international partnerships, language proficiency, intercultural awareness, and multi-cultural competencies.

26	Policy objectives and related objectives should be monitored and evaluated and resulting improvements should formally be recorded.	The action plan includes monitoring and reporting procedures.
27	Consider making language courses obligatory so that all those who teach or aspire to teach in English, have an appropriate level of competence in English.	The English courses were organized. New guidance was developed, discussed and approved.
28	Consider developing a course on intercultural awareness for those staff to support effective teaching in an international, multicultural setting.	A guidance on intercultural awareness and integration of international students is being developed.
29	Take steps to facilitate the integration of the international medical students into the wider YHU community. Also consider an international classroom where Armenian and international students sit together and learn from each other.	International students learn Armenian for one year, some of them attend classes in Armenian while some Armenian students attend classes in English with international students. Also, international students and Armenians invite each other to their festivals and other events.
30	Extend the functions of the International Relations Department into an office that gives continuous support to international students and staff participating (or wanting to participate) in international mobility.	The internationalisation strategy and action plan were developed. It includes the expansion of the Department of International Relations.

2.6. TEACHING STAFF

31	Continue the practice of recruiting doctoral students to serve its long-term teaching and research goals.	YHU suspended its doctoral studies programme until Armenia adopts its new Law on Education.
32	Implement the rating system and review its effectiveness to ensure that it supports the development of staff in a transparent and consistent way	YHU modernised its rating system in 01.22. The rating of the teaching staff was conducted in all institutes.
33	Make the criteria for the appointment of international and visiting staff explicit and consistent with the relevant regulation on the appointment of teaching staff.	Criteria for the appointment of international and visiting staff are included in the updated policy for appointing the teaching staff.
34	Invest in implementation of student-centred learning; to the use of digital technologies, and interdisciplinary and multicultural co-operation.	The budget for the 2022/23 academic year was prepared (August 2022).
35	Present the job descriptions more consistently so that they include accountability, skills, knowledge and competencies. Surprisingly the descriptions for the most senior posts did not include the need for skills and experience of strategy development and strategic thinking.	The job descriptions were updated accordingly. The annual plans were introduced. All staff has an opportunity to receive training on strategy development and strategic thinking. The work plan template is available here .

2.7. STUDY PROGRAMMES

36	Ensure that feedback from stakeholders, both internal and external, is systematically collected, analysed and reviewed so that changes made are transparent and visible to all stakeholders. Ensure that study programmes offer an appropriate and relevant range of electives to meet the external labour market needs.	The SP working group (SPWG) was formed with specialists and management representatives from each institute to ensure that the changes reflect the needs of stakeholders and the labour market. SPWG is led by a CDEQA expert. Four study programmes are currently under review. This continuous process is being documented. For each study programme, reports will be produced, shared, and discussed.
37	Ensure that programme review is carried out regularly and systematically and fully documented with the outcomes communicated to stakeholders. Review the link between learning outcomes and assessment and ensure that assessment criteria are explicitly and transparently aligned to the learning outcomes and learning outcomes in all courses are focussed, specific and include outcomes related to skills.	The study programmes working group (SPWG) was formed with specialists and management representatives from each institute to ensure that the changes reflect the needs of stakeholders and the labour market. SPWG is led by a CDEQA expert. Four SPs were reviewed and the process was documented. For each study programme, reports were produced, shared, and discussed. The YHU procedure for the revision of study programmes was updated to align the assessment criteria with learning outcomes.
38	Ensure that current research systematically informs the development of study programmes.	The new study programme guidance note made research skills, research activities, and service to society mandatory for each SP (April 2022).

2.8. LEARNING AND TEACHING

39	Ensure that there is a deep and shared understanding of student-centred learning across the faculties.	The widely disseminated and discussed quality assurance concept paper includes the explanation of the principle. It is also a part of the strategic plan.
40	Invest in staff development to support the implementation of the student-centred approach and provide structured opportunities for the sharing of practice across the University.	CDEQA holds meetings and discussions with management, the teaching staff of all institutes, the University Council and the Student Council. A new staff development and training unit
41	Develop an institutional understanding of the use of digital technologies to support learning and teaching and resource their development.	The provisions are included in strategic and operational plans. YHU uses Moodle. YHU registered with Microsoft as and has established a partnership with Microsoft Armenia.
42	Ensure that admissions criteria and the processes of applying them are consistent, clear and transparent across all faculties and for all stakeholders.	Until the 2022-2023 academic year, admission was carried out on the basis of the procedures of both YHU and the RA Ministry of Education, Science, Culture and Sports (MESCS), and the students themselves decided according to which procedure to be admitted to YHU. The admission process for the 2023-2024 should be carried out exclusively on the basis of the admission procedure of the MESCS, which is currently being updated. The final version will be in circulation in May 2023. The procedures are available on the MESCS website.

2.9. STUDENT ASSESSMENT

43	Consider adding objectivity as a principle for assessment. Align assessment criteria to the specific learning outcomes so that students know what learning outcomes they are being assessed on. Review the award of grade points for attendance and participation.	The regulation on the assessment of students' learning outcomes developed in 2016 was updated in 2021 and in 2022. Assessment criteria were aligned to the learning outcomes and objectivity added as an assessment principle. Objectivity and other principles are also included in SP Guidance. Also, the Regulation on the final attestation of YHU graduates was updated (November 2020).
44	Clarify the grounds and processes for appeal so that they align with the processes for attestation.	The SPs working group (SPWG) comprises specialists, students and admin staff to ensure that the changes reflect the needs of stakeholders and the labour market. Four study programmes are currently reviewed and that process is documented. For each study programme, reports will be produced, shared, and discussed.

2.10. LEARNING SUPPORT SYSTEMS

45	Develop a clear and integrated structure for the support services for students.	YHU Academic Support Services include peer counselling, individual and peer tutoring, and additional instruction. The student guide available on the YHU website is currently being revised again. The new version is planned to be discussed, approved and published online in March 2023. The Research Resource Centre will provide note-taking, planning and time management training in the 2022-23 academic year.
46	Communicate the offer to students through different channels to ensure that they have consistent and accessible information which they can access as and when they need it.	YHU uses its official Facebook page and groups, Telegram channels website and announcements boards to communicate its offers to students.
47	Undertake an in-depth analysis of the retention and withdrawal rates and develop measures to improve the rates.	The regulation was revised based on the analysis of the retention and termination/withdrawal rates. For instance, students can continue their education if they pay 50% of their financial obligation for the given semester.

2.11. RESEARCH, DEVELOPMENT AND OTHER CREATIVE ACTIVITY

48	Develop a research strategy that identifies the key priority areas for research and ensure that these are widely disseminated. The number of key areas is to be few. Undertake a SWOT analysis focused on research.	The strategic plan for research and regulations and action plan of Research Resource Centre were developed in a participative way. It includes specific targets with clear priorities and measurable goals.
49	Strengthen the publication requirements for staff and specify the expected level of journals.	These and other provisions were included in the research strategy (August 2022).

50	YHU undertakes an annual revision of its research plans which, given the time needed to elaborate research projects and publish or apply their results, hampers research. Reconsider and develop a monitoring process consistent with the needs of research.	The strategy includes consistent monitoring, evaluation and support procedures for research projects. Detailed SOPs are being developed, including forms for evaluating the involvement of professors in scientific research activities, the effectiveness of establishing external connections, and the assessment of students' developing research skills.
51	Target investment in developing a solid research culture underpinned by a clearly focussed strategy.	Research strategy and guidance for selecting and approving the key research directions were developed. The Research Resource Centre was established in September 2022.
52	Establish research environment and culture in all study programmes, including general medicine.	The YHU decision on SPs made research skills, research activities, and service to society mandatory for each SP. Four SPs currently being revised include those sections.
53	Ensure that the funding to support research is transparently recorded and presented.	The Research Resource Centre oversees the consolidated budget for research activities and monitors the progress and outcomes of YHU research projects.
54	Develop a more strategic approach to the development of its research capacity and should include specified support for staff to engage in research.	The research strategy was developed participatively. RRC supports students and faculty in developing their research skills, organizes seminars and other events with invited experts and visits to leading scientific research centres. Mechanisms for incentives to professors involved in scientific research and those providing professional support to SSS are underway.
55	Take steps to embed the teaching of research skills and research activities into the curricula.	YHU decided to make research skills, research activities, and service to society mandatory for each SP (April 2022). Four SPs are currently being revised.
56	Define and focus on two or three research fields of interest to YHU as a whole, preferably interconnecting faculties, the considering the needs of society.	Each institute will have one or two research fields of interest, preferably interdisciplinary and shared with other institutes. The guide on selecting/approving the fields of interest and research themes was prepared and approved (July 2022).
57	YHU maintains a list of 51 institutions with which it holds cooperation agreements. Identify those institutions which are active in YHU's key research areas and prioritise those agreements. YHU should establish active collaborations with national research institutions.	New agreements were signed and partnership with key institutions active in YHU's fields of research interest areas was prioritized. YHU strengthened its collaboration with the Institute of Philosophy, Sociology and Law, the Institute of Fine Organic Chemistry, the Centre for Ecogonospheric Research and the Caucasus Research Resource Centre.
58	YHU should develop an institution-wide understanding of the link between research and teaching and foster the link at all curriculum levels and in all faculties.	The link was discussed in several general meetings with management and staff of all institutes (March-April 2022). The SP guide was updated accordingly (May 2022).
59	Links between the research and the strategic objectives are loose as they mostly refer to multiple objectives. Review this link and ensure it is unambiguous and realistic. YHU has not defined priority areas of research.	For 2022/23 each institute will have one or two research fields of interest, preferably interdisciplinary and shared with other institutes according to the guidance on selecting and approving the fields of interest and research themes.
60	Include the requirement to undertake research in the contracts of full-time academic staff.	All contracts of full-time academic staff include provisions on undertaking research. Contracts are available upon request.
61	Consider how to use the resources of the International European Research Area to share experience with European colleagues.	YHU has contacted the Association and is considering the opportunities for cooperation. YHU has established cooperation also with the European Resource Centre.

2.12. SERVICE TO SOCIETY

62	Provide clear leadership on the meaning and strategy for service to society.	Guidance on service to society is being developed. It includes coordination mechanisms. The draft will be discussed, approved and made available on YHU website in March 2023.
63	Develop and implement accountability measures to evaluate, analyse and monitor community services.	The accountability measures are included in the draft guidance for community service.
64	Review its use of media for providing information related to YHU specialisations to educate wider public.	The Facebook page, Telegram channels, and website allow YHU to communicate with internal and external stakeholders interactively.

65 Consider offering medical services from its medical personnel for the public.	YHU is expanding its base clinic into a multi-profile clinic with specialists who would provide low-cost services to the community. YHU alumni dentists work in the dental clinic during their practical lessons providing services to vulnerable groups (pensioners, persons with disabilities). Senior dentistry students are also involved under the supervision of practitioners. All costs are covered by YHU.
66 Increase the involvement of staff in inter-university activities in Armenia.	YHU organizes national and international conferences. Its staff and students actively participate in conferences in seminars in YHU and other universities.



III. SELF-EVALUATION ACROSS STANDARDS

3.1. STRATEGIC MANAGEMENT

Keeping up with the national and regional developments in education, YHU cooperates with other universities and participates in meetings with the Ministry of Education, Science, Culture and Sport (MESCS) and other stakeholders.

The country's development framework – Armenia Development Strategy (ADS) 2014-2025 identifies four priorities: growth of employment, development of human capital, improvement of the social protection system, and institutional modernisation of the public administration and governance. The developed education sector is considered a fundamental precondition to the country's sustainable development.

The University designs its strategic development plans based on national standards and priorities. The current is the fourth strategic Plan of YHU. The first of them, for 2007-2009, was superseded by the plans for 2010-15 and 2016-20.

In 2021, YHU formulated its fourth strategic Plan for 2021-25, set the objectives and defined the expected results areas. Guided by the University's mission and vision, its Strategic Plan for 2021-25 is the basis for YHU's strategic management. The Plan defines five objectives for each of the two main directions of the University's development. Based on Armenia's needs and national priorities, they embrace learning and teaching, RDC activities and service to society. The Plan also delineates results areas and performance targets as key performance indicators (KPI) – the basis for its implementation documents, including the annual operational plans.

The Operational Plan defines timeframes and persons responsible for achieving the results. Its implementation is monitored, and the results are evaluated during the yearly review of the Strategic Plan.

Last year, the University reviewed and revised the Strategic Plan during its annual review cycle in the summer of 2022 and modified the Values Section and one of the objectives (1.2) in December 2022.

CDEQA disseminated its guidance note on strategic planning in June 2022, and in May – August 2022, the YHU team convened 15 times to review the Strategic Plan, the strategy for research, strategies of YHU College (VET) and specialised units. In total, seventy people participated in those meetings.

Also, recognising the importance of sustainable development, creativity, and innovation, YHU invites renowned national and foreign scientists and education specialists for open discussions with its staff and students. Those sessions let us discuss the situation and the required innovations and creativity to achieve long-term sustain-

We carry out our strategic planning and develop policies and procedures in a participative way because we believe we can resolve issues and reach our objectives more efficiently by working together. Everyone is involved in decision-making. That way, we share ownership of our decisions and responsibility for their realization.

ability. The discussions also help the staff and students understand the broader context of the University's development strategy and, if needed, adjust the strategic objectives and performance targets. Thus, the current Strategic Plan emphasises improving the quality of teaching and research.

Following the recommendations from the previous institutional accreditation, YHU has made consistent efforts to develop its staff's capacity for strategic planning. CDEQA conducted the planning sessions in the format of workshops and trained the staff and students to enhance their strategic planning knowledge and skills. Table 3.1 lists the participants and indicates the number of sessions for each attendee.

YHU alumni are actively involved in strategic planning and implementing the planned activities. To strengthen their connection with YHU, they created a Facebook group and a Telegram channel for university graduates.

Meanwhile, the standards working groups mentioned need to straighten the University's ties with employers and other external stakeholders in order to enhance their participation in strategic management of YHU.

The results expected for the 2021-22 academic year have been partially achieved. Their assessment showed that achievements in almost half of the result areas exceeded expectations. For example, the targets for attracting international students from Diaspora and co-operation with ministries, employers, and other external stakeholders have significantly improved (Table 3.2). YHU has reached and exceeded 70% of the planned targets, which is a good result, given that this was the first year of implementing our new strategy, and it is rather ambitious. University's organizational performance has been partially affected by the ongoing demographic problems and other consequences of the compound crisis of Artsakh war and the COVID-19 pandemic.

The 2022 revision of the YHU strategic plan for 2021-25 is available on the University's [website](#).

Table 3.1. Participants in strategic planning workshops

Sessions attended	Name	Position, Subdivision	Sessions attended	Name	Position, Subdivision
8	Liana Malkhasyan	Director, Institute of Law and International Relations	1	Gagik Alaverdyan	Student
7	Anna Harutyunyan	Director, Institute of Economics, Management and Informatics	1	Anahit Apresyan	Student
5	Meri Balayan	Director, Roslin Academy of Arts and Humanities	1	Karine Arakelyan	Student
5	Martin Ghukasyan	Student, YHU College (VET)	1	Susanna Avagyan	Student
5	Anahit Ghushyan	Student, YHU College (VET)	1	Hrahat Chobanyan	Student
5	Yeva Hovhannisyan	Student-volunteer, Monitoring & Evaluation Specialist, CDEQA	1	Gayane Gevorgyan	Lecturer
5	Christine Kosyan	Deputy Director for Academic Affairs of YHU College (VET)	1	Mariam Gezhoyan	Student
5	Tigran Petrosyan	Deputy Director, Institute of Medicine	1	Zaruhi Ghahramanyan	Lecturer
4	Anna Arakelyan	Lecturer, YHU College (VET)	1	Erik Ghazaryan	Student
4	Yuliana Hakobyan	Director, YHU College (VET)	1	Karina Ghazaryan	Student-volunteer
4	Narine Hovsepyan	Head, Career Centre and SP Team Leader	2	Elya Ghiasyan	Head, International Relations
4	Sona Hovhannisyan	Vice-Rector for Academic Affairs	1	Maria Hakhverdyan	Student
4	Yanina Marinosyan	Director, Haybusak Institute of Medicine	1	Armine Hakobyan	Student
4	Anna Ohannezov	Student	1	Anahit Harutyunyan	Member of Founders' Council
4	Levon Tumanyan	Head, Financial Department	1	Aram Hovhannisyan	Student
4	Astghik Yengibaryan	Lecturer, YHU College (VET)	1	Lili Karapetyan	Student
3	Marina Ghazaryan	Head, HR	1	Mikayel Karapetyan	Student
3	Suren Harutyunyan	Rector	1	Meri Khachatryan	Employer
3	Arevik Khugeyan	Lecturer, Roslin Academy of Arts and Humanities	1	Azganush Margaryan	Library Manager
3	Mariam Minasnyants	Lecturer, YHU College (VET)	1	Diana Martirosyan	Student
3	Viktorya Umroryan	Student, YHU College (VET)	1	Lyusi Elen Martirosyan	Student
2	Martin Abrahamyan	Vice-Rector for Scientific Affairs	1	Narek Martirosyan	Lecturer
2	Meri Aloyan	PR Specialist	1	Gayane Merishavyan	Student
2	Amir Amirbeighi	Student-volunteer, CDEQA	1	Syuzanna Nikolyan	Student
2	Ariana Grigoryan	Student	1	Elen Ohanyan	Student
2	Hasmik Harutyunyan	Lecturer, YHU College (VET)	1	Seyran Ohanyan	Student
2	Angelina Khachatryan	Student	1	Hayk Petrosyan	Head, Chair of Pedagogy at Roslin Academy of Arts and Humanities
2	Narine Martirosyan	Deputy Director for foreign students of Haybusak Institute of Medicine	1	Naira Poghosyan	Admin staff, YHU College (VET)
2	Marine Matosyan	Head, Research Resource Centre	1	Akshara Rajan	Student-volunteer
2	Vardan Mikayelyan	Lecturer, YHU College (VET)	1	Ani Sargsyan	Student
2	Christine Petrosyan	Lecturer, Roslin Academy of Arts and Humanities	1	Anzhelika Sargsyan	Student
2	Nelli Sargsyan	Lecturer, YHU College (VET)	1	Artyom Zatikyan	Anahit Ghushyan
2	Varduhi Stamboltsyan	Lecturer	14	Hrachia Kazhoyan	Vice-Rector for Development and Education Quality Assurance
2	Hasmik Unusyan	Student, YHU College (VET)	13	Mariam Hovhannisyan	CDEQA Coordinator
2	Anush Yeghiazaryan	Head, Chair of Design at Roslin Academy of Arts and Humanities	11	Inessa Porksheyan	Head of the Development and Education Quality Assurance of YHU College (VET)

Table 3.2. Achievements, academic year 2021-22

SO	(Applicable) targets	Targets reached	Targets exceeded	Targets not met	%Achieved
1.1	17 (22)	2	9	6	65
1.2	8 (10)	2	5	1	88
1.3	3 (5)	1	1	1	67
1.4	6	1	1	4	33
1.5	6	2	4	0	100
2.1	5	0	3	2	60
2.2-2.5	5 (7)	3	1	1	80
Total	50 (61)	11	24	15	70

Summary of strengths

Among the strengths, the SWOT analysis participants mentioned that with its experienced staff, YHU is a constantly evolving learning organisation, and participative strategic planning is one of its indicators. Other strengths:

- YHU continuously develops its staff's strategic management capacities in a participative way.
- The new Strategic Plan was prepared and managed in a participative manner, enabling YHU to better respond to its stakeholders' needs and meet their expectations.
- The university is gradually becoming a process-oriented learning organization.

Areas for improvement and planned activities:

- Since many YHU alumni have become employers and know the labour market requirements, it is essential to strengthen their involvement and engage more external stakeholders to increase their substantial contribution and meaningful representation in the development of YHU.
- Wider and more consistent communications to involve a broader range of students in the strategic planning process.
- The monitoring system of the YHU's progress towards its strategic objectives needs further development.

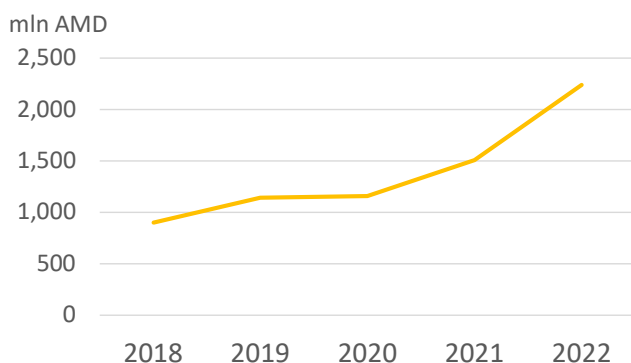
3.2. RESOURCES

YHU has a performance management system (SO2.2., Result 2.2.4) and recruitment policy for its academic and support staff, which it follows consistently. Also, in 2021 YHU introduced a rating system for its academic staff. That way, the university continuously recruits high-quality specialists. For instance, based on the objectives in the strategic plan, YHU has hired the manager of its newly established Research Resource Centre (RRC) through a highly competitive process. That included a CV screening and invitation to a written test sent to 16 applicants for that position and four interviews with the best candidates. As a result, Dr Marine Matosyan was hired. She has led the final stages of the participative development of the YHU research strategy, RRC charter and operations plan for the 2022-2023 academic year.

The Institutes of Medicine, Economics, Law and International Relations, administration, the chairs, sports hall, library and dental clinic are located at the University campus at Abelyan 6 (5100 m²) address. The YHU library has two repositories and a reading hall with over 30 thousand books in Armenian, English, Farsi and other languages and the literature is regularly updated. There are 12 computers with free Internet access, an advanced book scanner, an electronic whiteboard and a projector in the reading room.

Revenue has steadily increased for the last five years (See Figure 3.1). In addition to the income from educational activities, it also comprises income research and development and proceeds from sales of goods and services

Figure 3.1. YHU revenue from 2018-2022

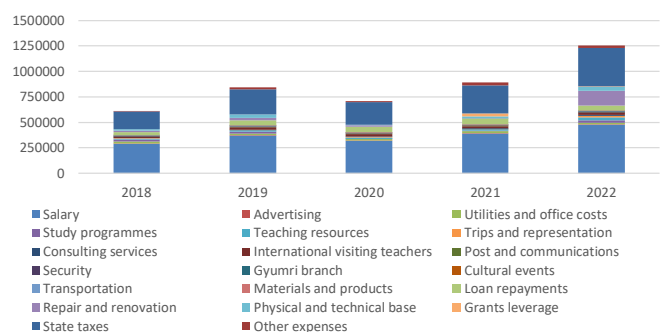


Financial resources are allocated according to the financial department's policies and procedures, and YHU's annual financial allocations in the annual operations plans align with the strategy for 2021-2025. The modernization of the material-technical base is a priority (SO1.1.) reflected in renovated and newly built educational buildings, technically reequipped classrooms and cabinets, academic and research laboratories, the sports hall furnished with modern facilities, and the newly established clinic.

Following the recommendation from the previous institutional accreditation to systematise staff development processes to ensure that activities support the development of new knowledge, skills and behaviours, we established the Staff Development and Training Unit. It aims to provide free English courses of different level and capacity development training based on the staff competency development plan of the HR Department.

Thus, with sufficient funds and following that strategic objective, YHU is constantly investing in updating the infrastructure for learning and teaching. Last year, YHU established its RRC, and, as a result of the efficient distribution of financial resources of the university, the Legal Clinic was re-equipped, and a Forensics Laboratory was created. Figure 3.2 shows actual expenses of the University from 2018 to 2022

Figure 3.2. YHU expenses from 2018-2022



Privacy and data protection rules are included in the university's Code of Ethics. During the pandemic, YHU developed its online learning and teaching environment that allows student interaction. The authorship of student work is discussed during lectures and seminars on academic integrity and the basics of scientific research.

The University prioritises marketing and communication management to increase its international visibility. To that end, the External Relations Department is focused on explaining YHU's admission and support to study programmes. The university's most active and effective working and feedback-providing instruments are its website <http://www.haybusak.am>, Facebook page, Facebook groups and Telegram channels used by teaching staff, students, alumni and all other beneficiaries and stakeholders for sending their comments, suggestions and other feedback.

Figure 3.3. 2022 staff satisfaction survey results

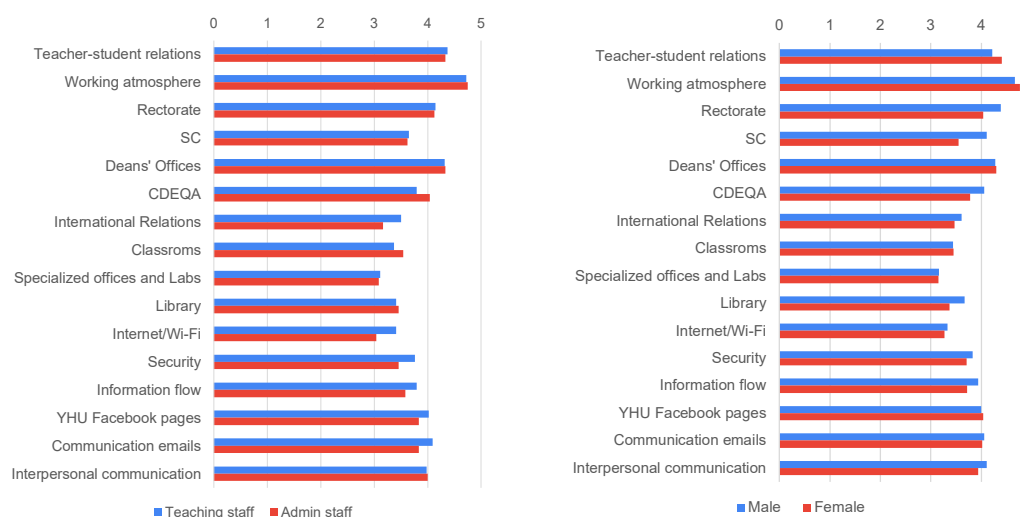
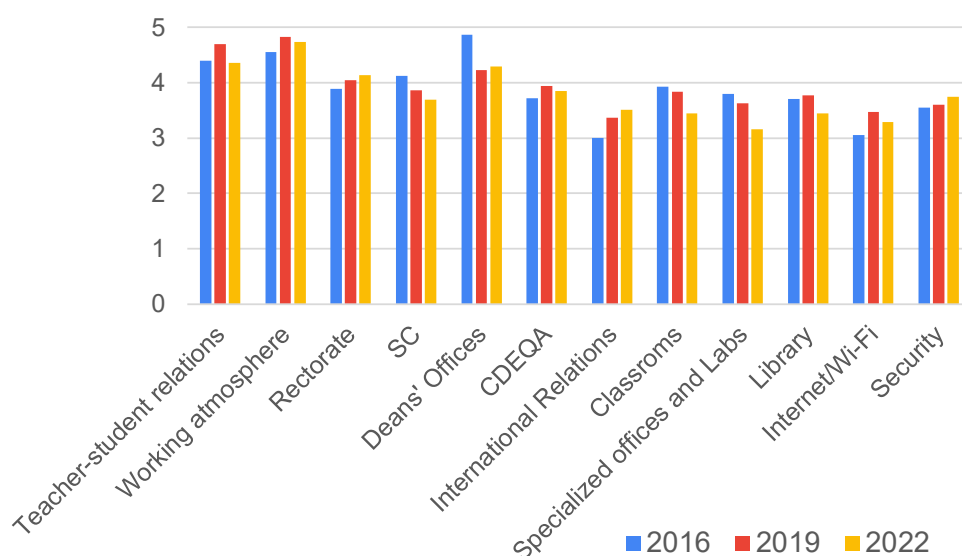


Figure 3.4. Comparison of the results of 2016, 2019, and 2022 staff satisfaction surveys



The university has a Complaints and Suggestions Box, and the YHU website and Facebook are regularly updated. They inform the public about the university's activities.

YHU has conducted all-university annual surveys among its staff, students and external stakeholders since 2021. Employee satisfaction surveys were conducted in the 2015-16, 2018-19, and 2022-23 academic years.

In November 2022, CDEQA conducted a staff satisfaction survey (N=69). The survey shows that the staff is more satisfied with the working atmosphere, teacher-student relations, interpersonal communications, as well as the work of the rectorate and deans' offices (Figure 3.3). Compared to 2016 and 2019, a positive tendency has shown the attitude towards international relations, the work of the rectorate and security, while the staff thinks classrooms and labs need improvement (Figure 3.4).

Summary of strengths

- The university has enacted a staff performance management system.
- The website of YHU provides relevant information about its main activities and academic opportunities.
- Surveys show high employee satisfaction with the work environment and teacher-student relations.
- Privacy and data protection rules are included in the university's Code of Ethics, and YHU is developing its adequate information protection system, with courses for digital security envisaged for the spring of 2023.

Areas of development and the planned activities

- YHU plans to increase financial inflows by developing additional services
- IT systems are continuously evolving. YHU is working on establishing a partnership with Microsoft and improving its internet connectivity, among other issues.
- In 2022, YHU established the Staff Development and Training Unit to develop the skills and competencies of its employees.
- Educational laboratories and cabinets, workshops and studios will be re-equipped.
- Holdings of the library will be enhanced, and the new electronic system will be deployed in 2023.

3.3. QUALITY CULTURE

CDEQA developed the quality assurance concept paper (http://www.haybusak.am/wp-content/uploads/2022/07/YHU-QA_concept-EN.docx) and discussed it with the stakeholders. The University Council adopted it in 2021.

Based on that concept, the university's Education Quality Assurance Policy and Procedures document (http://www.haybusak.am/wp-content/uploads/2022/07/YHU-QA_policy-EN.docx) was updated, circulated and discussed. It includes principles, competencies and responsibilities of quality assurance stakeholders, safeguards and procedures of education quality assurance. The Procedures section explains the quality assurance lifecycle at the university and the instrument developed by CDEQA for the annual assessment and enhancement of education quality assurance at all institutes and the academy. CDEQA also updated the YHU Education Quality Assurance manual in 2022.

In March 2022, study programme working groups (SPWG) were re-established in each institute and the academy and approved by CDEQA to review and update the study programmes. Comprising the teachers, students and external stakeholders and led by an experienced specialist, SPWGs conduct benchmarking and review of the study programmes. They are updating the study programmes and syllabi, enhancing their relevance and compliance with international trends. Thus, an introductory research course, including academic ethics, was introduced in all study programmes, and the teaching began in December 2022.

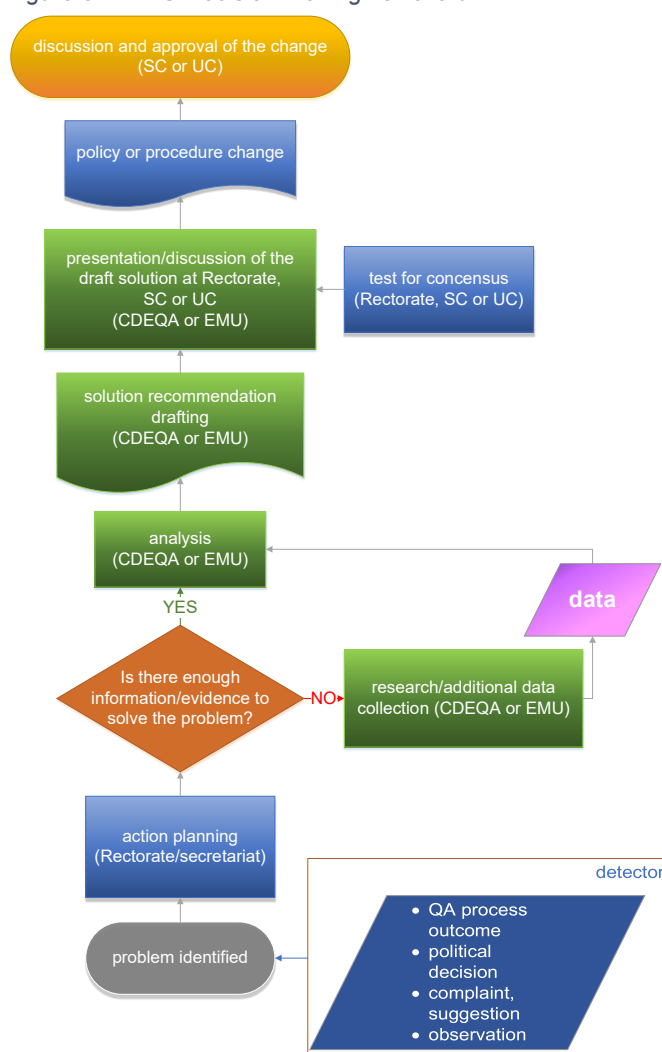
YHU develops its evidence-based policies and regulations in a participatory multi-step process. Figure 4 shows the University's decision-making flowchart.

CDEQA developed the quality enhancement instrument (QEI) in 2021. It helps the institutes, the academy, and other departments of YHU to:

- identify the effectiveness of their functions and regulators (quality assurance policies, procedures, etc.), possible gaps and limitations in quality culture
- identify the capacity building needs and areas for improvement and develop change plans, seek support from leadership, students, and other stakeholders, and monitor the progress and results of the capacity building
- promote the involvement of students and teaching staff in quality assurance processes
- provide an objective report of their achievements, thereby developing a culture of accountability.

The approach was deployed in February and March 2022 in all institutes and the academy to identify the effectiveness of YHU functions and regulations (quality assurance policies, procedures, etc.), possible gaps and limitations of the quality culture, and capacity development needs and develop change plans. While promoting the involvement of students and teaching staff in the

Figure 3.4. YHU Decision-making flowchart



quality assurance process, it provides objective reporting on their achievements and thereby fosters a culture of accountability. The assessment report includes a snapshot of the situation in ten European standards adopted as national standards for education quality assurance in Armenia and recommendations for improvement. It is available [online](#).

A similar assessment based on EKKa's guidance was conducted in September– November 2022.

The following improvements were made based on the recommendations of internal evaluation.

1. CDEQA developed and discussed the quality policy. It was approved by the University Council and publicized by the YHU PR Department.
2. Working groups were formed to update the study programmes with the participation of experienced professionals and students.
3. Regulations of the Ethics Committee were updated to include the responsiveness to feedback and complaints. YHU has a box for complaints and suggestions.

4. Open days to provide students with more transparent and complete information are organized. The students' guide was updated with the history of the university, the current situation, information on the admission and evaluation procedure, the rights and responsibilities of students and the study programmes.
5. YHU motivates professors who publish scientific articles, make reports, and organize events with the participation of students.
6. The technical equipment of classrooms, library, and computer room was enhanced, and literature and smart boards were obtained.
7. The External Relations Department opened Telegram channels for students and teaching staff.
8. A guide for publicizing information, information processing standards and tools was developed.
9. Monitoring procedures were updated. Monitoring is conducted in all YHU institutes and the academy.
10. External quality assurance: the accreditation process was made more participatory.

According to its quality assurance policy, the developing culture of quality creates a lifecycle of continuous improvement and promotes University accountability (Figure 5).

Figure 3.5. Quality Assurance Lifecycle

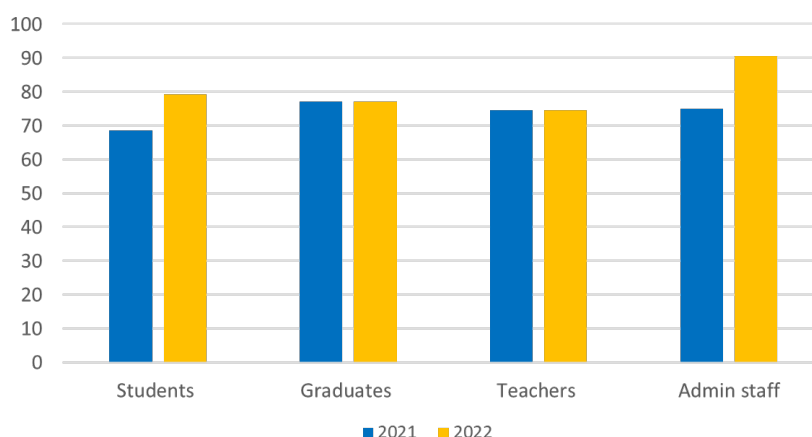


As a member of the European University Association (EUA), YHU aligns its approaches with European approaches. CDEQA team participates in forums, Events organized by the National Erasmus+ Office and other relevant events at the national and international levels. Thus, in February 2022, the YHU Vice-rector for Development and Education Quality Assurance and CDEQA Coordinator attended the Francophone Forum on Education Quality Assurance of Higher Education in Central and Eastern Europe initiated by French University in Armenia along with UNESCO and Agence universitaire de la Francophonie – AUF. In November

2022, they attended the 2022 European Quality Assurance Forum: Shaping or sharing? QA in a value-driven European Higher Education Area took place in the Romanian city of Timișoara, organized by the EUA, European Association for Quality Assurance in Higher Education, European Association of Institutions in Higher Education, and European Students' Union.

In 2021 and 2022, YHU conducted an annual survey among staff, students and external stakeholders (N=185 and N=521, respectively). The results show increased satisfaction with the quality of education (Figure 6).

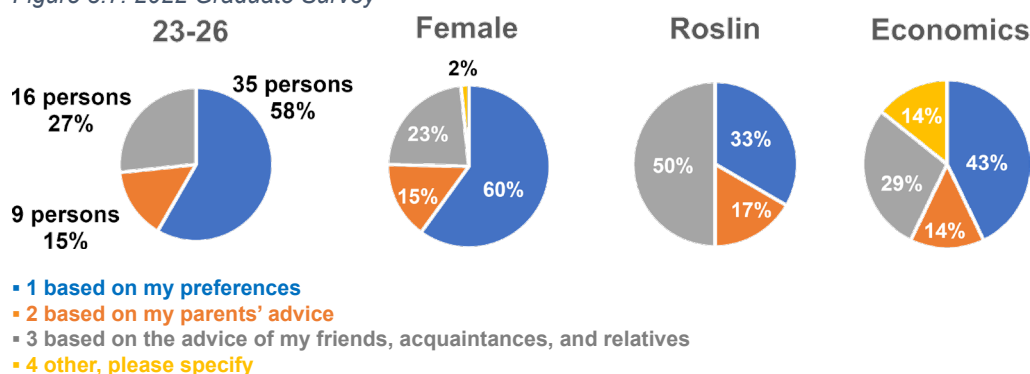
Figure 3.6. Results of the YHU annual surveys (CSAT component)



The University's surveys are interconnected. For example, the annual survey's NPS component – “How likely are you to recommend YHU to a friend, relative, or colleague?” (corresponds to the graduate survey's first question: “How did you choose YHU?” (based on my preferences; based on my parents' advice; based on the advice of my friends, acquaintances, relatives; Other, please specify). We also cross-linked some survey components to the Quality Enhancement Instrument (QEI). That allowed us to triangulate the survey responses with the opinions of the internal and external experts and validate them.

The 2022 annual survey showed a 6.7% decline in NPS. Meanwhile, the 2022 graduate survey revealed that only 58% of under 23-26-year-old graduates and 33% of Roslin Academy graduates chose the University independently. We will try to find those among our current students who didn't choose the University on their own by asking 21 to 25-year-old mostly female students of the Academy. To find out how the University meets their expectations and helps reaffirm their choice and master their profession, we will conduct in-depth interviews using the snowball method.

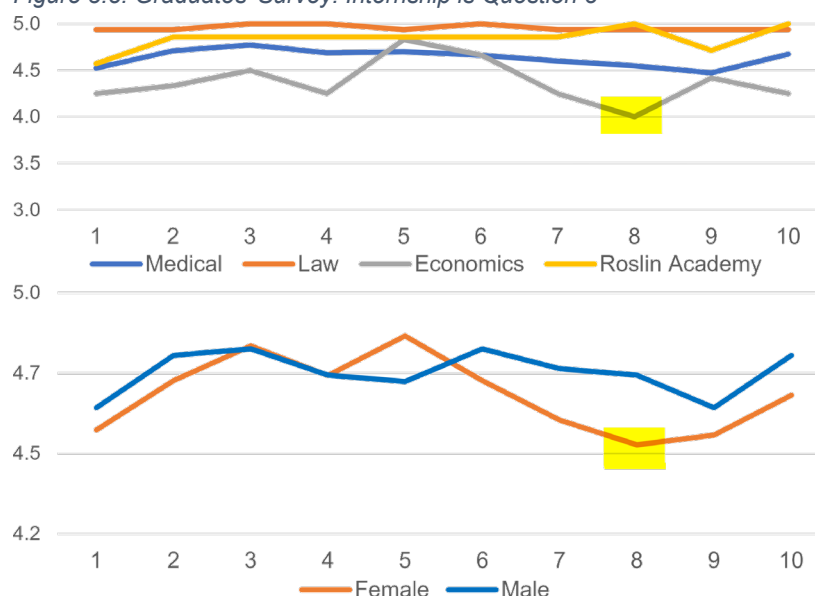
Figure 3.7. 2022 Graduate Survey



That way, we will also look at the graduates' assessment of the organization of internships. We hope to gather suggestions for improving the internship when we con-

duct a focus group discussion among current female students of the Institute of Economics, Management, and Informatics and the staff responsible for organizing their internship we are currently preparing (See Figure 3.8).

Figure 3.8. Graduates' Survey: Internship is Question 8



Summary of strengths

- Regular internal and external assessments and quality assurance measures.
- Assessments and surveys show high interest and participation of the staff in fostering the quality culture at YHU.

Areas of development and the planned activities

- Fostering a quality culture requires staff involvement and training, so CDEQA continuously trains the staff and builds its competencies for conducting internal quality assessments.
- SPWGs need capacity-building support.

3.4. ACADEMIC ETHICS

Realizing its mission through science-based education, YHU seeks to serve society and adhere to high standards of academic ethics. Updated in a participative manner Code of Ethics guides all YHU employees and students. Particularly, the rules in the Research Practice Section of the YHU Code of Ethics guide students' and teaching staff's understanding of ethical approaches and the application of academic ethics principles in the digital environment.

The awareness of the students and the staff of the Code of Conduct is raised through the publication and dissemination of the ethics regulations, as well as by conducting public surveys. University's management and the ethics committee organize meetings to present and discuss the ethics rules.

According to the YHU's development strategy, scientific research and academic integrity classes are integrated into all study programmes implemented at the university. The first introductory course on the basics of scientific research for the first-year YHU students took place in December 2022, and the [academic integrity class and practical training](#) was carried out on 16 December. During the seminar, the students read and discussed the Code of Ethics of the university. The course aims to provide students with scientific research knowledge and skills, inform them of university's Code of Ethics and develop their academic behaviour.

Guided by its recently renewed Charter, the Committee ensures compliance with the Code of Ethics, examines cases of violations of these rules and contributes to their resolution. University's internal stakeholders are also informed about the norms from the university's website and by the Ethics Committee.

The YHU Code of Conduct also includes regulations on research ethics. According to its Charter, the Ethics Committee will review all research projects entailing personal data collection to ensure privacy and protection of personal data.

The University has adopted a conflict of interest policy and is currently discussing its draft Policy and Action Plan on Academic Integrity Assurance.

YHU pays attention to applying principles of academic ethics in the digital environment and has recently obtained a lifetime license of the Plagiarism Checker software for international students and implemented an electronic system to identify and prevent academic fraud and plagiarism. The statistics collected will be analysed by the YHU Scientific Council and CDEQA. Unfortunately, none of the existing plagiarism software applications and online checkers support texts written in Armenian language. Last year, the RA Government in collaboration with the Academy of Sciences of Russian Federation purchased such software with a promise to share it with all Armenian HEIs, however due to unknown issues, universities haven't received it yet.

In teaching and learning, conducting research, and our service to society, we are dedicated to advancing the university's core values and guiding principles.

1. Academic freedom and institutional autonomy:

- are essential for realizing the university's mission and sustaining its independence
- protect teachers' right to apply their pedagogical philosophy and intellectual commitments and
- ensure that teachers and students are free to pursue knowledge wherever it may lead

2. Diversity, equity, and inclusion:

- uphold our equality, fairness, and our equal opportunities
- create an environment of mutual help and guidance in our multicultural community
- promote respect for the dignity and autonomy of others and appreciation of their opinions and choices, fostering the atmosphere of understanding and tolerance

3. Academic excellence and personal development:

- lead us in studying, attaining creative thinking and new knowledge
- promote good academic and research practices
- safeguard academic progress and achievements and establish a baseline of knowledge and skills for all students

4. Integrity and accountability for resources and relationships:

- ensures access to and delivery of education
- proactively prevent compliance violations or non-compliant activities
- we teach and learn by acting with integrity, building trust and taking responsibility for our actions

5. Responsible research:

- advances research and makes its results more accessible, promoting knowledge sharing and re-use
- advances academic integrity, strengthens the fight against plagiarism, misrepresentation, and falsification, and protects the right to privacy and the confidentiality of information
- makes research more open to participation, review and improvement and citizen science

6. Academic and civic leadership in service to society:

- ensure sustainable development, care for the environment and responsible use of natural resources
- promote understanding of complex global phenomena through research and education
- foster creativity and develop students' life skills essential for ensuring the university's broader societal impact.

These values and principles are the basis of YHU's norms of conduct.

YHU Code of Ethics

Also, YHU is in the process of negotiating the offer of Turnitin, a global leader in evaluating and improving student learning with educational applications used by more than 10,000 institutions in 135 countries to manage the submission, tracking and evaluation of student work online (for more information and demos, see <https://www.youtube.com/turnitin>).

Cases of academic dishonesty and student issues, including discrimination, are discussed and dealt with by the University Ethics Committee. The annual survey of graduates includes a question: "Have you faced injustice, patronage or corruption cases during your studies?" In that survey conducted in 2022 (N=115), only four out of nine positive answers came with comments. One of the graduates mentioned a discriminatory attitude towards

international students. Two gave the names of three different teachers who were strict with students. The third complained about the relationship between students and professors, and the fourth claimed that sometimes they did not get answers to their questions from professors.

Besides providing feedback through the university's website and Facebook, there is also a box for complaints and suggestions.

Table 3.3. Ethics cases

	2018	2019	2020	2021	2022
number of complaints	6	4	4	3	2
share of resolutions made in favour of the applicant	83.3%	100%	100%	100%	100%

Summary of strengths

- University has defined its rules and principles of academic ethics.
- YHU renewed its Code of Conduct and Charter of the Ethics Committee.
- Academic integrity is taught to all first-year students.

Areas of development and planned activities

- More effective awareness raising of academic ethics
- Deployment of plagiarism checker and collection of statistics
- Capacity building for YHU Ethics Committee
- Respecting the fundamental values and principles of the Magna Charta Universitatum, in 2022, YHU initiated the process of joining the Observatory.

3.5. INTERNATIONALIZATION

Enabling environment for internationalization

YHU is among the leading HEIs in Armenia in terms of the number of international students. Its learning environment supports internationalisation and cultural openness in many ways, and YHU creates opportunities for international student exchanges by offering study programmes and modules in English.

YHU has made significant progress in offering study programmes (SP) in English. If an international student is enrolled in any study programme, the University has a capacity to teach it in English. Currently, the share of such study programmes is 32%. Table 3.4 shows the study programmes implemented in English according to the National Qualification Framework (NQF)

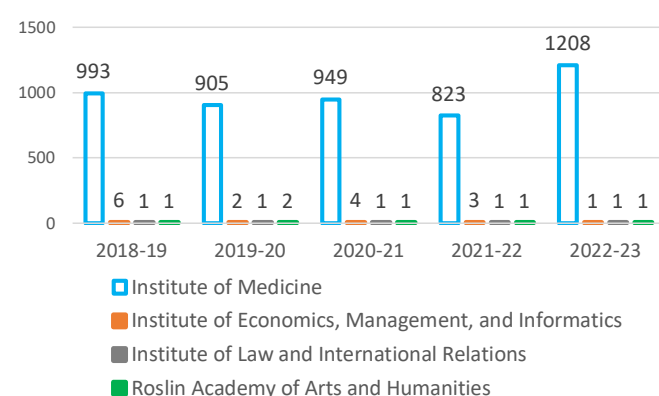
Table 3.4. Study Programmes taught in English

#	Study Programme	ECTS	NQF
1	General Medicine	360	7
2	Stomatology	300	7
3	Pharmacy (BA)	240	6
4	Pharmacy (MA)	60	7
5	Environmental protection and use of natural resources (BA)	240	6
6	Management (BA)	240	6
7	Management (MA)	120	7
8	Law	240	6
9	International Relations	240	6
10	Psychology	240	6
11	Design	240	6

Growing number of international students

YHU is among the leading Armenian universities in terms of the number of international students. Currently they make up 58% of the total number of the University students.

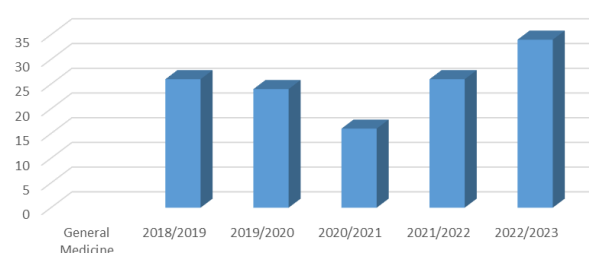
Figure 3.10. Number of international students



Recognition of credits

Upon completion of the study programmes, the final results of studying in foreign universities for a specific time are fully recognized by the YHU. In 2022, the Institute of Medicine had 34 such students.

Figure 3.11. Recognition of credits of students studying for some time abroad



Full recognition of the learning outcomes creates trust among students. This circumstance is also a key element of our marketing policy.

Mobility

YHU has adopted a policy facilitating students' participation in international mobility and aligned its study programmes with those of several foreign partner universities. That enables to implement various forms of mobility, including virtual mobility.

To get acquainted with mobility opportunities, informative meetings and discussions with representatives of the [Erasmus+](#) national office in Armenia are regularly organized.

To increase the students' interest in exchange programmes, the university also continuously organizes informative events about the opportunities of studying abroad, highlighting students' preferred specializations related to [exchange programmes](#).

Strategic Partnership

YHU is continuously establishing new contacts and partnerships with foreign universities and other stakeholders and reviewing and renewing existing ones.

From the list of existing contracts, a careful selection was carried out for the identification and establishment of strategic and long-term partnerships based on the target indicators mentioned in the newly elaborated internationalization strategy. Contracts at the YHU are signed both at the university level and the level of individual institutes on:

- mobility of teaching, research and administrative staff of partner institutions, as well as opportunities to participate in various trainings, research, and professional development activities

- opportunities for joint research projects
- dual-degree programme opportunities
- opportunities for visiting professors
- conferences, seminars, short courses and meetings on research and academic issues.

At the same time, the university provides comprehensive support to students, which includes but is not limited to the following:

- Active awareness of the existing and expected opportunities
- Consulting, as well as content and technical support
- Financial assistance

- English language courses
- Assistance aimed at raising cultural awareness.

Teaching Staff

Currently, as an integral part of institutional internationalization, taking into account the need and importance of the exchange of knowledge, 'know-how', and advanced experience in the university, an active policy of attracting professors from abroad is being implemented at the University.

Agreements have been reached regarding the expected visits in 2023. Meanwhile, three lecturers are currently involved in the medical institute of YHU – Soel Beitollahaliakbar, Afshin Tarnian, Ali Shamyar.

Table 3.5. International teachers

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
12	10	14	11	6	14
male - 10 female - 2	Male - 7 female - 3	male - 11 female - 3	male - 10 female - 1	male - 6 female - 0	male - 8 female - 6

Summary of strengths

- The university's internationalisation strategy and action plan contain clear internationalisation mechanisms.
- The signed agreements provide a basis for further development. At the same time, YHU selected ten universities for strategic partnership and set the indicators in the strategic plan.
- The university offers a variety of courses and training to support staff and students in a multicultural working environment, facilitate integration and encourage collaboration.
- YHU offers a variety of courses and training to support staff and students in a multicultural working environment, facilitate integration and encourage collaboration. The university supports the organization of cultural events for international students in which students from other countries and local students actively participate. It is an. The 2022 [Indian Diwali Festival](#) is just one example of an effective institutional support mechanism for internationalization.

Areas for improvement

- To increase student activity and interest in international mobility opportunities, YHU supports mobility and new future-oriented and flexible learning opportunities, such as virtual mobility.
- With the aim to increase the university's international visibility, the YHU Ambassador and other programmes are in the implementation phase.
- YHU's international club provides a stable foundation for institutional internationalization, forming a qualitatively new culture of thinking and interaction.

3.6. TEACHING STAFF

Towards achieving its strategic goal of providing the necessary knowledge, skills and competencies of teaching specialists, the University emphasises recruiting highly qualified teaching staff, paying particular attention to retaining and investing in the development of young teachers to ensure the sustainability of studies. Table 3.6. shows the number of YHU teachers and students over the last five years.

Table 3.6. Number of YHU teachers and students

	2018-19	2019-20	2020-21	2021-22	2022-23
Teachers	129	159	159	165	175
Students	2321	2129	1808	2495	2105
Teachers per student	18	13.4	11.4	15.1	12

Recently updated policy and procedures specify the YHU requirements set for the professional qualities of teaching staff that derive from the learning outcomes of study programmes. The teaching staff's professional preparedness and pedagogical skills are regularly monitored, checked and evaluated, utilizing class observations and other approaches. Sometimes specialists from other universities are also involved. The results are discussed in the respective chair, and steps for professional and pedagogical-methodical improvement of the given teacher's performance are elaborated.

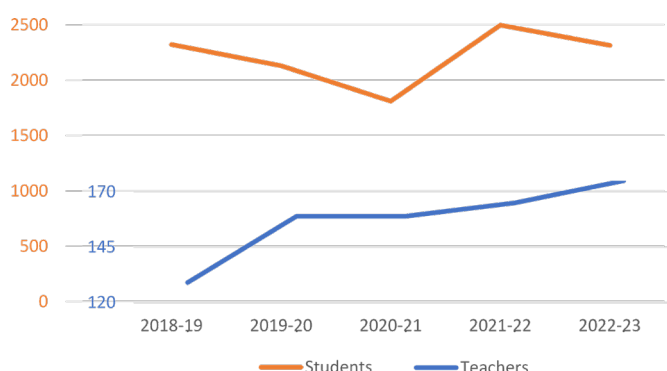
The regulation envisages not only observation of lectures, seminars and practical sessions. It also includes open classes – to test new teaching methods and pedagogical skills and to receive the opinions and advice of the most experienced specialists and colleagues. The regulation also envisages master classes conducted by the most experienced specialists to share and spread advanced experience and convey the effective organization of the courses and new teaching methods.

The career model of the teaching staff motivates YHU students to start an academic career, and some of our graduates, like the Head of the YHU Career Centre, teach at the University and other educational institutions.

Currently, YHU has a ratio of one teacher per 12 students. Figure 3.12 shows a significant positive trend in increasing number of teachers. Our trend analysis of the staff satisfaction surveys shows high satisfaction of teachers with the working atmosphere at the university. The share of teachers with PhD and Dr Sc degrees are 48%, with those including Associate Professor without PhD, it comprises 51%.

YHU has deployed a performance management system that encourages teachers to develop their knowledge, skills and competencies. The HR Department develops training programmes based on the university's strategic objectives and individual work plans. Following SO1.1, the newly formed Unit for Staff Development and Training organizes English classes, conferences, and exchange events for the teaching staff. The Scientific

Figure 3.12. YHU students and teachers 2018-2023



Council (SC) conducts competitions for elected academic positions according to the YHU policies and regulations on teaching staff recruitment and promotion.

For persons with disabilities and special educational needs, the Inclusion Support Unit was established, and the Centre for Psychological Counselling operates at the university.

Participation of the teaching staff in research, development and creative activities is discussed in Section 3.11.

Teaching staff collaborates in teaching, research and creative work with YHU partners – field practitioners, public sector organisations, companies, and research and development institutions. That also helps the university to keep a constant link with the labour market. Within the current academic year, the Institute of Economics, Management and Informatics has already organized production and research internship for its students at Capital Build LLC, Inecobank CJSC, ACBA Bank OJSC, visits to Coca-Cola Hellenic Bottling Company, Cilicia and Old Areni factories and classes at Dilijan Training and Research Centre of the Central Bank of Armenia.

The students learned the organisation's production, technological and work processes in detail during the outreach courses. They acquired a hands-on insight into accounting, financial, marketing activities, product sales, logistics operations and management features of the leading enterprises in Armenia. At the RA's Central Bank Training and Research Centre in Dilijan (Tavush Region), students participated in a seminar aimed to present and discuss with students the role, significance, origin and evolution of money and one of the essential functions of the Central Bank – emission.

The Roslin Academy students visited the National Library to get acquainted with the semantics of different cultures. They studied the connection between the individual and the collective unconscious. The academy students also visited the Museum of Modern Arts, the Sardarapat Memorial, where they got acquainted with the works of Karapet Yeghiazaryan, the founder of a tapestry company.

Supervised by Vice-rector Hovhannisyan, the humanities students went to the Nairi Department of Kotayk regional police under the Legal Psychology course. The head of the police department mediated a conversation with the operative investigator of the local juvenile department, the deputy head of the Domestic Violence Prevention Unit and other employees and experts of the Department. They talked about criminal responsibilities, early warnings, emergency interventions, domestic violence, disadvantaged family, deviation and delinquency, criminal groups, and other topics. They discussed psychological problems with predisposing factors and preventive measures.

The visit allowed the students to get acquainted with the Department's work and understand the requirements and challenges of the specialists in the given field.

Summary of strengths

- YHU implements a policy on hiring and sustainable retention of teaching staff
- The performance management and rating systems contribute to increasing professional qualities and improvement of pedagogical skills.
- Highly competent international visiting teachers teach at YHU.

YHU revisited its teaching staff's rating system in 2021. In conjunction with the work plans (proactive planning approach), the new rating system (report on accomplishments) allows for more accurate progress tracking. The university uses it as a basis for defining and allocating incentives for the capacity building of its teaching staff.

In the 2020-21 academic year, 10% of teaching staff participated in continuous training: digital skills or professional development programs, while in 2021-22 the share of trained teaching staff reached 21%.

Our graduate survey respondents' opinion on the professional and teaching capacities of the teaching staff was among the highest in their estimation of the educational services (See Table 3.7 in 3.8. *Learning and Teaching*).

Areas of development and the planned activities

- YHU plans to improve the selection of teaching staff further.
- The External Relations Department has developed a strategy for expanding the cooperation of teachers of the University and their foreign counterparts.
- To regulate the participation of teaching staff in continuous training and develop the capacities of the Staff Development and Training Unit.

3.7. STUDY PROGRAMMES

As mentioned, YHU formed study programme working groups (SPWG) in each institute and the academy to continuously review and update the study programmes (SP).

The planning and development of the SPs are carried out by those responsible for ensuring the quality of education based on the Strategic Plan of the University, the national regulations in the field of higher education, requirements of the labour market, and scientific and technical progress.

Several documents serve as bases for the development of YHU SPs, including the manual of the National Center for Professional Education Quality Assurance (2015) and the ECTS Guide (2015). Following their requirements, SPs are continuously improved:

- to formulate a learning culture which will foster the formulation of graduates' transferable knowledge, skills and competencies in accordance with the constantly changing environment
- to ensure the modernity of study programs and public accountability
- to promote compatibility and competitiveness as well as recognition of qualifications at national and international levels.

The YHU study programmes include:

- learning outcomes and methods of their assessment
- the curriculum of the given SP
- schedule of the educational process, ensuring the implementation of the SP
- modules of academic courses and respective teaching learning and assessment forms and methods
- description of resources ensuring the implementation of the study programme
- internship programmes, in which graduates continue their studies in the next level of education and respective professional fields in the labour market.

In their work, our designers and developers of SPs adhere to the student-centred approach and the principle of academic freedom. They align the planned learning outcomes of the SPs with levels 6 and 7 of the National Qualifications Framework and seek to foster students' independent and analytical thinking, research and entrepreneurial skills and innovative abilities. To meet the needs of internal and external stakeholders, they also follow the RA laws, international standards, the RA 2014-2025 development strategy and the university's strategic plan for 2021-2025. At least five other national and international study programmes are evaluated prior

to developing or updating study programmes. Thus, in four selected for this institutional accreditation study programmes benchmarking was conducted as follows:

- Dentistry: 60 study programmes evaluated
- Jurisprudence: 16
- Management: 10
- Psychology: 5

SPWGs consider national strategies and public expectations when planning and developing the SP. They require reforms regarding resources and programs. Meanwhile, the higher education sector and learning outcomes are also undergoing reforms.

Learning outcomes, teaching content, teaching methods, assessment criteria and assessment methods are inter-related.

Following the principle of continuity, SPWGs define each course's prerequisites and their logical sequence and consistency. The teaching staff, students, employers, graduates give feedback on the coherence of the SP modules and courses. Considering the results of the feedback, the content structure of the modules and courses is reviewed, new modules/courses are developed and introduced, and the material and technical base necessary for the implementation of the SP is replenished.

Practical training is essential for achieving the SP outcomes, and most of it is carried out during the internship according to the agreements signed between the university and the professional institution. This process is managed by supervisors appointed by the organization and the university.

Based on the feedback provided by employers and graduates (internship profile, survey), the location of the practical training is changed if it does not ensure the achievement of expected SP outcomes.

The component of development of scientific research skills was added to the educational institutions, based on the feedback of the students, the computer classroom, the library fund, the material and technical base of the chair (electronic whiteboard, projector, computer) were improved, it is also planned to develop and introduce an additional accounting training course using the latest technologies.

Until now, entrepreneurial capacity development has been provided through knowledge transfer and capacity building within the course topics. However, from this academic year, the innovation and entrepreneurship centre was opened at the Career Centre of the University. It will work in these directions.

The balance of credit points and actual workload for studying in RA is expressed as 1 credit ECTS is equal

to 30 study hours. Assessment of students is done in the following ways: task check, test task, intermediate and final certification, project, presentation, role play, report, final thesis defense. For the assessment of knowledge during studies, written (test, reproduction, independent creative works, solving professional problems, etc.) and oral (presentation, evaluation of students' work, self-evaluation, mutual evaluation, etc.) evaluations are used.

The compliance of the awarded credit points with the student's workload is determined by compliance with the standards of all components of the study, the volume of

classroom and independent work, and the results of their assimilation. The obtained results are analyzed by the lecturer, according to the content of the courses and the appropriateness of the allocated credits.

The applicant (local and foreign) must have a secondary (full) general education certificate or an equivalent secondary vocational education diploma. Admission is done according to the procedure approved by the Ministry of Education and Culture.

Table 3.6 shows the number of YHU students per SP.

Table 3.7. Number of students per study programme

Study Programme	Students
General Medicine (integrated)	1409
Stomatology (integrated)	393
Pharmacy - BA	28
Pharmacy - MA	0
Economy & Administration of Industries/Economics - BA	44
Management - BA	62
Management - MA	6
Jurisprudence - BA	77
Jurisprudence - MA	4
International Relations - BA	0
Pedagogy and Methodologies -BA	12
Pedagogy and Methodologies -MA	2
Pedagogy and Psychology - BA	35
Pedagogy and Psychology - MA	4
Foreign Language and Literature - BA	7
Foreign Language and Literature - MA	1
Art Design - BA	17
Art Design - MA	0
Outfit Modelling (Fashion Design) - BA	4

Summary of strengths

- Continuously enhanced SPs are compatible with the NQF.
- Strong SPWGs
- SPWGs utilize the feedback from employers and graduates and apply mechanisms of analysis of data received by internal and external stakeholders.

Areas of development and the planned activities

- CDEQA plans to develop further cooperation with the State Employment Agency and enhance the analysis of labour market data.
- Based on that study, YHU will develop and offer selective courses based on labour market requirements.
- The External Relations Department works on improving the participation of teaching, administrative and support staff members in training and exchange programmes.

3.8. LEARNING AND TEACHING

Academic qualifications received abroad are recognised in compliance with international conventions.

Efficiency and quality of learning and teaching are essential for YHU. The strategic plan for 2016-2020 declared student success as a fundamental value that designates the importance of students' academic achievements. Subsequently, the strategy for 2021-25 states instilling a student-centred education system as a strategic objective (SO1.3.)

The University's teaching and support staff actively participates in training programmes offered by Erasmus+ and other organizations. For example, last month, we attended five training sessions on active learning methods organized by the National Erasmus+ Office. The training was prompted by the participants of the presentation of Erasmus+ programme results we attended last December.

For the last two months, YHU has been working on an Erasmus+ capacity building project in a coalition with Carinthia University of Applied Sciences (Austria), University of Terrano (Italy), Alfred Nobel University, Eurasia International University, Armenian State Institute of Physical Culture and Sport, Northern University, Institute for Digitalisation of Education of the National Academy of Educational Sciences of Ukraine, Kharkiv National University of Radioelectronics and Kharkiv National University of Internal Affairs. Our deadline for submission is 28 February 2023.

The University supports students in developing their research and creative thinking skills. YHU also emphasises the increase of its graduates' competitiveness in compliance with national and international labour markets. To that end, YHU ensures students' awareness of educational processes and makes the educational process open, transparent and understandable to all stakeholders.

According to the YHU students, "SPs are challenging but doable." The use of computer software packages and the performance of practical tasks are considered mandatory components of the study at YHU. To prepare a high-quality specialist, the University provides its students access to various information sources.

The teaching staff uses active, interactive, cooperative approaches and combines traditional and modern teaching methods. A broad range of techniques is used during lectures and for practical and independent learning – seminars, essays, research, data collection and analysis, role-playing, visiting professional institutions and participation in work, conducting a classroom process with supervisors, etc. The professional training and experience of the teaching staff guarantee effective teaching, including modern digital tools.

Each SP includes practical lessons. The teaching staff directs students' independent learning through counselling and monitoring, provides feedback on identified errors through personal meetings and e-mail, and checks and evaluates the work at the end. Written and independent works are organized on the basis of the final results of the course and the SP. The challenges of self-directed work are partly related to detecting and preventing academic dishonesty. In such cases, the work is not accepted by the teacher.

Students support the improvement of the quality of their studies by participating in student surveys and expressing suggestions and opinions, which are the basis for the revision of SPs.

In terms of meeting the requirements set by the Bologna process, YHU is among the leading HEIs in Armenia. The university has deployed the credit system and followed the student-centred education for over a decade. Learning and teaching methods comply with current requirements. As a rule, the selection of teaching and learning methods are presented in course descriptions as essential components of every SP. The University makes efforts to significantly improve its SPs, course descriptions and teaching and learning methods and monitors and controls the quality of teaching and learning by means of class observations.

Employers' responses mainly refer to the graduates' difficulties in using professional economic software. Students are supposed to learn software packages used in enterprises mainly during the trial period rather than during their studies. Such opinions are not expressed in the case of graduates of medical and legal professions because their studies include simultaneous theoretical and practical training, and they are more easily integrated into the working environment.

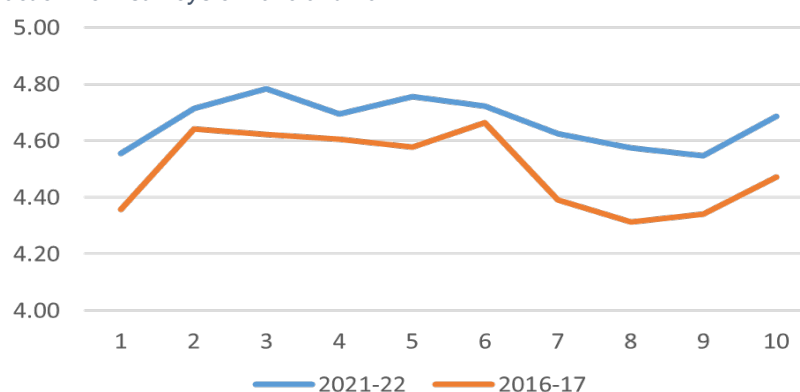
YHU gauges its graduates' satisfaction with the quality of education and other aspects of the university. The results of the last survey show a positive trend (Table 3.8).

Figure 3.13 shows that the respondents' satisfaction with the quality of education has also increased from 75% (2016) to 93% (2022).

Table 3.8. Results of the 2016 (N=212) and 2022 (N=115) graduates survey

#	Assessment area	2016	2021
1	Compliance of the infrastructures and resources with modern requirements	4.36	4.56
2	Professional and teaching capacities of the teaching staff	4.64	4.71
3	Professionalism of the administrative/support staff	4.62	4.78
4	Content of study programs	4.60	4.70
5	Interpersonal relations and relations between groups	4.58	4.76
6	Fairness of the assessment system	4.66	4.72
7	Opportunities to participate in research activities: Student Scientific Society	4.39	4.63
8	Organization and efficiency of internship/clerkship	4.31	4.57
9	Activities of the Student Council	4.34	4.55
10	Quality of the obtained education	4.47	4.69

Figure 3.13. Staff satisfaction from surveys of 2016 and 2022



Summary of strengths

- During the 30 years of operations, the University has prepared thousands of graduates, including internationals, and many of them successfully work in their professional fields.
- YHU is a multicultural educational institution where representatives of over 30 countries study together.
- To improve the quality of learning and teaching, YHU utilizes feedback mechanisms with teachers, students, graduates and employers.
- The University is always concerned about the quality and effectiveness of teaching and learning, its teaching and support staff actively participates in training programmes offered by Erasmus+ and other organizations.

Areas of development and the planned activities

- Instilling student-centred education
- Further enhancement of feedback mechanisms and their application to improve teaching and learning
- YHU will continue developing opportunities for exchanging experience and applying modern teaching technologies and technical mean.

3.9. STUDENT ASSESSMENT

Assessment is an integral part of the teaching process, and objective assessment is essential for fostering motivation. It enables our teachers to measure the effectiveness of their teaching and make effective teaching choices.

Therefore, SPWGs are improving the SPs and making the learning process consistent with expected learning outcomes.

To ensure the acquisition of knowledge, skills and competencies and make the multifactor assessment system open, impartial, and its application understandable, YHU has developed and is implementing its regulation on assessment and rotation. Created following the RA Laws On Education and On Higher and Post-graduate Professional Education, it describes the procedures for assessment of YHU graduates, dismissal (release) and reinstatement of students, and their internal transfer.

When defining the assessment criteria, the opinions of the students and the expert group were considered. They were reflected in the assessment procedure. According to the regulation, knowledge, skills, and competencies are assessed separately. From the very beginning of their studies, students are informed about the evaluation criteria from the University's website and the student guide. At the same time, the University provides students with individual information sheets.

Objectivity and transparency are ensured by the presence of more than one expert and teacher. To conduct an objective and impartial assessment, it is also essential to have competent, qualified teaching staff.

The assessment is based on several principles, such as objectivity, transparency, assurance of feedback, and reliability/compliance - this stands for the alignment among course goals, teaching, learning and assessment methods and criteria. It also means that the teacher should give feedback on the problems raised by students. The full identification of students' potential and achievements is one of the assessment requirements. Therefore, teachers provide feedback during an assessment that supports students' development and motivation.

Students have the right to appeal their grades. The credits obtained are validated and accumulated in their academic transcripts. YHU allows accumulating and transferring credits. Likewise, the University takes into consideration its students' credits accumulated in other educational institutions as well as their learning outcomes obtained as a result of their working experience.

The assessment includes the components presented in Table 3.9.

The assessment bulletins are currently being digitized and will be available online by the end of the academic year. YHU graduates' opinion regarding the assessment system's fairness is among the highest indicators among the survey results (See Table 3.80)

In promoting the standards of academic freedom and institutional independence, YHU cooperates with other Armenian universities. Our advocacy efforts include meetings and correspondence with MESCS discussing the principles of institutional autonomy also related to student assessment. Notably, we initiated discussions of the intention of the government to hold all universities' graduate exams of all medical students studying in Armenia, including those of private universities, at the State University of Medicine. Eventually, our initiative group prevented that decision.

Students are free to propose a thesis topic relevant to their work activities. To take into account their current or previous learning or professional experience, the University is developing a system for accreditation of prior and experimental learning (APEL). The idea is to link previous learning experience, different study levels, and study-related professional work experience. Under that system, YHU will recognise prior learning and work experience towards the completion of an SP.

CDEQA elaborates on the principles in the draft APEL regulation that will be circulated and discussed at the UC and SC. Subsequently, the University will harmonize the relevant academic policies to reflect and incorporate the APEL procedures.

Table 3.9. Final assessment scores

Assessment Component	Student activity and research work	1 st Midterm test	2 nd Midterm test	Outcome A	Outcomes B & C	Overall Points
Points	10	20	20	30	20	100

Summary of strengths

- The University emphasises the objective, impartial and versatile assessment of students' learning outcomes set by courses and SPs.
- The regulation on assessment is continuously improved.
- Supportive feedback is ensured in the learning and assessment process.
- Students are aware of the regulation on assessment and its principles and criteria.

Areas of development and the planned activities

- It is essential to promote teachers' participation in the development of assessment criteria.
- To reinforce a student-centred education environment and to make the assessment a mechanism of student motivation (students' academic activeness is increased) through the application of active and interactive teaching methods, fostering students' individual learning and teamwork, self-assessment and peer-review.
- YHU is currently developing the APEL system.

3.10. LEARNING SUPPORT SYSTEMS

Diversity, equity, and inclusion are YHU's core values, and the university ensures that all students have access to academic, career and psychological counselling. Their individual development and progress are monitored and supported based on their needs, educational abilities and preferences. YHU provides psychological counselling to students. Also operational is the Support and Integration Unit. At the same time, the Career Centre advises and supports graduates' job search through its mailing list and the YHU Telegram channels.

The study support staff supports students with special needs in integrating them into the university environment and assists in solving problems relating to their studies, internship, career and extracurricular life. That fosters their personal and professional development. The Deans' Offices and study support staff provide daily support and help students during the whole period of their studies. Upon admission, a personal card for each student is issued in which their learning outcomes are registered. After the assessment, the learning outcomes of each course are recorded on the student's card which contains brief information about accumulated credits.

YHU is currently developing a system of individual SPs based on students' special needs, educational abilities, competencies, and preferences. Students have the opportunity to choose from elective courses. Besides, they have the right to make suggestions in the Student Council or the Scientific Council, where their proper representation is ensured, in particular, each council or committee of the university comprises at least 25% of students. By entering the University, students are at the centre of attention and care. From the very first day of their studies, they receive academic, career and psychological support from Deans' Offices, the Student Council, Career Centre and other structural subdivisions.

Usually, finding employment is relevant for students in the last academic years before graduating. Still, employment support may also become necessary when students, especially international students, need a job earlier. In such cases, they receive advice and support from Career Centre.

Besides such issues of directly supporting students, the Career Centre:

- studies employers' needs and their satisfaction with employed YHU alumni in terms of their professional competences, based on which SPs are revised
- participates in job fairs
- participates in Education and Career EXPOS
- collaborates with local employment centers.

The withdrawal, drop out and re-admission of YHU students are registered in the University, the reasons are

examined and respective steps are taken. Deans' Offices and the Educational-Methodical Unit take conduct these activities. Each case is examined individually, and the University strives to provide the maximum possible support. As a rule, students are dismissed or withdrawn from the University because of not paying tuition fees and unsatisfactory academic performance, although the University has set diverse discounts of tuitions fees and applies flexible tuition fee payment system.

YHU has a broad range of resources supporting learning. Thus, the library is equipped with computers and a significant literature repository. The YHU website provides comprehensive, updated information for students.

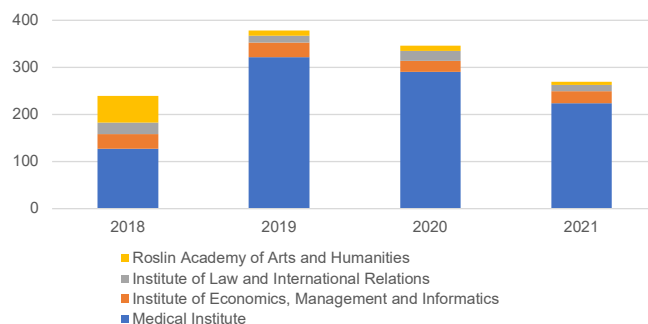
The average duration of study according to the level of education is as follows:

- Bachelor's degree- 4 years (or five years for part-time students)
- Master's degree – 2 years (or one year for pharmacy students)
- Uninterrupted and integrated programs – 5 years for stomatology and 6 for general medicine.

The RA [Law On Higher and Postgraduate Professional Education](#) specifies the duration of education for medical specialisations as at least 5 years with uninterrupted (continuous) and integrated educational programs, as a result of which the awarded educational degree is equal to the master's educational degree.

The number of student dropouts is decreasing (Figure 3.14). The University implements a flexible policy of tuition fee discounts and provides students carrying out volunteering activities with significant tuition fee discounts.

Table 3.14. Early leavers



As Table 3.8 in Section 3.8 shows, our graduates are of a very high opinion of the professionalism of admin/support staff. It has increased its ranking from #3 to #1 in 10 assessment areas.

Summary of strengths

- YHU provides versatile support and counselling services to students.
- Students can obtain the necessary information on the YHU website.
- The study support staff is skilful and knows foreign languages
- The Career Center helps students (including those with special needs and international students) find practical training positions and jobs.

Areas of development and the planned activities

- Further steps are needed to increase the graduation and reduce dropout rates.
- The University works on strengthening the institutional capacities of the Special Needs and Integration Unit.

3.11. RESEARCH, DEVELOPMENT AND OTHER CREATIVE ACTIVITY

The need for developing research capabilities derives from one of the most important strategic objectives of the YHU Strategic Plan for 2021-2025 (SO1.2) and its Research Strategy.

The University's Research Resource Centre (RRC), laboratories, clinics, and consulting centres aim at internationalization and localization of advanced experience, attracting material and human resources for the growth of quantitative and qualitative research and investing the results of research activities in educational and innovative activities.

The research works carried out at YHU are of a fundamental nature, and their results are presented to the general professional society through scientific collections, periodicals, monographs, and other sources of information dissemination. The results of the YHU studies are validated in relevant research reports and publications.

The university also continues its activities in the direction of international and national research cooperation, expanding the involvement in the interregional, regional and local research community:

- An agreement was reached with the Haykazian University of Beirut to organize joint conferences, seminars and webinars.
- An agreement was signed with the Institute of Philosophy, Sociology and Law.
- Joint research projects were developed with the Scientific and Technological Center of Organic and Pharmaceutical Chemistry. L. Mnjoyan Fine Organic Chemistry Institute.
- In cooperation with Boku University in Austria, YHU has applied for the Erasmus+ mobility programme to develop the transdisciplinary research abilities of professors and students.
- Another application to the Erasmus+ programme is being prepared jointly with the Dimitri Cantemir University of Romania.
- The expansion of cooperation with local research centres continues most actively, particularly with the Ecological and Atmospheric Research Centre of the National Academy of Sciences.
- YHU has contacted the European Resource Center and the Association and is discussing the possibilities of cooperation.

To develop students' practical and research abilities, the university has signed contracts with 25 organizations, incl. Medical Institute - 12, Economics, Management and Informatics - 4, Law and International Relations - 6, Roslin Academy of Arts and Humanities - 3.

The scope of similar processes with leading scientific centres is progressively expanding.

Studies are regularly conducted to identify the current needs of society and the labour market, and the results are used to make the connection between the university-labour market-employer more relevant. One of the best examples is the University's cooperation with RAY Energy for environmental protection and sustainable development. The Management students are included in the programme of organizing the sale of solar energy panels. Their influence on the improvement of economic indicators and the possibilities of using alternative energy resources are being studied. That also contributes to the development of the entrepreneurial and research abilities of students. Before enrolling students in the programme, the company conducts informative meetings and acquaints them with the specifics of the industry.

In support of the university's mission, the RRC strategy, charter and research topic selection procedures were developed and approved in a participatory way. Strategic research topics are presented in the research strategy. Also, in order to develop the research skills and abilities of professors and students, the RRC conducted a needs assessment based on which development priorities were formulated in the action plan.

All those documents are available on the university website. According to the procedure for selecting research topics approved by the University, the prerequisites for selecting research priorities are:

- Identification of stakeholders
- Identification and classification of possible research directions
- Delivery of results to stakeholders
- Opportunity for open discussion with stakeholders in all directions
- Establishing priorities together with stakeholders.

The Scientific Council of the University and beneficiaries of the RRC carries out a SWOT analysis. Based on that analysis, research priority areas corresponding to the university's strategy and a package of actions for their development are prepared. Research priority areas are determined based on three identification criteria:

- Integrating strong research areas with relatively weaker ones, allowing the standards and potential of the former to be used to promote the latter.
- Prioritising multidisciplinary research, integrating basic scientific problems and societal challenges, which increases the possibility of gaining attention and recognition for the achieved scientific results.
- International teams and research institutions that deal with relevant field issues and have collaborative experience with YHU are the optimal starting point and provide an opportunity to increase the scope and geography of conducted research.

- Conducting a SWOT analysis is the most effective way to achieve the goals of scientific excellence. It is used to strengthen strengths and opportunities to strengthen weaknesses and overcome risks.
- The research group formed for the determination of research priorities includes:

1) researchers who represent all professions, institutes and units operating in the university and also participate in the work carried out in the direction of SWOT analysis, 2) each research priority chosen by the working group has its own scientific agenda, road map, which are used to develop the concepts of the priority research direction and achieve the proposed goals. In order to monitor the research carried out by YHU, a format for monitoring the implementation of the planned research is also being developed; 3) to evaluate the participation of professors in scientific research works: a format for the report of professors' scientific research works, a review of research works published by experts in the field; 4) to evaluate the effectiveness of establishing external relations in the field of scientific research, sealed format for monitoring the implementation of contracts and agreements, format for the trend of the number of external partners, format for monitoring the implementation of grant programmes; 5) for evaluating the success of the development of students' research skills, an examination of the evaluation mechanisms of subject programs and the research component according to their output results, the number of undergraduate and master's students involved in research progress sheet, student science society work plan executor mine assessment.

Procedures for monitoring, evaluating, and supporting research programs are included in the strategic plan for research.

The following tools have been developed and put in place to monitor the research carried out at Yerevan Haybusak University

- monitoring template for planned research implementation

2. To evaluate the participation of lecturers in scientific research works a form for professors' research reports, review of research works published by specialists in the field.

3. To evaluate the effectiveness of establishing external relations in the field of scientific research:

- a form for monitoring the implementation of signed contracts and agreements, the format of the follow up of the number of external partners,
- a form for tracking the performance of grant programmes.

4. Success in developing students' research skills for evaluation: an examination of the evaluation mechanisms of the subject programmes and the research component according to their output results, undergraduates enrolled in research and Master's student number progress sheet, evaluation of the performance of the Student Scientific Society (SSS).

The University links research and the educational process in its SPs. To strengthen the interdependence of

research activities and the educational process, the university teaches the subject Fundamentals of Scientific Research, taught in all institutes' first year of the bachelor's degree. It includes the concepts of copyright, ethics of scientific research, academic integrity, and international norms and standards.

University lecturers also present their research results to the scientific community and students through scientific seminars, conferences, and master classes, integrating them into educational materials, taking into account the needs and capabilities of students and the requirements of the educational program. The number of annual master classes, seminars, and exhibitions on the topics of scientific directions of primary importance is 30 per year.

Bachelor's study programmes envisage small research works both in the form of independent work within the boundaries of subjects and various coursework. Students in the master's study programme write a master's research dissertation. The number of students envisaged to be involved in research activities is 200.

Incentive awards are given to professors involved in scientific and research work/conductors of scientific seminars and professors who have provided professional support to SSS. The process of developing effective motivation mechanisms continues.

Indicators of the university's research interests and ambitions within the framework of the research activity strategy of YHU are the following scientific journals: Medicine, Natural Sciences, Social Sciences and the scientific journals presented below.

The scientific publications in 2020-2022 included:

Total number of scientific publications is 180, including

- SCOPUS: 17
- Supreme Certifying Committee of RA: 51
- PIHLI: 2
- Web of Science: 15
- Others: 71
- Study manuals/monographs, work chapters 23
- Patents -1 N 3379A

Number of scientific publications per teaching staff member $180:175=1$

Number of scientific publications per teaching and support member $180:237=0.8$

Last year, YHU participated in 37 conferences.

Currently the University is developing a strategy to have its scientific journal indexed in Scopus. It also includes joining Crossref – a nonprofit association of 2,000 publishers who represent 4,300 societies and publishers and the official digital object identifier (DOI) Registration Agency of the International DOI Foundation (<https://www.crossref.org>).

The University created laboratories, clinics, community support and counselling centres and a start-up company to promote innovation, development of scientific research

capacities and increase the effectiveness of the study processes.

- Human Physiology Laboratory - implements the programme on improving body balance and muscle mass that can contribute to the development of motor skills and locomotor function in children with developmental delays.
- Microbiological Laboratory - oral microbiota of patients of different ethnic groups in normal and pathological conditions.
- Advanced Simulation Centre equipped with high-tech simulators. Clinical diagnostic laboratory - designed for serving 50 persons per day
- Outpatient services - 11 specialised offices
- Re-equipped dental clinic - 50 patients per day, four groups of students, 16 doctors
- Forensics Laboratory
- Psychological Counselling Centre
- Design laboratory - creative models
- Ray Energy – a startup company – 20 students, ten projects, two research projects
- Legal Clinic provides necessary legal advice to the public and professional seminar discussions. To promote scientific research, SSS operates in the university, which, in cooperation with the University's science, RRC and various departments of the university, carries out scientific, re-research and creative activities.

The work plans of all institutes for the respective years developed by the SSS were drawn up and approved. The SSS composition includes eight students each from the Institutes of Medical Economics, Management and Informatics, Law and International Relations, and five from the Roslin Academy of Arts and Humanities. Meetings and discussions are held continuously with HRC and SSS in order to develop and implement joint work programs. In 2022 On October 24, the report ex-

hibition of creative works of students and professors of the Roslin Academy of Arts and Humanities took place. With the support of the RRC, the students visited leading scientific research centres. Experts were invited from the research centres to conduct seminar discussions. Scientific seminars are regularly held at the University, and eight seminar discussions were held in the first semester, in which students also actively participated. Minutes of the Scientific Council meetings are available on the University's website.

In recent years, the geography of YHU employees' participation in international conferences has expanded, as well as the initiative to organize international conferences. On December 15, 2022, the YHU and Liepaja University of Latvia held the International Conference on Current Problems of Pedagogy and Psychology and Ways to Address them.

The YHU RRC, Department of External Relations, constantly supports students and teachers by providing necessary information on upcoming international grant programmes and scientific projects and assisting in formulating applications for their participation. In 2022, the university submitted two applications to the programmes implemented with external funding. Among the already active programs, two scientific research programs are shown below. They aim mainly to equip the research laboratories with the necessary resources to carry out educational and research activities.

The Simulation in Undergraduate Medical Education for Improvement of Safety and Quality of Patient Care (SAFEMED+) project financed by the European Union has a total amount of 43,486 euros, of which 32,400 euros for the purchase of equipment.

Financial support provided by the state in the form of a grant for the implementation of scientific topics within the framework of contractual (thematic) financing of scientific and scientific and technical activities. That project is titled "Body Balance and Muscle Mass Improvement Can Promote Development of Motor Skills and Locomotor Performance in Children with Developmental Delay."

Summary of strengths

- Availability of RRC, Laboratories, Clinics, Consulting Centers and Start-Ups derives from YHU's mission and is based on policies derived from it. The strategies of the centres and clinics, a number of procedures and documents aimed at the sustainable launch of research activities have been developed.
- In the university and departments, there are bodies that coordinate scientific research activities and interrelate academic activities (Vice-rector for Academic Activities, Vice-rector for Scientific Affairs, RRC, deputy directors for science, etc.).
- More than half of the university's teaching staff are professors with academic degrees.
- Interdependence of research activity and educational process in the university, with the introduction of the subject Fundamentals of Scientific Research and the integration of research results in the educational process
- Realization of periodic scientific seminars-discussions by experts to exchange experience in target areas
- A great possibility of carrying out interdisciplinary research, based on the interaction of different institutes of the university and inter-university joint works.
- Activities of the SSS and Student Creative Council.

Areas for development and planned activities

- To expand the use of innovative technologies in the research process to equip the research centre with the necessary resources.
- Strengthening the connection between research activities and the educational process at the university by equipping students with subjects that develop their research abilities and skills by introducing measures to encourage their involvement in research.
- Continuous development of formats for monitoring research carried out by YHU.
- Increasing the efficiency of the work of the Student Union and the Student Creative Union.
- Increasing the ranking of scientific journals and expanding the printing of scientific articles.
- Strengthening and expanding international scientific-research cooperative ties will contribute to the publication of university researchers' works in high-impact journals.
- Regulating the teaching and research activities of the university faculty, creating a relative balance between them at the expense of increasing the research component.

3.12. SERVICE TO SOCIETY

Using social media (Facebook, Telegram) and its website, YHU informs the community about its programmes and events. Among them are courses on the use of electronic accounting systems. The purpose of the courses is to provide scientific knowledge and practical skills and introduce students and other users to the processes and tools of Finance automation and accountability.

The Institute of Law and International Relations implements a project jointly with the RA Police Service to prevent juvenile delinquency and drug abuse among secondary school pupils.

Alumni are actively involved in university activities. First of all, some of them are employers. Their opinion is very important for revising study programmes because of their two roles – as former students and as market agents – employers.

Also emphasizing collaboration with other institutes, the Institute of Economics, Management and Informatics held an open class in collaboration with the School of Social Entrepreneurship, which was also attended by students from the Roslin Academy of Arts and Humanities. The speakers presented the new model of socio-economic development and its features.

The Roslin Academy is organizing exhibitions of the works of its students. Such shows with the following themes were held: Spring, Plein Air, Painting, and the individual exhibition of Lusik Arzoyan, a 3rd-year student. The department of Armenian Language and Literature organized visits to Avetik Isahakyan, Hovhannes Tumanyan and Komitas house museums and the Komitas pantheon, the aim of which was to instil in children patriotism, humanism and the desire to contribute to the development of the homeland.

In June 2022, students of the Institute of Law and International Relations visited the Public Services Regulatory Commission of the Republic of Armenia (PSRC). They got acquainted with the objectives, tasks, powers and competencies of the structural divisions of the Commission. PSRC regulates sectors of electricity, water, wastewater, natural gas, district heating, telecommunication, post, and railway. During the visit, the PRSC Chairman G. Baghranyan introduced students to the Commission's activities.

The Institute of Law and International Relations has signed a memorandum of cooperation with the Armenian Office of the United Nations High Commissioner for Refugees (UNHCR) and the Mission Armenia Charity Non-governmental organization (NGO), on the basis of which it implements its Street Law for All project.

Also, for the second year already, as a result of our co-operation of the MESCS and the International Federation of Electoral Systems (IFES), the educational course Engaged Citizen has been introduced at YHU. It is based on the development of civil and democratic capacities.

The learners are ready to realize their rights and responsibilities in real life, take responsibility and become active

The University is a major partner and supporter of Starmus – a global festival of science communication and art. The festival brings together the most brilliant scientists, artists, and musicians on the planet to inspire and educate the next generation of explorers and regenerate the spirit of discovery. During the Starmus VI Festival, famous engineers, entrepreneurs, astronauts, scientists, musicians, artists, and Nobel Prize winners visited Armenia.

For seven days, several concerts took place. Charlie Duke (Astronaut, Apollo 16 Moonwalker), Jim Bagian (Astronaut, physician and engineer), Kip Thorne (Astrophysicist, Nobel Laureate), Tony Fadell (iPod inventor and iPhone co-inventor), and other leading experts spoke on various topics in biology, astronomy, artificial intelligence, ecology, and space exploration. They visited Yerevan State University, Polytechnic University, the American University of Armenia, National Academy of Sciences and other educational centres.

YHU was visited by astrophysicist Xavier Barcons, General Director of the European Southern Observatory (ESO). ESO is the leading intergovernmental scientific and technical organization in astronomy that designs, builds and operates powerful observations for astronomy. He presented and discussed his company's activities and answered the questions of our students.

YHU students were among the volunteer supporters of the festival.

participants in the decision-making processes at different levels. Students of all institutes and the academy participate in the course. Before the implementation, representatives from the teaching staff participated in the training organized by IFES. That made it possible to introduce students to the fundamental principles of democratic governance, civil society and participation, and human rights through an innovative teaching approach using modern interactive learning methods. The course consists of civil education topics adapted to local context.

Interactive classroom teaching methods are used as modern approaches to voter education and civic awareness. To better understand social issues, students are also involved in extracurricular activities as well as public service, which is important in communities. As a result, within the framework of the course, students will be equipped with the knowledge and skills necessary for effective engagement, as well as strengthening democratic principles.

The YHU students volunteer at hospitals. They also visit the City of Heroes – a rehabilitation centre for the disabled veterans of Artsakh war. Many patients at the centre are of the same age as our students.

Teachers' competencies, including their contribution and service to society, are considered when assessing their work plans and awarding incentives.

Currently the YHU Educational and Methodological Unit in cooperation with CDEQA is working on the Service to Society policy document. The draft will be discussed, approved and made available on YHU website in March 2023.

Since its establishment, YHU has committed to serving society and humanity by spreading the knowledge and technologies produced by its research-based teaching in partnerships with development actors.

Our mission is: Haybusak is a new type of university – combining the best qualities of private and public education systems, it empowers all participants for self-realisation as versatile specialists, creative thinkers, and improvers of the life of their communities. YHU sees its role in attracting and supporting future professionals and leaders for the benefit of society. It enhances the University's teaching and research quality and, thereby, its competitive strengths.

Through research, internship, and civic actions, our University continuously expands its partnership with individuals and organisations engaged in addressing their communities' social, economic, cultural, technological, and environmental needs.

Excerpt from Preamble of the YHU Service to Society Policy

Summary of strengths

- YHU alumni contribute to improving the quality of education and the skills and employability of graduates.
- Provision of additional educational services.
- Participation in active citizenship programmes.

Areas of development and the planned activities

- To further improve SPs based on studying labour market requirements and develop continuous educational programs with the participation of the university's teaching staff
- To expand the opportunities of free services and accessibility of education for socially vulnerable groups.
- To activate the collaboration with employers
- To promote more effective involvement of alumni in university life and development of activities.



IV. SELF-EVALUATION OF SELECTED STUDY PROGRAMMES

GENERAL PROVISIONS

This introduction describes general provisions for self-evaluation reports on four selected study programmes (SP) presented below. Each of them is comprised of three parts:

1. Planning and Management of Study Programmes
2. Learning, Teaching and Assessment
3. Development, Cooperation, and Internationalisation of Teaching Staff

At the end of each part, its strengths and ways of improvement and planned actions are summarized.

1. PLANNING AND MANAGEMENT OF STUDY PROGRAMMES

The purpose of the review of the study programmes (SP) is to ensure the competitiveness of their graduates in the local and foreign labour market. Educators, students, employers, and graduates are involved in the process of development of SPs.

The University forms working groups responsible for ensuring the quality of SPs (SPWG). They plan and conduct the revision based on the University's Strategic Plan, RA legislation in higher education, job requirements in the labour market, and scientific and technical progress. Members of the SPWG study similar SPs of other Armenian and foreign HEIs. They conduct a comparative analysis to find out and document the best practices and ensure the compatibility of the revised SP to maximise the opportunities for the mobility of students, both within Armenia and internationally.

The University emphasises the capacity development of its staff and provides training. The University prioritises the capacity building of its teaching staff. Studies of the progressive experience help promote innovation and continuously encourage teachers to develop their professional and pedagogical-methodical expertise. They can take English language courses organised at YHU and participate in research in the University's fields of interest.

Learning outcomes, teaching content, teaching methods, assessment criteria and assessment methods are inter-related. The purpose of the SP is to prepare specialists who meet the labour market requirements and who will have developed personal qualities and general and professional abilities specific to their profession.

For each course, SPWG has defined specific general and professional outcomes and a test or exam to assess them. Following the recommendations from the previous institutional accreditation, the SPWG revised the evaluation procedure, removed the points allocated for attendance and added student activity, mid-term exams or tests. The evaluation components will be measured with points according to the subject's learning outcomes. YHU commenced the procedure in the 2022-23 academic year.

Each course of SPs envisages general and professional outcomes. To assess them, either a test or an exam is planned. Considering the recommendations from previous institutional accreditation, the University revised the assessment procedure – we removed the points allocated for attendance and added student activity, mid-term exams or tests. Students receive points for each assessment component according to the subject's learning outcomes. YHU commenced the procedure in the 2022-23 academic year.

The principle of continuity underlies the logical sequence and consistency of the courses of the educational departments. Prerequisites of courses, intra-subject and interdisciplinary links are interconnected with the learning outcomes of courses inside and outside the SP.

Practice is essential to achieve the objectives of the SPs, and the University pays great attention to the organisation and implementation of internships. If students combine studies with work and the nature of their work corresponds to the speciality studied at the University, they are allowed to undertake internships at their workplace.

According to the bilateral agreements, on-the-job training is carried out at the University and professional institutions during the internship. This process is managed by supervisors appointed by the organisation and the University.

Based on the feedback provided by employers and graduates (internship profile, survey), the location of the practical training is changed if it does not ensure the achievement of the final results envisaged by the program.

Based on feedback from students, the location, content, form of organisation, and supervision of the internship are continuously improved in the SP. It is planned to expand the list of educational institutions involved in the practice.

All the courses of the SP are also taught in English and Russian languages to attract international students. The internship of these students is organised in a foreign language, if necessary, in the country of their choice. If necessary, language training courses are available for international students and their tutors before enrolling in the SP.

Students also benefit from the logistical bases of the internship sites. The effective use of material and financial resources is evaluated by the extent to which they help implement the research work provided in the curriculum and ensure the achievement of the SP outcomes. We also reviewed the consumption of material and financial resources related to labour market developments and the changes in the demands of employers.

The learning environment is valued in that it ensures the implementation of SP for representatives of different national, cultural and social groups, respecting the customs and peculiarities of thinking of each of them. Students and alumni provide feedback on the learning environment. To develop a social learning environment, various national and religious events are organised in which both local and international students participate.

2. LEARNING, TEACHING AND ASSESSMENT

The admission of the students is carried out according to the HEIs admission procedure approved by the RA Government. Local and international applicants for bachelor's, uninterrupted, and integrated SPs must have a full secondary general education certificate or a corresponding secondary vocational education diploma. Any applicant with a secondary vocational education, regardless of their major, can be admitted to the first year, and if they do not have a satisfactory grade (C, C+) in the syllabus of the diploma insert, they can be admitted to the second year with a difference of 20 credits allowed.

The teaching staff uses active, interactive, cooperative learning methods and combines traditional and modern teaching methods. The mentioned methodological toolkit is used during lectures, practical and independent works – seminars, essays, research, data collection, collation and analysis, role-play, enterprise visits, the conduct of class with teachers, etc.

The professional training and experience of the teaching staff guarantee the effectiveness of the teaching methods. The teaching staff is fully aware of the principles of effective use of modern digital tools and applies their abilities in the teaching process.

The use of computer application software packages and the performance of practical tasks are considered mandatory components of the study. To prepare a high-quality specialist, the University provides the student with access to various information sources through the Internet.

The teaching staff directs students' independent learning through counselling and monitoring, provides feedback on identified errors through personal meetings and e-mail, and checks and evaluates the work at the end.

The changes in content and structural standards of the revised SPs made as a result of the comparative analysis with similar national and foreign programmes comply with the requirements of the education-related legislation of Armenia.

Written and independent works are organised based on the outcomes of the course and the SP. The challenges of self-directed work are partly related to detecting academic dishonesty. In such cases, the teacher does not accept the work.

Students are involved in research activities on the initiative of the members of the teaching staff of the SP and their own initiative. Students present the results of their research at student scientific conferences, and the best scientific articles are published in the collections of scientific works, which are also presented every academic year on the official website of YHU.

The credit points are awarded for reaching the standards of all components of the study, the volume of classroom and independent work, and the outcomes of their assimilation. The teacher analyses the attained outcomes according to the content of the courses and the appropriateness of allocated credits.

Students support the improvement of the quality of their studies by participating in student surveys and expressing suggestions and opinions.

The balance of credit points and actual workload for the study is expressed as one credit (ECTS) equal to 30 study work hours. Assessment of students is done in the following ways: task check, test task, intermediate and final certification, project, presentation, role play, report, and thesis defence. For the assessment of knowledge during studies, written (tests, reproduction, independent creative works, solving professional problems, etc.) and oral (presentation, evaluation of students' work, self-evaluation, mutual evaluation, etc.) evaluations are used.

The teaching staff participates in training related to reforms in the field of education, gets acquainted with many new teaching and assessment methods and ensures their application. The selection of evaluation methods considers the characteristics of the SP and the expected outcomes, ensuring compliance with the educational outcomes.

Based on the formed assessment, additional classes are organised for low-achieving students, they are involved in working groups (with the best students), and opportunities for independent and creative work are created for high-achieving students. In the learning process, practical activities are organised by forming support groups.

The assessment is based on the degree of relevance of the learning outcomes. The assessment components and their corresponding points are presented in Tables 4.1-3.

Students are informed about the evaluation criteria from the University's website, from the student's guide, and from the very beginning of their studies. At the same time, the Institute provides students with individual information sheets. When defining the evaluation criteria, the opinions of the students and the expert group were considered and reflected in the evaluation procedure.

The objectivity and transparency of the assessment are guaranteed by ensuring the presence of one or more experts and readers from the University and outside.

When developing the content of the student's previous education, students are free to propose a thesis topic based on their work activities.

Table 4.1. Cumulative course assessment with final assessment

Assessment Component	Student Activity and Research Work	Midterm test 1	Midterm test 2	Learning Outcome A	Learning Outcomes B and C	Total Points
Points	10	20	20	30	20	100

Table 4.2. Cumulative course assessment without a final assessment

Assessment Component	Student Activity and Research Work	Learning Outcome A	Learning Outcomes B and C	Total Points
Points	40	30	30	100

Table 4.3. Cumulative assessment of internship

Assessment Component	Student Activity	Learning Outcome A	Learning Outcomes B and C	Total Points
Points	40	30	30	100

A student-centred approach is used to support the completion of studies within the prescribed time frame. Through teaching using modern teaching technologies and methods, as well as contemporary assessment approaches, counselling and mentoring, teachers check and evaluate all students' works, note their omissions and mistakes, guide them, and advise on a specific schedule approved by their institute or academy.

The University organises consultations. Its Career Center identifies and communicates to students information about job vacancies, job opportunities, and government employment programs related to the professional activities of the Bachelor of Management. They can apply and register their data in the Career Center database for employment purposes.

For the second year, the University implements the Engaged Citizen project jointly with IFES (See Section 3.12. Service to Society).

In the case of unfair treatment, harassment, intimidation or other cases, the student can contact the director of the Institute, the academic advisor, the ethics committee, the student council, or the rector.

The reasons for dropping out were non-payment of tuition fees within the terms set by the contract, subject debts, absenteeism, failure to appear at the final examination or

receiving an unsatisfactory grade, postponement, transfer to another university, lack of desire to continue education (according to one's own application), the University management takes concrete measures to eliminate the reasons for dropping out of studies, in particular, according to the student's application, it extends the tuition payment terms, has developed and implemented a tuition discount system for different social groups, discusses withdrawal applications and, if possible, presents a proposal to the student to prevent it.

In order to reduce the number of early dropouts, the University administration analyzes the reasons for withdrawals, talks with students who leave and develops joint options for solving problems.

3. DEVELOPMENT, COOPERATION, AND INTERNATIONALISATION OF TEACHING STAFF

The University has defined its rules and principles of academic ethics. The awareness raising of the students and teaching staff is carried out through the publication and dissemination of the ethics regulations, conducting public surveys, and the University and the Ethics Committee carry out the support by organizing meetings and presenting the rules of academic conduct.

The rules and principles of academic ethics also apply to research work. The University has implemented an electronic academic dishonesty prevention system aimed at academic fraud and plagiarism. If academic dishonesty is detected in a research paper, the paper is graded as unacceptable. Academic dishonesty shown by professors can even become a basis for terminating their employment contract

Cases of teacher's academic dishonesty are recorded and discussed also in the Chair Councils, and measures are taken to prevent them. In cases of plagiarism and academic fraud in students' work, it is assessed as unsatisfactory. Measures to fight against dishonesty are formulated in the Code of Ethics of YHU.

Cases of academic dishonesty are discussed in the University Ethics Committee.

Based on the directions of the strategic plan of the University, each lecturer draws up an annual work plan, which is approved by the first superior, the head of the department, and the second superior, the Director of the Institute. At the end of the academic year, the work plan is summarized, after which a conclusion is given. If planned but unimplemented processes remain, they are discussed at the Chair's meeting and, if possible, included in the work plans for the following academic year.

With the participation of a CDEQA staff, the Vice-rector for Academic Affairs and the Head of Chair, lectures are conducted, lecture sheets are filled out, and the results are discussed and summarized at the Chair's meeting.

Every year, surveys are conducted among students and graduates, including the assessment of the work of the teaching staff. After summarizing the works' results, the obtained data are submitted to CDEQA and relevant Chairs.

The rating sheet of the faculty member was developed and introduced at the University. It consists of 38 elements characterizing the faculty member's teaching, research and development activities, the weight of each of which is expressed by the corresponding points.

The ranking of the teaching staff is carried out at the end of each academic year. The Director of the Institute summarizes the results. Each teaching staff member who has accumulated high points receives an incentive in the form of a salary increase or a certificate of appreciation.

The results of the ranking of the teaching staff are available to all professors of the Chair, which ensures transparency and impartial assessment. The incentive system operating at the University motivates those staff members who have accumulated low scores at the end of the academic year. Those lecturers whose scores are below the minimum threshold can receive professional supervision and retraining and continue their work at the University again in the next academic year.

As a result of the discussion with the relevant office managers, those professors with a scientific degree are involved in research programmes and manage graduate workshops. The lecturers who do not have a scientific degree are involved in the lectures, and at the same time, they oversee and improve the final works.

4.1. DENTISTRY (UNINTERRUPTED AND INTEGRATED STUDY)

Name of the study programme	Dentistry 091101.01.07 - Uninterrupted and integrated study programme
Structural unit	Haybusak Medical Institute, Chair of Stomatology
The principal compiler of the study programme self-evaluation	Yanina Marinosyan, DMD, Associate Professor, Head of Therapeutical Dentistry Chair, Director of the Institute
Preparation process of the study programme	<p>The self-evaluation conducted in 2018-2022 included extensive benchmarking of other universities' SPs at the programme and module levels and a comparative analysis of the requirements of the labour market for the professional activity of the Doctor of Dentistry and SP learning outcomes. The teaching staff, students, employers and alumni were involved. The Working Group on the SP (SPWG) comprised:</p> <ul style="list-style-type: none"> • Yanina Marinosyan, DMD, Associate Professor, Head of Therapeutic Dentistry Chair, Director of the Medical Institute • Areg Sepyan, DMD, Associate Professor, Head of the Surgical Dentistry Chair • Zaruhi Ghahramanyan, DMD, lecturer of Orthopedic Dentistry Chair • Armine Grigoryan, DMD, lecturer of Therapeutic Dentistry Chair • Ava Ostovar, student of Dentistry, V year • Khazhak Adamyan, DMD, Dentistry alumnus <p>The self-evaluation report was presented and discussed to validate it at the Institute's Council. Internal experts Dr Tigran Petrosyan, Deputy Director of the Institute and Dr Hrachia Kazhoyan, Vice-rector for Development and Education Quality Assurance, performed this report's peer review and further quality assurance.</p>

4.1.1. PLANNING AND MANAGEMENT OF STUDY PROGRAMME

The SP was revised to

- Cultivate professionals who can act and lead in a competitive environment
- Encourage students to integrate academic values and research ideas
- Stimulate teamwork
- Provide graduates with access to continuous education and promote their successful career
- Correct study plans and programmes with the set of competencies which are in demand in the labour market
- Increase the competitiveness of the University and attract more local and international students.
- Cooperation with local and foreign universities to enhance the teaching staff with the local and foreign members.
- The update of teaching and assessment methods of SP

Following the periodic SP review procedure, professors of chairs, students, graduates, and employers were involved in the process. In the last three years, the following changes were made:

The process included the following:

- Benchmarking with high-ranking foreign and Armenian universities
- Surveys of internal stakeholders to determine if the curriculum meets their educational needs and expectations
- Expansion of the Institute's simulation centre
- Inclusion of research compound in the subject programmes and the rating of the teaching staff
- the credits allocated to the public component have been reduced,
- pre-clinical, academic integrity-revealing, and formatting subjects credits have been increased
- has been invented subjects promoting scientific research abilities and academic honesty
- simulation course has been designed from the second year to form and develop the practical skills of future dentists.
- Elective courses Contemporary Constructions and Fixing Materials in Orthodontic Stomatology and Ecological Literacy have been added.

SP complies with contemporary requirements and is in demand, as evidenced by its increasing number of applicants both from Armenia and abroad.

Benchmarking was carried out to evaluate and improve the functional indicators of the SP, search for best practices, analyze the foundations of excellence and eliminate weak points. As a result, relevant changes were made, which led to an increased share of pre-clinical subjects. Besides, the curriculum was supplemented with new required subjects: Methodology of Scientific Research and Academic Integrity.

The University invests in building its research capacities. It increases the opportunity for students to be involved in research and the efficacy of scientific activity.

Many methods come from disciplinary research. For example, PCR is also used in the pathological lab, and the fluorescent microscope is used in microbiology and pathology. In other words, they teach the required targeted professional skills, and the topics and practical classes related to them are certainly applied in the SP.

Medical Institute cooperates with advanced organizations in the field, including scientific institutes with leading specialists who are ready and able to share their professional experience and knowledge in SP revision, providing fast and accurate feedback. During practical classes and summer clerkship, not only the professional skills of the students are formed and developed, but also general transferable skills.

Foreign lecturers are involved considering their level of professional education and international certificates, and a certificate of English language knowledge for international students.

Precise definition and mapping of the content of the learning outcomes, from which the educational outcomes of the SP composing courses are derived, ensure the SP's coherence. A careful choice of assessment criteria and methods, the course features, the type of class and the topic are essential. The learning outcomes defined for the SP and all its courses enable to objectively assess students' acquired knowledge, practical skills and abilities.

The cooperation of the Institute under the Erasmus+ Safemed+ programme has triggered necessary and appropriate changes to the teaching methods of clinical subjects, current and summative knowledge assessment methods and criteria. It can be applied in all areas of medical education, including in dentistry: assessment of practical skills on simulation equipment makes the fact of reaching the end result more reliable.

General competencies are part of the learning outcomes, which form the image of the future doctor as a socially active specialist who can research, analyze, evaluate and solve the problems of the professional sphere and predict possible developments using critical thinking and modern scientific approaches. They are defined according to the National Framework of Qualifications and the Characteristics of the Framework of Sectoral Qualifications of Medicine of the Ministry of Health (see Appendix 1).

With its outcomes, the Innovation and Entrepreneurship subject included in the SP educates the dentist doctors as doctors-entrepreneurs. It contributes to forming and developing their ability to work in a team and cooperate effectively with team members, the skill to use innovative knowledge to expand the knowledge and skills to develop creative solutions in the professional field.

About 70% of the total classroom hours of the Medical Institute, are allocated to practical classes. They are valued because the learning outcomes related to the skills and competencies of the SP can only be achieved through practical classes. They are designated for practical classes in specialized offices, laboratories, classrooms of the simulation department, hospitals and polyclinics that are the clinical and educational base of the University.

Extensive cooperation between the YHU Medical institute and the RA healthcare system facilities makes that happen. The University cooperates with Armenian hospitals, medical centres, polyclinics and other healthcare institutions (see Appendix 2).

The heads of practical training are included in the chairs of clinical courses, from where they always receive the necessary methodological and pedagogical counselling.

Students' feedback is obtained through anonymous surveys conducted regularly by the Development and Quality Assurance Center and directly to the administrative departments and academic staff. The results reveal that students are highly inspired to participate in practical classes in simulation rooms and clinical facilities.

The programme was compared to SPs of top-ranked universities, and the differences were found to be mostly in the structure/form of the curriculum rather than the content. The benchmarking of the curriculum and the learning outcomes were also performed.

- One ECTS is equal to 30 hours for all SPs taught at the University.
- YHU stimulates academic mobility in the following directions
- Increase the recognition of the YHU credits
- Enlarge the scope of joint programmes and international research contracts, development of research activity
- Creation of comfortable payment conditions for teaching staff
- Facilitating the adaptation of newly arrived students support through appointed mentors who are selected from both young teachers and senior students

As a result, choosing of individual educational trajectory allows one to acquire the variable of the credits and to provide a high level of educational services quality

SP is available for students, including international students, to participate in developing the programme using the relevant programmes of the universities of their countries.

We are asking for feedback from both internal and external stakeholders. The observations or comments from the letters are valuable for updating and modifying the programme for preparing a specialist in line with the requirements of modern practical medicine.

The feedback from international students makes the features and differences of the study programmes in their countries available to the relevant clinical departments. It helps to be aware of what kind of educational outcomes and expectations international students have to meet their educational needs.

The financial resources are sufficient for the SP's implementation.

As for the physical resources, it is desirable to increase the proportion of the faculty with scientific degrees to 60%. It is necessary to note the lack of professors teaching international students in English.

There are no shortcomings related to financing. The financial stability of the SP is ensured by additional educational and methodological training awarded with Continual Education credits. Participation in the grants as well creates another source of income.

Financial resources are effective, partially contributing to re-equipping the dental polyclinic and the simulation centre with modern equipment.

The main research databases are PUBMED, MEDLINE, EMBASE, Cochrane Library, and CINAHL Plus with Full Text. Online access to these is free, but not all publications' texts (Full Text) are free. Usually, either the researcher pays for them or the University makes the institutional application. There are also free, open, full-text materials that students can freely use for free.

Including a new elective course in Ecological Literacy follows the principles of environmental protection in the limits of SP.

Students can study independently in the university library reading room using the University's electronic library. They can develop their practical skills in the University's simulation centre, as well as in the University's dental polyclinic, under the supervision of a dentist, which also supports the social mission of the students.

The educational and social environment of students and teaching staff is reviewed based on anonymous surveys and analyses of letters and recommendations referred to by the university administrative staff.

All stakeholders can provide feedback on the learning environment

Strengths:

- SP is recognized as attractive for a significant number of local and foreign students, as a result of which the number of students increased.
- It is modern, close to the SP of the current recognised universities, due to which a large number of students applying to the University in order to transfer their credits

- Provided with necessary financial resources
- The goals are guaranteed and up-to-date, and the ways to achieve them are realistic

Planned improvement actions

- Reinforce cooperation with external stakeholders, and employers, to respond more quickly to changes in market requirements
- Strengthen the teaching staff with the necessary guest lecturers to conduct short or long courses or master classes
- Promote the international mobility of students and professors in education and research
- Value and to emphasize the role of society in the formation of future doctors-dentists
- Motivate students to actively initiate and participate in the revision process of the SP to be responsible for their future.
- Motivate students and professors to engage in research activities.

4.1.2. LEARNING, TEACHING AND ASSESSMENT

Potential students and other interested parties learn about the opportunities to be included in the educational programme from commercials, social platforms, and internal and external stakeholders of the University. The admission of the local applicants is carried out through the entrance exams by RA Centre of Assessment and Testing.

Transfer students are admitted based on an academic reference from their previous SP. According to the National mobility requirements, if the difference in ECTS credits between the latter and the YHU study plan does not exceed 20, then they continue their studies from the corresponding semester (see appendix 3).

Following the University's shared governance model (governance model), Student Council is formed by the students willing to participate in developing the University. Student representatives' share in all YHU councils and committees is above 25%. That allows the integration of priorities and interests of different groups. With such a management model, all groups at the University are partners making decisions together rather than followers of orders. It strongly contributes to the motivation of students.

Continuous monitoring ensures identifying and addressing their need for support during studies.

Academic recognition of international students' qualifications obtained abroad is carried out according to the relevant decision (N700 N decision of the RA Government). Before starting the students' education process at the University, MESCS reviews the applicants' documents.

Among the activities organized before the start of the study, one can mention the organization of an introductory visit for future applicants (high school students, medi-

cal college students). It aims to familiarize them with the Medical Institute and simulation centre's laboratories and participate in discussions with professors and students on issues of concern.

During study years, students' contact during practical classes or summer clerkship with practicing doctors, healthcare organizers and other medical team members contribute to the proper career building.

Two types of observation are used in the University. Academic observation reveals the intention towards this or that branch of science during the study. Communication assessment determines the student's ability to communicate and work in a team.

Students with disabilities are provided with the services of an assistant providing technical support. As a result, they are engaged in the University's social life. They are also provided psychological and other counselling assistance. YHU has unique technical means (projectors, computer classrooms, electronic versions of textbooks for visual disturbances having students)

Students are involved in planning the learning process and revising and updating the SP.

Interactive teaching methods are used. The efficacy is registered based on student performance monitoring, survey-based feedback, and analysis of class observations.

Digital tools are used both during theoretical and practical classes. In the last 3-4 years, the use of digital tools by the teaching staff on the Moodle platform has increased. The methodological department of the University organizes training aimed at the development of such skills.

Learning is monitored through daily surveys, mid-term and final exams, assessment of the students' work and participation in conferences and competitions.

The teaching staff involves students in their research. The Student Scientific Society's (SSS) annual Student Conference is the monitoring measure of student research participation. Principal investigators of research programs (from teaching staff) also involve students in papers published in other international or local journals or conferences as co-authors (e.g., T. Petrosyan; Kenza III GM, Laleh IV Dentistry). Some students also work with teaching researchers who conduct systematic reviews and meta-analyses evaluating the outcomes of various therapeutic interventions (e.g., A.Petrosyan; J.Jefrin IV GM).

Credits are allocated to study programme components such as modules, course, clerkship, and research and reflect the relevant performance for each component completed over the academic year. Relevance is analyzed based on the type of course and type of assessment. It is calculated for each type of activity so that the educational load corresponds to the number of credits.

Students take part in the development of the SP and research, and students' skills are assessed according to the applicability and effectiveness of the proposals.

According to the new grading system, the student's attendance is no longer included in the assessment regulation. Knowledge assessment is carried out through current and summative test tasks and oral and written tests. Assessment of abilities is carried out through individual or group work, assessing students' abilities through situational problems and role-playing, during which the lecturer and the students assess both professional and general skills.

Skills are assessed according to the algorithm of performance of practical skills. The steps of practical skills are evaluated with points, the correct sequence and infallibility, ensuring the maximum result.

The main evaluation methods used by the teaching staff of the study programme are written exams, oral exams, testing, and assessments of practical skills in the simulation centre and on clinical bases.

The teaching staff regularly participates in seminars on assessment methods and the process of improving the assessment system.

YHU's teaching quality assurance practice includes conducting class observations and anonymous surveys. It reveals the strengths and weaknesses of one's teaching approaches. For example, one of the most recent cases, was related to shortcomings in the didactic method of a lecturer of a methodological course. The lecturer was informed, and she corrected the deficiencies of her didactic approach.

Formative assessment is the process of finding and interpreting data that students and teachers use to determine where students have progressed and where they need to go. It aims to motivate the learner to plan goals and achieve them.

Students are informed about the assessment criteria through the Student Guide and in response to questions sent to the administrative staff e-mail address.

The coding of examination papers ensures the objectivity of the evaluation.

The invited (external) experts are included in the Final Attestation Committee.

The University does not have a Dissertation Defence Committee and only conducts courses within the framework of PhD programmes.

The introduction of a rating system of assessment, and the use of a cumulative system of external and internal monitoring, in our opinion, ensures the objectivity of assessment (see appendix 4)

To achieve the outcomes, the student completes the classroom hours provided by the SP under the supervision of an experienced teacher, strengthening the acquired knowledge with practical training and summer clerkships.

During independent work, the students can use the electronic library, the simulation centre and didactic materials of the University. Practical skills are gained through practical and laboratory classes and summer clerkships

Besides, the curriculum implies the development of a creative personality, applied orientation of training, interdisciplinary, and formation of communication skills.

The lesson organization is flexible, allowing you to change it if necessary, adjusting it to your needs. Working in small groups contributes to developing teamwork skills development, and students can evaluate each other's work. Motivating teamwork, providing feedback, holding seminars, analyzing homework, and following a logical sequence of teaching subjects are essential.

About 70% of students, starting from the 3-4 years of studying, are interested in acquiring extracurricular knowledge and skills to increase competitiveness in the labour market and for complete self-realization.

The examples include selective courses related to

- PBL system
- Medical English (advanced)
- Development of the practice skills on simulators beyond the SP limits.

The student can contact the Ethics committee by writing an e-mail, which provides a proper solution.

Students stop their studies due to mandatory military service, taking an academic year off due to health problems, moving to another country, and financial and educational debts.

Reasons for being excluded from the University are non-satisfactory attendance, more than 12 credits of academic debts, and financial debts within the terms set by the contract. One of the main reasons for voluntarily leaving the University is leaving the country, transferring to another university, according to one's application, etc.

To reduce the number of early dropouts, the University administration analyzes the reasons for withdrawals, talks with students who leave and develops joint options for solving problems.

SP graduates receive postgraduate education (residency) at the RA National Institute of Health and abroad, after which they have a guaranteed job. Perhaps the highest rate of working by profession is observed among graduates of the Dentistry Specialisation. It is difficult to find a dental clinic in Armenia that does not employ graduates of our University. The working geography of our dentists is vast; they work in Armenia, Russia, the United States and many European and Asian countries.

Our dentists work in all areas of dentistry: family, therapeutic, surgical, orthopedic, and pediatric. Our information on dental alumni is based on feedback and positive opinions from employers.

We consider the growth of the following three indicators to be the measure of its achievement:

1. Percentage of successful overseas licensing exams passed by SP graduates
2. Degree of graduate employment
3. Continuing education abroad

The degree of professional employment of graduates indicates the effectiveness of the University's educational

environment. The circumstance of the graduates' successful professional career is considered, moreover, the indicator of the quality of the specialist's education.

Based on the feedback, Implantology as a module has been added, the number of hours allocated to Mucosal Diseases and Infection Control has been increased, and the simulation course was developed□

Strengths

- The SP has adopted interactive teaching methods, which provide an opportunity to motivate the student to acquire knowledge, abilities and skills, including general transferable skills.
- The subjective factor in the assessment of students' knowledge was reduced to a minimum by the coding of works
- Academic support structures now also include flexible academic advisors. They support students in need of changing study schedules.
- The University's ethics commission, psychological clinic, and dean's office quickly respond to students' problems and provide maximum support.

Areas of improvement and planned improvement actions

- Expand the use of digital tools by the teaching staff in the teaching process
- Develop a checklist for the objective assessment of practical skills according to the algorithm

While assessing students' independent work, teachers motivate them to realize their inner potential.

4.1.3. TEACHER DEVELOPMENT, COOPERATION, AND INTERNATIONALIZATION

YHU helps the teachers comply with the teaching staff's systematic evaluation criteria (reflected in the appropriate rating scale: results of class observation and anonymous student surveys). In particular, the Staff Development and Training Centre has developed and implemented professional and pedagogical training schedules for teachers.

The main obstacle is the current insufficient level of foreign language proficiency, for which the University organizes free English courses. The second obstacle is related to the passivity of part-time employed lecturers. The training has been included in the rating scale to motivate the professors.

Guided by the educational standards, licensing requirements, and studying the experience of other universities, the YHU has supplemented the teaching staff of the University with appropriately qualified specialists, 51% of whom, according to the educational standards, have a scientific degree. The teachers included in the programme should not cross the 65-year-old limit. In exceptional cases, by the decision of the University, the contract signed with the lecturer can be extended, even if the age limitation has been exceeded.

Student-centred and learning-oriented approach - Student-centered learning encourages students to take an active role in controlling their own learning process, forming a conscious attitude towards learning. It is an educational culture based on the cooperation of professors and students.

Students are involved in the governing structures of the University. In particular, they participate in the work of the University Council and Scientific Council. They have their own student body - the Student Council. The student's opinion is also considered when choosing the topic of the research work. For example, they proposed to research the Change of Oral Mucosa during Covid, and the Scientific Council of the University approved the topic.

The obligation to continuously develop the professional and teaching skills of the teaching staff is defined by the professors' rating scale, in which particular points are given to the continuous development of professional and pedagogical skills.

Monitoring the skills' application is carried out through anonymous surveys, class observation and open classes.

The best practice exchange is carried out through observation of experienced lecturers' classes, studying the method of conducting theoretical or practical classes, evaluating students, and teaching practical skills.

Beginner lecturers receive methodological and pedagogical help from the head of chair, and from their experienced colleagues. It may refer to the exchange of methodological documents and literature.

The heads of the educational units, responsible in accordance with the operative plan of the University, define the terms and forms of improvement of the teaching staff.

Skills and abilities in the educational process - updating and processing lectures, publication of methodological instructions, developing new course programmes, conducting seminars, master classes, writing articles, etc.

The effectiveness is evaluated through organizing class observations, anonymous feedback from students, and assessment of the performance of the heads and members of the departments.

The University's Ethics Committee helps students and faculty to understand and respond to ethical issues. To prevent academic fraud, a new course, "Academic Honesty", was added to the first year of SP.

Copying and plagiarism are checked using special software.

Neither the teaching staff nor the students tolerate academic fraud.

During the final attestation, the oral answers of the examinees are recorded. The students and the examination committee are notified. In case of disagreement with the grade, the examinee applies within 24 hours following the attestation, and the Appellation committee reviews the case and gives a conclusion about the grade.

To activate the international mobility of the teaching staff of the YHU, the University plans to increase the competitiveness of specialists following international standards so that they can not only be included but also initiate the implementation of joint educational modules within the framework of the SP, and actively participate in the exchange.

The international teaching staff members participate in theoretical and practical training and act as part of the final assessment committee.

Practitioners of the field (including our alumni) are included in various components of the SP, starting with conducting courses, ending with conducting summer internships and participating in the final attestation.

A teaching staff member receives feedback on his work and its effectiveness through anonymous surveys organized by the quality centre.

Class observations and open lessons are organized.

The high evaluation of the lecturer's work is reflected in awards and monetary rewards awarded by the Rector. For example, it can be an invitation to a significant event, such as Starmus VI, supported by YHU.

The University is far from biased relation towards students or faculty members; evaluating the work of lecturers, anonymous surveys collected from students, the opinions of the teaching staff, employees, and the dean's office are taken as a basis.

The relevant Chair Session determines the workload of the teaching staff considering their research and clinical workload. The course planning and the timetable take into account the employment of professors in research work and the clinic. It is subject to change if necessary.

The active participation of the teaching staff in the research work is not limited only to the dissemination and application of the obtained results in the research environment for the scientific community. Research data is needed to improve the performance of the business, government, and other sectors.

The basis of this improvement is the interaction of institutions with universities and their scientific centres. These collaborations are most valuable when they significantly contribute to the public good, enable the management of professional challenges, and contribute to the development of a given field.

Strengths

- The number of professors willing to teach at the Institute is increasing, and there is no outflow of personnel
- After completing the SP, the best graduates of the Institute turn from internal beneficiaries into external stakeholders and continue to cooperate with the University as the teaching staff members.
- The University provides incentives for self-motivated, professional specialists
- The University does not limit the lecturer's extra-curricular work, room for research, innovation and clinical activity.
- The University is free from negative phenomena such as partiality and bribery.

Ways of Improvement and Actions

- The medical Institute needs to activate international activities, be included in international educational and scientific research programs, and effectively cooperate with other universities.
- Should technically and financially support the process of pedagogical and methodical training of professors
- An effective international policy will increase the University's global ranking, increasing the number of invited international professors and applicants.
- Due to an effective international policy, the Institute should be involved in exchange programs for students, academics, and administrative staff.
- Under the leadership of the newly created Center for Training and Development, the Institute should undertake the professional training process of professors, as a result of which they can acquire Continual Education credits within the University.
- The institution is developing long-term programmes for internships and clinical residency.

Appendix 4.1.1. 1. Descriptors of sectoral qualifications framework of Medicine defined by RA Ministry of Education, Science, Culture and Sport

EDUCATIONAL LEVEL (QUALIFICATION)		2 nd Continuous and Integrated Study Programme refers to the 7 th level of NQF of the Republic of Armenia.
General Description of Qualification		The qualification of a Doctor of Medicine or a Dental Physician is granted to graduates who have complex, systematized and deep, specialized knowledge, skills and competences to carry out professional activity in the field of medicine, to make research, to teach in secondary and higher professional education institutions as well as to continue education in the next level of education.
Knowledge	Knowledge & Understanding	<p>C 1. Demonstrates deep understanding of the structure and function of the human organism, integrating up-to-date professional knowledge at molecular, cellular, tissue, organ system, and behavioral levels.</p> <p>C 2. Demonstrates advanced knowledge and understanding of professional work in the field of healthcare, modern and fundamental concepts, theories, and methods, as well as in-depth specialized knowledge of latest medical achievements, which are applied to work, study and research.</p> <p>C 3. Demonstrates knowledge of the basics of making research work in the fields of healthcare and biomedicine.</p> <p>C 4. Demonstrates in-depth understanding of the development of medicine and healthcare, theories and leading principles.</p> <p>C 5. Demonstrates knowledge and understanding of biomedical, clinical, public health research, as well as teaching methods, related theories and current approaches.</p>
Skills	2. Skills of Knowledge Application	<p>S 1. Demonstrates knowledge of cause-and-effect relationships of human diseases, pathological conditions and structural and functional changes of the organism, basic clinical and post-clinical manifestations, modern approaches to diagnosis, treatment and prevention, in combination with theoretical fundamentals of medicine and clinical thinking.</p> <p>S 2. Demonstrates innovative and progressive approaches, applying acquired knowledge and comprehension, as well as key professional skills which are necessary:</p> <ul style="list-style-type: none"> to solve unpredictable problems emerged during professional work or studies in the field of medicine and healthcare; to carry out research and innovation activities to combine knowledge of healthcare and related fields as well as to create new knowledge; to solve theoretical and practical problems of medicine in new and unfamiliar situations.
	3. Communication, IT and Data Management Skills	<ul style="list-style-type: none"> Demonstrates effective communication skills among patients, colleagues, other healthcare professionals and the public, ensuring consultation and dissemination of information, arguments, ideas, problems, and solutions relating the field of healthcare. Is able to collect, store, process, analyze, evaluate, interpret and present information for solving complex professional problems, proficiently using modern specialized computer programs.
	4. General Comprehension Skills	<ul style="list-style-type: none"> Demonstrates abilities to research, analyze, evaluate professional problems using critical thinking, as well as to propose and apply modern science-based approaches to their solution, and predict possible development tendencies. Demonstrates ability to work in a team and collaborate effectively with team members. Demonstrates skills to use normative legal documents relating the professional field. Demonstrates skills necessary to develop innovative and creative solutions aimed at expanding professional knowledge and practice. Demonstrates ability to carry out professional and scientific research activities in the international environment.
Competence	5. Self-independence and Responsibility (Including Learning Abilities)	<ul style="list-style-type: none"> Carries out full and independent professional* activity in the field of medicine and healthcare, applying deep professional knowledge, competences, skills, maintaining ethical norms and demonstrating proper behavior. Performs activities in professional and educational fields that require innovative and creative approaches to management and control, professional skills, including those to make decisions in unpredictable, complex and unfamiliar situations, taking responsibility for individuals in teamwork. Assesses his/her needs for continuous education and future professional development and is able to continue learning under rapidly changing conditions. <p><i>* Has the right to carry out therapeutic, preventive and diagnostic activities only under direct supervision of a licensed specialist. In order to carry out independent therapeutic, preventive and diagnostic activities, a graduate having the qualification of a Doctor of Medicine or a Dental Physician must study an academic program of clinical residency/residency (post-graduate), receiving an appropriate qualification in a clinical specialty.</i></p>
Duration and Volume of Studies expressed by ECTS credits		<p>Duration of continuous and integrated academic programs in the specialties of “General Medicine” and “General Medicine in Armed Forces” with the awarding of the qualification of “Doctor of Medicine” is 6 years (360 ECTS credits**).</p> <p>Duration of continuous and integrated academic programs in the specialty of “Dentistry” with the awarding of the qualification of “Dental Physician” is 5 years (300 ECTS credits).</p> <p>** (ECTS - European Credit Transfer System)</p>

[illegible]

• EC.01	• ELECTIVE									
• EC.01.1	• EFFECTIVE MANAGEMENT OF TIME AND RESOURCES		• 1				• 1	• 30		• Test
• EC.01.02	• COGNITIVE LEARNING	• 1					• 1	• 30		• Test
• EC.01.03	• SPANISH LANGUAGE	• 1					• 1	• 30		• Test
• EC.01.04	• SOCIOLOGY		• 1				• 1	• 30		• Test
• EC.01.05	• EMOTIONAL INTELECT			• 1			• 1	• 30		• Test
• EC.01.06	• DENTAL OSTEOPATHY			• 1			• 1	• 30		• Test
• EC.01.07	• ECOLOGICAL LITERACY	• 1					• 1	• 30		• Test
• TC.BM.02.0	•									
• TC.BM.02.1	• BIOLOGY	• 6.5					• 6.5	• 195	• Exam	
• TC.BM.02.2	• MATHEMATICS, COMPUTER SCIENCE	• 3.0					• 3.0	• 90	• Exam	
• TC.BM.02.3	• GENERAL CHEMISTRY	• 3,5					• 3,5	• 115	• Exam	
• TC.BM.02.4	• BIOORGANIC CHEMISTRY	• 3,5					• 3,5	• 115	• Exam	
• TC.BM.02.5	• MEDICAL PHYSICS	• 3,5					• 3,5	• 115	• Exam	
• TC.BM.02.6	• HISTOLOGY, • EMBRYOLOGY, • CYTOLOGY	• 5,0	• 4,5				• 9.5	• 385	• Exam	
• TC.BM.02.7	• HUMAN ANATOMY	• 10,0	• 5,0				• 15	• 450	• Exam	
• TC.BM.02.8.1	• BIOCHEMISTRY		• 4				• 4	• 120	• Exam	
• TC.BM.02.8.2	• BIOCHEMISTRY , ORAL CAVITY BIOCHEMISTRY		• 5				• 5	• 150	• Exam	
• TC.BM.02.9.1	• NORMAL PHYSIOLOGY		• 5				• 5	• 150	• Exam	•
• TC.BM.02.9.2	• NORMAL PHYSIOLOGY, NORMAL PHYSIOLOGY OF MAXILLOFACIAL REGION		• 5				• 5	• 150	• Exam	

• CC.EUCSD.05.1	• PROPEDEUTICS OF SURGICAL DENTISTRY		• 3				• 3	• 90	• Exam	
• CC.EUCSD.05.2	• SURGICAL DENTISTRY			• 6	• 6.5	• 8,5	• 21	• 630	• Exam	
• CC.EUCSD.05.3	• PEDIATRIC SURGICAL DENTISTRY				• 3	• 3	• 6	• 180	• Exam	
• CC.EUCSD.05.4	• MAXILLOFACIAL SURGERY					• 2	• 2	• 60		• Test
• CC.EUCOD.06.0	• EDUCATION UNIT OF COURSES IN ORTHOPEDIC DENTISTRY									
• CC.EUCOD.06.1	• PROPEDEUTICS OF ORTHOPEDIC DENTISTRY		• 3				• 3	• 90	• Exam	
• CC.EUCOD.06.2	• ORTHOPEDIC DENTISTRY			• 6.5	• 7	• 9	• 22.5	• 675	• Exam	
• CC.EUCOD.07	• ORTHODONTICS				• 3	• 3	• 6	• 180	• Exam	
• CC. EUGCC.08.	• MODULE OF GENERAL CLINICAL COURSES GCC									
• CC. EUGCC.08.1	• PROPEDEUTICS OF INTERNAL DISEASES			• 2			• 2	• 60	• Exam	
• CC. EUCTD.08.2	• INTERNAL DISEASES			• 3	• 3		• 6	• 180	• Exam	
• CC. EUCTD.08.3	• DIAGNOSTIC RADIOLOGY					• 2	• 2	• 60		• Test
• CC. EUCTD.08.4	• NEUROLOGY				• 2		• 2	• 60	• Exam	
• CC. EUCTD.08.5	• INFECTIOUS DISEASES					• 2,0	• 2,0	• 60	• Exam	
• CC. EUCTD.08.6	• CLINICAL IMMUNOLOGY AND ALLERGOLOGY				• 2		• 2	• 60		• Test
• CC. EUCTD.08.7.2	• GENERAL PHYSIOTHERAPY					• 1.5	• 1,5	• 45		• Test
• CC. EUCTD.08.7.3	• PHYSIOTHERAPY OF DENTAL DISEASES					• 1	• 1	• 30		• Test
• CC. EUCTD.08.8	• DERMATOVENEREOLOGY				• 2		• 2	• 60		• Test
• CC. EUCTD.08.9	• PSYCHIATRY , NARCOLOGY					• 1.5	• 1.5	• 45		• Test

• CC.EUCTD.08.10	• CLINICAL PHARMACOLOGY					• 2	• 2	• 60		• Test
• CC.EUCTD.08.11	• PEDIATRICS					• 3	• 3	• 90		• Exam
• CC. EUGCC.09.0	• EDUCATION UNIT OF COURSES IN SURGICAL DISEASES									
• CC. EUGCC.09.1	• GENERAL SURGERY			• 3.5			• 3.5	• 105	• Exam	
• CC. EUGCC.09.2	• TOPOGRAPHIC ANATOMY AND OPERATIVE SURGERY			• 3			• 3	• 90	• Exam	
• CC. EUGCC.09.3	• NEUROSURGERY			• 2			• 2	• 60		• Test
• CC. EUGCC.09.4	• ANAESTHESIOLOGY AND INTENSIVE CARE					• 1.5	• 1,5	• 45		• Test
• CC. EUGCC.09.5	• ENT DISEASES				• 2,0		• 2,0	• 60	• Exam	
• CC. EUGCC.09.6	• EYE DISEASES				• 2		• 2	• 60	• Exam	
• CC. EUGCC.09.7	• FORENSIC MEDICINE					• 2	• 2	• 60		• Test
• CC. EUGCC.09.8	• OBSTETRICS AND GYNECOLOGY				• 2,0		• 2.0	• 60	• Exam	
• CS.EUPMD.10.0	• EDUCATION UNIT OF PREVENTIVE MEDICINE COURSES									
• CS.EUPMD.10.1	• HYGIENE, MILITARY HYGINE			• 1,5			• 1.5	• 45		• Test
• CS.EUPMD.10.2	• PUBLIC HEALTH			• 3			• 3	• 90	• Exam	
• CS.EUPMD.10.3	• PREVENTION OF DENTAL DISEASES		• 2				• 2	• 60		• Test
• CS.EUOMD.11.0	• OTHER EDUCATIONAL MODULES									
• CS.EUOMD.11.01	• SCIENTIFIC RESEARCH METHODOLOGY	• 1	• 1				• 2	• 60		• Test
• CS.EUOMD.11.02	• INNOVATION AND ENTERPRISE SKILLS		• 2				• 2	• 60		• Test
• CS.EUOMD.11.03	• ACADEMIC HONESTY	• 1					• 1	• 30		• Test
• CS.EUOMD.11.04	• SIMULATION COURSES		• 1	• 1	• 1	• 1	• 4	• 120		• Test

	CLERKSHIP									
			• 2				• 2		• Test	
				• 4			• 4		• Test	
					• 4		• 4		• Test	
	FINAL CERTIFICATION						• 4	• 4	• Exam	

Appendix 4.1.3. Interconnection chart

FINMAL ATTESTATION													
THERAPEUTIC PEDIATRIC DENTISTRY	PEDIATRICS		THERAPEUTHIC DENTISTRY	NEUROSURGERY	SURGICAL DENTISTRY	SURGICAL PEDIATRIC DENTISTRY	ORTHOPEDIC DENTISTRY	ORTHODONTICS	RESEARCH	SIMULATION	COURSE	5	
	INFECTIOUS DISEASES			ANAESTHESIOLOGY AND INTENSIVE CARE									
	CLINICAL IMMUNOLOGY ALLERGOLOGY			ENT DISEASES									
	GENERAL PHYSIOTHERAPY			EYE DISEASES									
	PHYSIOTHERAPY OF DENTAL DISEASES			FORENSIC MEDICINE									
	CLINICAL PHARMACOLOGY			MILITARY SURGERY									
	PSYCHIATRY , NARCOLOGY			MILITARY AND EMERGENCY MEDICINE									
	OBSTETRICS AND GYNECOLOGY												
	DIAGNOSTIC RADIOLOGY												
	DERMATO-VENEREOLOGY												
	NEUROLOGY												
	INTERNAL DISEASES												
	PROPEDEUTICS OF INTERNAL DISEASES												
				PROPEDEUTICS OF THERAPEUTHIC DENTISTRY									PROPEDEUTICS OF SURGICAL DENTISTRY			PROPEDEUTICS ORTHOPEDIC DENTISTRY				2-3
PHILOSOPHY	PUBLIC HEALTH		PATHOLOGICAL PHYSIOLOGY PATHOLOGICAL PHYSIOLOGY OF MAXILLOFACIAL REGION	MICROBIOLOGY, VIROLOGY, IMMUNOLOGY	HISTOLOGY, EMBRYOLOGY ,CYTOLOGY	PATHOLOGICAL ANATOMY PATHOLOGICAL ANATOMY OF HEAD AND NECK	GENERAL SURGERY	PHARMACOLOGY	SIENTIFIC RESEARCH METHODOLOGY	ARMENIAN LANGUAGE			
	HYGIENE, MILITARY HYGIENE												
MEDICAL PSYCHOLOGY	PREVENTION OF DENTAL DISEASES			NORMAL PHYSIOLOGY, NORMAL PHYSIOLOGY,			MICROBIOLOGY, VIROLOGY, IMMUNOLOGY OF ORAL CAVITY	TOPOGRAPHIC ANATOMY AND OPERATIVE SURGERY				BIOCHEMISTRY BIOCHEMISTRY , ORAL CAVITY BIOCHEMISTRY	
BIOETHICS													
HISTORY OF MEDICINE		• FIRST AID	BIOLOGY LATIN	HUMAN ANATOMY			MEDICAL PHYSICS	MATHEMATICS, COMPUTER SCIENCE	GENERAL CHEMISTRY	BIOORGANIC CHEMISTRY	ACADEMIC HONESTY	1 year	

Appendix 4.1.4. Map of learning outcomes

COURSE	CREDITS	OUTCOMES																												
		A- KNOWLEDGE						B- PRACTICAL COMPETENCES															C- GENERAL TRANSFERABLE							
		A1	A2	A3	A4	A5	A6	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	B 10	B 11	B 12	B 13	B 14	B 15	C1	C2	C3	C4	C5	C6	C7	C8
ARMENIAN LANGUAGE AND TERMINOLOGY	7																													
HISTORY OF ARMENIA	1.5	.																					.	.	.
PHYSICAL EDUCATION																								.						
RUSSIAN LANGUAGE	3																						.	.	.					
FOREIGN LANGUAGE	5.5																						.	.	.					
LATIN	5																						.							
HISTORY OF MEDICINE	2.5	.																											.	
MEDICAL PSYCHOLOGY	2					.						.					.						.		.				.
BIOETHICS	2	.	.																				.	.	.		.	.	.
PHILOSOPHY	2	.								.	.					.	.		.				.	.	.		.	.	.
BIOLOGY	6.5						.																							
MATHEMATICS, COMPUTER SCIENCE	3,0						.					.										.	.
GENERAL CHEMISTRY	3.5						.																							
BIOORGANIC CHEMISTRY	3.5						.																							
MEDICAL PHYSICS	3.5						.																							
HISTOLOGY,							.																							
EMBRYOLOGY,	9,5						.																							
CYTOLOGY							.																							
HUMAN ANATOMY	15						.	.																						
BIOCHEMISTRY , ORAL CAVITY BIOCHEMISTRY	9						.	.																						
NORMAL PHYSIOLOGY, NORMAL PHYSIOLOGY OF MAXILLOFACIAL REGION	10						.	.																						
MICROBIOLOGY,							.																							
VIROLOGY,	4,5						.																							.
IMMUNOLOGY OF ORAL CAVITY							.																							
PATHOLOGICAL ANATOMY OF HEAD AND NECK	6						.	.	.													.								.
PATHOLOGICAL PHYSIOLOGY OF MAXILLOFACIAL REGION	6			.			.	.														.								.
PHARMACOLOGY	6			.			.								.															.
MILITARY AND EMERGENCY MEDICINE	4						.														.									.
PROPEDEUTICS OF INTERNAL DISEASES	2	.							.																					.
INTERNAL DISEASES	6																					.								.
MILITARY SURGERY	4,5								.												.									.
FIRST AID	2								.												.									.
DIAGNOSTIC RADIOLOGY	2	.							.													.								.
PREVENTION OF DENTAL DISEASES	2			.	.	.			.	.	.	.	.																	.
PSYCHIATRY , NARCOLOGY	1.5	.														.		.	.	.	.	.								.
PROPEDEUTICS OF THERAPEUTIC DENTISTRY	5	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
PROPEDEUTICS OF SURGICAL DENTISTRY	3	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
PROPEDEUTICS OF ORTHOPEDIC DENTISTRY	3	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
THERAPEUTIC DENTISTRY	24	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
SURGICAL DENTISTRY	21	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
ORTHOPEDIC DENTISTRY	22,5	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
PEDIATRIC THERAPEUTIC DENTISTRY	3	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
PEDIATRIC SURGICAL DENTISTRY	3	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
ORTHODONTICS	6	.	.				.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.								.
NEUROLOGY	2	.						.														.								.
INFECTIOUS DISEASES	2,0	.						.														.								.
DERMATOVENEREOLOGY	2	.						.														.								.
CLINICAL PHARMACOLOGY	2							.														.								.
CLINICAL IMMUNOLOGY AND ALLERGOLOGY	2	.	.																			.								.
GENERAL SURGERY	3							.														.								.
TOPOGRAPHIC ANATOMY AND OPERATIVE SURGERY	3,5						.																							.
ANAESTHESIOLOGY AND INTENSIVE CARE	1.5	.						.														.								.
GENERAL PHYSIOTHERAPY	1.5							.													.									.
PHYSIOTHERAPY OF DENTAL DISEASES	1	.										.	.								.									.
EYE DISEASES	2	.																			.									.
NEUROSURGERY	2	.						.													.									.
ENT DISEASES	2	.						.													.									.
FORENSIC MEDICINE	2												.								.									.
MAXILLOFACIAL SURGERY	2	.					.	.	.	.	.	.	.								.									.
OBSTETRICS AND GYNECOLOGY	2	.					.													.										.
PEDIATRICS	3	.					.													.										.
HYGIENE, MILITARY HYGINE	1.5		.	.	.			.												.										.
PUBLIC HEALTH	3		.	.	.			.												.			.	.						.
SCIENTIFIC RESEARCH METHODOLOGY	2	.				.													.			.	.	.	.					.
INNOVATION AND ENTERPRISE SKILLS	2																				.		.	.	.					.
ACADEMIC HONESTY	1																				.		.	.	.					.

Appendix 4.1.5. List of dental simulators and equipment

Equipment	Quantity
1 UMG-B Dental simulation practice system (Electric control) speed headpiece tube	12
2 Low speed headpiece tube 1set 3-way syringe tube (imported)	12
3 3-way syringe (copper head of handle)	12
4 Saliva ejector	12
5 Multifunctional Foot switch	12
6 LED lamp	12
7 Dental Stool metal base type blue	12
8 Workbench(metal frame) 1200*600*800mm blue	12
9 Metal Mobile unit with artificial marble top for phantom head complete	12
10 Phantom Head Frasco type, teeth model fix by screw, 32pcs teeth, soft gum	12
11 Clean water bottle & waste water bottle	12
12 Stomatology teaching system (white monitor and metal monitor arm, light column, light arm and fixed base)	1
13 Samsung monitor 21.5inch, interface VGA HDMI with metal holder	11
14 UM-A6 Standard tooth model (soft gum 32 teeth)	50
15 UM-4022 Periodontal Model Perio demonstration model and gingivae can be removed and changed	50
16 UM-4023 Jaw Model with Periodontal Disease Demonstrate severely inflamed gingivae with calculus and gingiva	50
17 UM-L1 root canal filling model There are 10 teeth with root canal. Can help students to practise root canal preparation and filling actually	50
18 UM-2003 Implant practice model the gingivae is made of silicone for cutting and suturing practices, each part has different missing tee	50
19 UM-8016 Extraction training Model 28pcs teeth model, the deep colour teeth are the extraction ones, No. 11,14,16,21,24,2	100
20 UM-L2 model for oral anaesthesia and tooth extraction with audio signal The model includes the complete temporary mandibular joint and realistic anatomy. The horizontal impacted wisdom tooth is used for aesthesia and tooth extraction	20
21 Customize UM-SD200 Air compressor for 14sets Power: 4*1500W Capacity: (L/min):1120 Speed:(r/min):1400 Tank(L):200 Maxpressure (Mpa): 0.8 Starting pressure (Mpa):	1
22 UM- HL2 Headpiece set , 1 piece high speed headpiece , 1 set low speed headpiece	12
23 Tooth with 1 root canal	100
24 Tooth with 2 root canals	100
25 Tooth with 3 root canals	100

Appendix 4.1.5. Teaching staff

Name, surname	Date of birth	Position	Workload (hours)	Qualification	Course , credits
Yanina Marinosyan	30.05.1969	Head of the Medical institute	200	DMD,	Therapeutic dentistry – 4 credits
Abrahamyan Martin	10.06.1949	1 vice-rector for scientific affairs 2 teaching staff	136	Physics	Mathematics-credits 3 medical Physics – 3.5 credit
Atoyan Armenuhi	09.08.1972	teaching staff	156	MD, Paediatrician	Public health – 3 credits, Hygiene – 1.5 credit
Aleqsanyan Gohar	03.04.1975	teaching staff	510	MD, Pathological anatomist	Anatomy, Anatomy head and neck - 15 credit
Anzhelova Anahit	23.04.1958	teaching staff	204	MD, Reanimatologist	Reanimation , Intensive care 1.5 credits , First aid - 2 credit
Diana Anzhelova	31.03.1995	teaching staff	100	MD, Reanimatologist	Reanimation , Intensive care 1.5 credits
Asoyan Anahit	06.10.1968	teaching staff	204	Biologist	Biology- 7 credits, Anatomy- 15 credits
Avagyan Eduard	27.08.1970	teaching staff	68	MD, Plastic surgeon	Operative and topographic anatomy- 2 credits
Avetisyan Zubeida	31.03.1939	Member of the Medical institute council	170	Physiologist	Normal Physiology, Physiology of maxillofacial region – 11 credits
Piliposyan Tatevik	22.04.1987	teaching staff	170	Biologist	Normal Physiology, Physiology of maxillofacial region - 11 credits
Arzumanyan Nedda	07.08.1956	teaching staff	102	MD	Emergency Medicine-4 credits First aid- 2 credits
Buloyan Sona	27.02.1988	teaching staff	282	Biochemistry	Pathological Anatomy, Pathological Anatomy of head and neck-6 credits , Forensic Medicine-2 credits
Galoyan Gayane	24.04.1981	teaching staff	340	Pharmacist	Biochemistry, Biochemistry of Oral cavity- 10 credits
Gasparyan Hrachik	02.02.1950	teaching staff	200	Կենսաբան	Forensic medicine- 2credits , Pathological Anatomy- 6 credits
Grigoryan Narine	05.03.1959	teaching staff	257	MD, Internal diseases doctor	Internal Medicine- 6 credits , Propaedeutic of internal medicine- 2 credits
Zakharyan Hasmik	02.09.1950	teaching staff	102	MD, Internal diseases doctor	Internal diseases- 6 credits
Torosyan Yeva	16.03.1974	teaching staff	221	MD, Obstetrics , gynaecologist	Obstetrics and gynecology-2,5 credits
Hakobjanyan Anahit	27.04.1984	teaching staff	204	Biologist	Biology- 6,5 credits
Minasyan Zhenik	00.00.1961	teaching staff	612	English teacher	English – 5,5 credits
Margaryan Narek	09.06.1986	teaching staff	136	Radio physician	Mathematics-credits 3 medical Physics – 3.5 credit
Tonoyan Garnik	09.10.1945	teaching staff	136	Ֆիզմաթ-երկրաբան-գեոֆիզիկ	Mathematics-credits 3 medical Physics – 3.5 credit
Martirosyan Narek	05.01.1988	teaching staff	306	History teacher	History of medicine- 2,5 credits , History of Armenia- 1,5 credits
Poghosyan Tsoghik	11.08.1948	teaching staff	408	Armenian language teacher	Armenian language terminology- 7 credits
Muradyan Lusya	11.06.1964	teaching staff	374	Armenian language teacher	Armenian language terminology- 7 credits
Petrosyan Tigran	07.07.1969	1Deputy for scientific affairs of Medical Institute 2 teaching staff	544	MD	Physiology , Physiology of maxillofacial region-10 credits pathology of head and neck- 12 credits General Physiotherapy ,Physiotherapy of dental diseases- 2,5 credits
Pochoyan Gayane	20.04.1990	teaching staff	136	Russian language and literature	Latin- 5 credits
Poghosyan Maro	20.03.1952	teaching staff	136	Philologist	Latin- 5 credits
Sepyan Areg	03.01.1968	Head of Stomatology Department.	476	DMD, Surgial Dentist	Surgical dentistry- 21 credits

Petrosyan Anahit	01.03.1949	teaching staff	238	Biologist, Histologist	Histology, embryology, cytology- 9,5 credits
Martirosyan Narine	21.03.1964	Vice director of medical institute	118	MD, Neurologist	Neurology - 2credits
Vasilyan Lilit	09.11.1965	teaching staff	168	MD, Psychiatrist	Psychiatry Narcology-1.5 credits
Hobosyan Nina	21.05.1964	teaching staff	306	Chemist	General Chemistry-3,5 credits, Bioorganic Chemistry-3,5 credits
Hasratyan Ani	04.09.1989	teaching staff	68	Chemist	Bioorganic Chemistry- 3,5 credits
Yengibaryan Lala	28.01.1973	teaching staff	304	MD, Pediatrician , Histologist	Histology, embryology, histology- 9,5 credits, Pediatrics- 3 credits
Panosyan Hovik	18.11.1976	teaching staff	102	Microbiologist	Microbiology, Microbiology of oral cavity- 4,5 credits
Kobelyan Hripsime	20.10.1983	teaching staff	240	Biologist, Ecologist	Microbiology, Microbiology of oral cavity- 4,5 credits
Atamian Khazhak	15.10.1990	teaching staff	306	DMD, Paediatric dentist	Paediatric Dentistry- 6 credits
Aharonyan Katarine	06.01.1982	teaching staff	442	DMD	Therapeutic dentistry- 7 credits, propaedeutic of therapeutic dentistry -5 credits, Prevention of dental diseases- 2 credits
Ghahramanyan Zaruhi	17.04.1974	teaching staff	544	DMD	Orthopaedic dentistry 22,5 credits, propaedeutic of orthopaedic dentistry- 3 credits
Torosyan Vardan	22.01.1993	teaching staff	408	DMD, Family dentist	Surgical Dentistry- 15 credits
Kuzikyan Astghik	01.07.1962	teaching staff	598	DMD	Pediatric surgical dentistry – 3 credits, orthodontics-6 credits
Galstyan Lusine	12.12.1969	teaching staff	308	DMD	Pediatric therapeutic dentistry- 3 credits
Melikjanyan Vahagn	21.08.1989	teaching staff	408	DMD, Family dentist	Orthopaedic dentistry-22,5 credits, propaedeutic of orthopaedic dentistry- credits
Grigoryan Armenuhi	02.09.1957	teaching staff	788	DMD	Prevention of dental diseases-2 credits, General Physiotherapy ,Physiotherapy of dental diseases- 2,5 credits
Aydinyan Diana	24.10.1978	teaching staff	204	DMD, family dentist	Surgical Dentistry 21 credits, propaedeutic of surgical dentistry- 3 credits
Vardanyan Avetik	08.08.1993	teaching staff	68	DMD, Maxillofacial surgeon	Maxillofacial surgery-2 credits
Bayburtyan Armine	04.09.1994	teaching staff	68	MD, Public health, Epidemiologist	Public health-3 credits
Sahakyan Varazdat	09.02.1968	teaching staff	154	MD, neurosurgeon	Neurosurgery-2 credits
Beitolaliakbar Soel	20.07.1989	teaching staff	102	MD, Plastic Surgeon	General Surgery-3,5 credits
Iskandaryan Aksel	20.06.1966	teaching staff	273	MD, Military surgeon	Military surgery 4,5 credits, Military and Emergency Medicine- 4 credits
Gevorgyan Tamara	22.05.1992	teaching staff	408	DMD, family dentist	Surgical dentistry 6 credits , propaedeutic surgical dentistry
Karagevoryan Ruzanna	18.09.1981	teaching staff	272	Dentistry Medical doctor	Surgical dentistry- 6 credits
Gdlyan Haykuhi	11.07.1992	teaching staff	34	MD, ENT diseases doctor	ENT diseases-2 credits
Afyan Hayk	20.03.1978	teaching staff	119	DMD ENT diseases doctor, Maxillofacial Surgeon	ENT diseases- 2 credits
Arustamyan Lilit	14.02.1998	teaching staff	120	MD, Ophthalmologist	Ophthalmology 2 credits
Tortikyan Syuzanna	14.06.1975	teaching staff	136hasra	Translator	English- 5,5 credits

Vahradyan Hasmik	01.04.1954	teaching staff	136	Biochemist	Biochemistry, Biochemistry of oral cavity- 9 credits
Grigoryan Avetik	22.06.1996	teaching staff	204	MD	Normal Anatomy, Anatomy of head and neck- 15 credits
Kazhoyan Hrachia	30.09.1962	Vice-rector for Development and Quality of Education	34	PHD in Sociology	Academic honesty – 1 credit
Matosyan Marine	28.11.1979	Head of RRC	34	Methodologist	Scientific Research methodology- 2 credits
Ghazoyan Varduhi	04.03.1994	teaching staff	154	Pharmaceutical chemist, Pharmacist	Pharmacology-6credits, Clinical Pharmacology- 2 credits
Gevorgyan Marine	26.09.1959	teaching staff	204	Pharmacologist	Pharmacology- 6 credits
Karapetyan Anahit	29.10.1965	teaching staff	119	Electronics engineer	Radiology -2 credist
Ohanyan Yeve	24.11.1979	teaching staff	204	Psychologist	Medical psychology- 2 credits, Bioethics-2 credits
Voskanyan Araksya	30.04.1993	teaching staff	204	DMD, Orthodontist	Orthodontics- 6 credits
Karahakobian Loucy	25.03.1990	teaching staff	34	MD, Dermatologist	Dermatology-2 credits
Matevosyan Ashot	28.02.1952	teaching staff	119	MD, ENT diseases doctor	Dermatology-2 credits-
Nazaryan Lena	10.09.1994	teaching staff	102	MD, Infection diseases doctor	Infection diseases- 2credits
Ghazaryan Hovhannes	08.02.1973	teaching staff	136	MD, Paediatrician	Paediatrics -3 credits
Gevorkova Lilia	23.02.1971	teaching staff	34	MD, Obstetrics, gynecilgy	Obstetrics, Gynecology -2 credits
Gomcyan Gevorg	12.02.1981	teaching staff	70	MD, Surgcal dis-eases	Military surgery
Hovsepyan Iren	22.06.1972	teaching staff	170	MD, Internal medicine doctor	Internal Medicine- 6 credits , Propaedeutic of internal medicine- 2 credits
Meliq Andreasyan Gayane	13.05.1954	teaching staff	102	MD, Epidemiologist	Allergology, Immunology – 2 credits
Minasyan Shaghik	06.09.1989	teaching staff	306	Major Nutrition & diettetics	Hygiene – 1.5 credit
Khachatryan Hasmik	24.04.91	teaching staff	168	Chemist	General Chemistry
Poghosyan Davit	05.12.1971	teaching staff	494	DMD, Orthopedic dentist	Orthopaedic dentistry- 10 credits
Harutyunyan Nane	27.04.1994	teaching staff	51	MD, Radiology	Radiology -2 credits
Minasyan Susanna	26.06.1969	teaching staff	306	Biologist	Biology 7 credits

4.2. MANAGEMENT (BA)

Name of the study programme	Management - 041301.01.6 main specialisation programme
Structural unit	Institute of Economics, Management and Informatics, Department of Economics
The principal compiler of the study programme self-evaluation	Narine Hovsepyan, SPWG Team Leader
Preparation process of the study programme	<p>The self-evaluation was carried out in the period of 2018-2022. The experience of the SPs implemented by other similar universities has been studied: benchmarking, both at the program and module level. The requirements presented by the labour market for the professional activity of the Bachelor of Management and the final results of the SP have been compared. The teaching staff, students, employers, and alumni are involved in the work.</p> <p>Persons responsible for ensuring the quality of education in the field of SP have been appointed:</p> <p>Anna Harutyunyan, Director of the Institute Sona Hovhannisyan, Vice-rector for Academic Affairs Dr Gayane Gevorgyan, Head of Chair Narine Hovsepyan, lecturer, Maria Saponjyan, lecturer Armine Hakobyan, student Armine Basmachyan, alumnae</p> <p>Students, alumni and employers also participated in the self-evaluation. The report was presented and discussed at the Chair Council. Internal experts Dr L. Mkrtchyan, lecturer of Anti-crisis Management and Dr S. Avetisyan, Head of Chair of Finances performed this report's peer review and further quality assurance from.</p>

4.2.1. PLANNING AND MANAGEMENT OF STUDY PROGRAMMES

The purpose of the revision of the SP was to ensure the competitiveness of its graduates in the local and foreign labour market and active engagement in economic and social development of their communities and society at large. The Management SPWG conducted the review and prepared this report based on the University's strategy, RA legislative changes related to the ongoing national reform in higher education, and requirements of labour market for the management specialists.

The staff, students, employers, and alumni are involved in developing the SP. The design and development of the Management SP take into account the fact that the learner-centred approach is part of the education reforms. Therefore, the changes are made to promote the students' free and independent thinking, analysis, research and effective decision-making. Development of entrepreneurship and innovative capabilities also derive from the provisions of RA laws, international agreements, the RA perspective development strategy for 2014-2025 and the 2021-2025 strategy of Haybusak University, meet the requirements of the labour market and are aimed at meeting the needs of internal and external stakeholders.

Based on the recommendations and observations of internal and external stakeholders, the SP was enhanced by adding the Basics of Scientific Research course, including Academic Integrity sessions, we renamed the Information Technology subject to the Application of Software in Economic Analysis, and revised other topics and subjects to meet labour market requirements more effectively.

The University cooperates with the Mantashyants Entrepreneurs Union, which includes about 2000 employers. This creates an opportunity to ensure cooperation with members of the union, who are representatives of various branches of the economy. As a result of that cooperation, it is planned to develop the partnership with foreign organizations further.

The SP was compared with similar SPs in Armenia and abroad to study and implement advanced experience and ensure its compatibility with the national and foreign SPs for maximum mobility of students.

The comparison showed that the content, objectives, learning outcomes, teaching methods, evaluation criteria and methods of the courses of the Management SP

and other similar SPs are mostly consistent. Changes to the SP do not contradict the requirements of the RA legislation. Ongoing reforms in the education sector suggest that there is still room for improvement, particularly regarding the development of joint modules with external stakeholders (organizations, universities) and the involvement of international teaching staff.

The teaching staff's research and development (R&D) activities have contributed to the SP's improvement. Two main research themes at the Institute of Economics, Management and Informatics within the framework of the 2021-2025 Strategic Program of the YHU are:

- The investment environment of the essential branches of the Armenian economy
- Problems of agrotourism development in Armenia.

Under those themes, six scientific reports were made at the YHU scientific session, and the articles were published in the YHU scientific journals. One scientific seminar and a report at the international scientific conference were carried out. The teachers plan to hold scientific seminars, round tables and publish articles.

During 2020-2022, the teaching staff implementing the SP, published two educational and methodological manuals, three methodological guidelines, and 14 scientific articles, one of which was published in an international journal and two presented at international conferences.

The external partners involved in developing the SP included employers (especially employers of SP graduates or entrepreneur alumni), internship partners, and other HEIs. They contribute to the review and improvement of the SP, actively participating in the planning and implementation of performance improvement actions. That co-operation is the basis for the exchange of experience and identification of external stakeholders' needs to ensure the targeted development of practical skills and abilities of our students.

So far, no international teaching staff has been involved in the Management SP, although the actions to review and improve the SP envisage their involvement.

Each course of the SP defines its general and specific learning outcomes and includes a test or an exam to assess them. Following recommendations during the previous institutional accreditation, the YHU revised its assessment procedure. We removed the scores for attendance and added new evaluation components of student activity and mid-term exams. According to the final learning outcomes of the subjects, we allocated scores for attaining them (See Tables 4.1-4.3 in General Provisions). The procedure was enacted in the 2022-23 academic year.

The logical sequence and consistency between the courses of SP's educational parts are ensured by the principle of continuity, taking into account the input conditions of each course, intra-subject and interdisciplinary connections, and the interconnection of their learning outcomes with the outcomes of both the SP and other courses.

The staff, students, employers, and graduates of the Management SP gave feedback on the coherence of the

SP modules and the courses. Considering their reflections, we then reviewed the content structure of the modules, developed and introduced new modules and courses and enhanced the study material and technical base necessary for the implementation of the SP.

For example, taking into account the prerequisites for the development of community-based entrepreneurship, which is the basis of the development of the world economy, we plan to introduce a new, currently selective course on Social Entrepreneurship, which is a new development direction in Armenia as well. That type of entrepreneurship already took its own place in the development process of the world economy and is being introduced in Armenia as well.

In the spring of 2022, the YHU Institute of Economics, Management and Informatics held an open class together with the School of Social Entrepreneurs. The students of the Roslin Arts and Humanities Institute also participated as well. Among the speakers were Gohar Mkoyan, the founder of the social entrepreneurship school, Mari-Hrachuhi Pogosyan, an expert in the field of social innovation, and Narine Hovsepyan, a lecturer at the Institute's Chair of Economics. They presented the new model of socio-economic development and its features. It helped introduce the new Social Entrepreneurship and Management course at the SP.

A research component has been added to each SP course to support students' creativity. It means that students can undertake research work and present its outcomes within the framework of the topic of their preferred course.

The role of practical training is essential and students receive most of the practical training during internships.

To foster the students' practical skills, relevant professional courses during practical training in organizations of various organizational in the field was specified, as well as the skills and experience required by their future workplace.

The University is responsible for the organization and implementation of the internship. If the student combines studies with work, the University allows an internship at the workplace if the nature of the work corresponds to the speciality studied at the University.

To ensure the national and international mobility of students, the components of the SP are compared with the RA and foreign SP, introducing such changes that are acceptable and applicable within the framework of the RA legislation. The SP's national mobility is ensured entirely, but the results of the international mobility are yet to be studied. Some of our students continue their studies in foreign institutions.

All the courses of the SP are available in English and Russian by lecturers who speak these languages. The practice of these students is organized in a foreign language, if necessary, in the country of their choice. If necessary, language training courses are held for international students and their tutors before enrolling in the SP.

We received feedback from employers, colleagues, and graduates on the content of the SP and its modules, in-

cluding the courses' coherence. During the last three years, employers' demand to master economic analytical programmes has increased. Therefore, the SP team submitted a proposal for implementing these programmes to the management of the University. In case of acceptance, the University will provide the appropriate material and technical base for the work of these programmes.

The University allocates appropriate material and financial resources to ensure the update of the SP and the attainment of its outcomes.

Students also benefit from the logistical bases of the internship sites. The effective use of material and financial resources is evaluated by the extent to which they help implement the research work provided in the curriculum and ensure the achievement of the SP outcomes. We also reviewed the consumption of material and financial resources related to labour market developments and the changes in the demands of employers.

To preserve environmental protection and sustainable development principles, the University cooperates with the Ray Energy Company. The SP students were involved in organizing the sale of solar energy panels. Their influence on the improvement of economic indicators and the possibilities of using alternative energy resources are being studied. That also contributes to the development of the entrepreneurial and research abilities of students. Before enrolling students in the program, the company conducts informative meetings and acquaints them with the specifics of the industry.

The students of the Institute went on class-excursions within the framework of the SP to:

- The Central Bank of the Republic of Armenia
- Capital Buil LLC
- Coca-Cola Hellenic Bottling Company
- Kilikia Company
- Old Aren Winery

In those visits, they learned the production, technological and work organization processes. They studied enterprises' accounting, financial, and marketing activities and management features.

In the 2022-2023 academic year, the second-year students of the Institute of Economics, Management and Informatics visited the Dilijan Educational and Research Centre of the Central Bank of Armenia. They participated in a seminar discussion on the origin and evolution of money, the role and meaning of money, and the features of emission. During the visits to Vayots Dzor and Dilijan, they also learned about the history and culture of the region.

The learning environment is valued in that it ensures the implementation of SP for representatives of different national, cultural and social groups, respecting the customs and peculiarities of thinking of each of them. Students and alumni provide feedback on the learning environment. To develop a social learning environment, various national and religious events are organized in which both local and international students participate.

Strengths:

- high quality of teaching and learning, which ensures the achievement of the final results of the SP
- availability and support of favourable conditions for the student's independent creative work (students' creative works are presented at conferences, and published in collections of scientific works)
- absence of conflicts, easy integration of students into the multicultural environment
- the SP management contributes to the integration of the SP students into the intra-university environment and guides them in solving the problems that arise in the study process
- professional young educational support staff who participate in the organization of the educational process and support students during their studies
- active extra-curricular activities of the students of the SP, participation in civil society initiatives
- Sustainable mobility of the students in HEIs of Armenia.

Ways of improvement and planned actions:

- Enhancement of mechanisms for academic integrity assurance by YHU
- Implementation of reforms as a result of the monitoring of the SP, continuous adaptation of learning, teaching methods and the final results of the SP to the requirements of the labour market
- Continue reform of student-centered education
- Improvement of feedback mechanisms and active and quick application of their results to increase the quality of teaching and learning
- Deepening of post-educational, scientific, cultural cooperation of foreign universities, scientific and cultural institutions, exchange of advanced experience
- Establishment of student exchange programmes
- Improvement of interactive methods of learning and teaching in accordance with the requirements of the SP
- Implementation and application of modern learning technologies and technical means, professional programs in order to ensure the quality of the final results of the SP
- to encourage the participation of the professors teaching the SP in the development of evaluation criteria
- through the use of active and interactive teaching methods, to encourage independent, creative, team work of the students.

4.2.2. LEARNING, TEACHING, ASSESSMENT

The admission of the applicants of the Management-041301.00.6 speciality of the SP is carried out according to the HEIs admission procedure approved by the RA Government (see General Provisions).

Before starting the studies, the choice of profession facilitates the professional orientation conversation of the admission committee. The professional orientation activities are carried out by the Institute, CDEQA and Career Center, meeting with students and informing them about the possibilities of continuing their education or changing their profession.

Individual abilities and needs of students and their educational interests are revealed by the results of diagnostic work, which are the basis of student-centred teaching. The unique skills and conditions of the students are taken into account in the learning process during practical work, performing independent work and creating support groups for group work. Using active and interactive methods in the learning process and improving the learning process supports the enhancement of students' abilities.

Students who returned from the war Artsakh war of 2020 and regained their right to education also participated in the SP.

If necessary, the University provides them with individual program training. During these years, no students with special needs participated in the SP, but it is planned to create the necessary physical conditions and educational infrastructure for them as well.

Students can influence the content and organization of learning through optional courses/modules. Their wishes are considered when preparing the educational process timetable, the exam schedule, the place and schedule of practice, the supervisor, the topics of final works and the selection of supervisors. Students are obliged to ensure their participation in those processes. Courses outside the curriculum are organized in the order of Additional professional education.

The teaching staff uses active, interactive, cooperative learning methods and combines traditional and modern teaching methods. The mentioned methodological toolkit is used during lectures, practical and independent works – seminars, essays, research, data collection, collation and analysis, role-play, enterprise visits, the conduct of class with teachers, etc.

Management students are involved in research activities. For the 2022-23 academic year, two scientific seminars are planned. Their topics were approved in September.

- Socio-economic importance of foundations in RA
- Hotel business as a rural family enterprise.

One of the seminars was held in December 2022, and the next is planned for March.

It is planned to carry out a comparative analysis of the attractiveness of the RA investment environment. Both department professors and undergraduate and graduate students will participate in the analysis. The results of the analysis will be presented during the conference. 2023

Students support the improvement of the quality of their studies by participating in student surveys and expressing their opinions and suggestions for change.

The teaching staff participates in training related to reforms in the field of education, gets acquainted with many new teaching and assessment methods and ensures their application. The selection of evaluation methods considers the characteristics of the SP and the expected outcomes, ensuring compliance with the educational outcomes.

Based on the formed assessment, additional classes are organized for low-achieving students, they are involved in working groups (with the best students), and opportunities for independent and creative work are created for high-achieving students. In the learning process, practical activities are organized by forming support groups.

The assessment is based on the degree of relevance of the learning outcomes. For the point corresponding to each assessment component, see Tables 4.1-4.3.

The University organizes consultations. The University's Career Center identifies and communicates to students information about job vacancies, job opportunities, and government employment programs related to the professional activities of the Bachelor of Management. They can apply and register their data in the Career Center database for employment purposes.

It is planned to activate the Psychological Support Centre of the University, which will help students integrate into the on-campus and off-campus environment. They can get advice on legal issues from the legal clinic.

In case of problems, the student can contact the Director of the Institute, the Vice-rector for Academic Affairs, and the Ethics Committee. If the issue is not resolved through these structures, they can apply to the Rector.

Information and feedback on graduate employment and further education are provided by the University's Career Centre, with a direct link to alumni. According to the alumni career information database, no graduates are continuing their studies abroad.

The feedback and reactions received from the students, revision of the teaching organization and selection of the topics were taken into account in the development of the SP. For example, taking into account the feedback of the graduates, it is planned to develop and introduce an additional course on basics of accounting and practical application, a English and computer courses.

Strengths:

- Competitiveness of SP graduates in the labour market, based on indicators of their employment rate in the labour market
- Multicomponent evaluation system
- High quality and efficiency of teaching and learning with the introduction of modern methods and technical means
- Access to tutor support and advice
- Availability of a material and technical base supporting education
- Analyzing and reflecting on the student and alumni feedback data

- Carrying out independent final work strengthens students' research abilities
- Application of interactive methods of learning and teaching
- Use of modern learning technologies and technical means.

Ways of improvement and planned actions

- Improve the SP and continuous review of its results based on the changing demands of the labour market
- Encourage the participation of the lecturers of the SP in the development of evaluation criteria, contributing to the flexibility of the evaluation process and the multi-faceted evaluation of student achievements
- Improve feedback mechanisms and correct application of their results in improving the quality of teaching and learning
- Enhance post-educational, scientific, and cultural cooperation of foreign universities, scientific and cultural institutions, exchange of advanced experience
- Develop and implement international student exchange programmes
- Enhance the use of modern teaching technologies and technical means.

4.2.3. DEVELOPMENT, COOPERATION AND INTERNATIONALIZATION OF TEACHING STAFF

The teaching staff comprises highly qualified specialists who carry out professional activities. Their professional and pedagogical qualities and scientific-pedagogical activities ensure the achievement of the final results of the SP. Programme objectives are reflected in educational outcomes, and subject-specific educational outcomes are integrated into the SP outcomes. The University's management encourages teachers' participation in training courses.

The number, qualifications, workload and age of the teaching staff meet the requirements of the SP. All of them have professional qualifications and relevant work experience, and seven have scientific degrees and titles.

To ensure a student-centred and learning-oriented approach, independent work hours were increased in the SP. Summative certification exams were replaced by final work, and a research component was provided for each course programme, which implies that the student can conduct small-scale thematic research on a topic of his choice.

Student feedback on the staff of the SP was obtained through surveys (See CDEQA survey results). The data of the surveys carried out for the last three academic years were analyzed and generalized in the CDEQA and discussed in the professional Chair.

As an improvement action, it is planned to increase the number of training of members of the teaching staff, to regulate their participation in continuous training or other types of teaching skills improvement process, and to finance the publication of their research articles.

The University has defined its rules and principles of academic ethics (See General Provisions).

The goals of the international mobility of the academic staff defined by the University are the exchange of teaching experience, improvement of scientific research activities, improvement of social environment, and development and improvement of the SP.

During the last three academic years, the employers of the internship sites have been involved in the implementation of the SP. The final exam and defence committee includes representatives of the University, as well as members from other universities and reviewers of final theses.

The ranking of the teaching staff is carried out at the end of each academic year. The Director of the Institute compiles the results, and teaching staff members with highest points receive an incentives in the form of a salary increase or a certificate of appreciation.

Besides teaching, the teaching staff of the Management SP is involved in the public and private sectors and carries out entrepreneurial activities that allow for transferring their practical knowledge to the students.

Strengths

- The policy of ensuring the stability of the composition of the teaching staff and increasing their professional qualities, improving teaching skills
- Employee incentive system
- There is entrepreneurial and professional activity outside the University of the teaching staff
- There is a rating system for the composition of the teaching staff
- Support for qualification improvement and training of teaching staff
- Development and implementation of the competitive selection procedure for the composition of the teaching staff.

Ways of improvement and planned actions

- to improve surveys conducted with students, to increase the degree of reliability, to use their results more fully,
- to improve the selection procedures of the teaching staff and put them into operation,
- to expand cooperation between professors of similar institutions in Armenia and abroad.

Appendix 4.2.1. Map of the 041301.00.6 Management of “041301.01.6 Management (by branches) Study Programme Modules’ Outcomes

Module Name	CRE DITS	OUTCOMES																																									
		A - Professional knowledge and expertise														B - Practical professional abilities										C- General (Transferable) abilities																	
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12			
History of Armenia	4																												x		x						x						
Armenian language and literature.	4																												x	x								x	x				
Russian	6																												x	x								x	x				
Foreign language /English/	8																												x	x								x	x				
First aid in an emergency	2																																			x				x			
Physical education																																										x	
Higher Mathematics	8							x																													x						
Theory of Economics	15			x	x																																	x					
Law	3					x																								x												x	
Fundamentals of informatics	6								x												x									x													
History of Economics	4	x		x												x																										x	
Civilian protection	2																																										x
Economic Geography	4	x		x															x																							x	
Sociology	2							x				x																		x	x					x							
Basics of scientific research works	1																													x	x								x				
Philosophy	3	x																																									
Business fundamentals	4		x				x								x						x																x						x
Theory of probability	3							x													x																						
Statistics	4			x				x	x												x																						
Theory and history of public administration	4	x				x	x																																				
Management psychology	5		x									x																															
Sociology of management and specific sociological research	5											x																															
Culture studies	2	x																																									
Economic statistics	4			x				x	x												x																						
International economics	4			x	x																x	x																					
Basics of marketing	4						x							x																													
Accounting and auditing	4								x		x																																
Microeconomics	5			x	x								x																														
Theory of organization	5		x				x	x																																			
Theory of management	5	x	x				x	x																																			
Philosophy of management	5		x																																								
Application of software in economic analysis	5								x																																		
Management	15		x				x				x	x	x	x	x	x					x	x																					
Economics of natural use	5						x																																				
Finances and Credit	5									x																																	
Macroeconomics	5			x	x																																						
Social Management	5							x																																			
Production logistics	5				x																																						
Organizational Behaviour	5											x	x																														
State regulation of the economy	5		x				x	x																																			
Labor economics	5											x																															
Anti-crisis management	5		x																																								

A Professional knowledge and expertise	
A1	Knowledge of analyzing the historical stages of the development of society, distinguishing modern philosophical directions
A2	Knowledge of modern management approaches and methods
A3	Knowledge of economic phenomena and processes, as well as their causes and consequences
A4	Knowledge of the basic concepts of micro and macroeconomics, problems of global and local markets
A5	Knowledge of public administration and local government approaches
A6	Knowledge of various sectors of the economy and their management features
A7	Knowledge of the application of probability, optimization, statistical, econometric, sociological methods while performing economic analyses.
A8	Knowledge of the main areas of application of computer programs used for economic analysis
A9	Analysis of the organization's financial situation and crisis management
A10	Knowledge of the application of scientific organization of work and payment methods, implementation of rationalization and optimization measures
A11	Effective management of intra-organizational conflicts
A12	Knowledge of existing approaches to accounting, analyzing and forecasting the results of the organizations' activities
A13	Knowledge of issues related to the development of the organization's strategy, its implementation, various aspects of management
A14	Ability to be guided by social responsibility and professional ethics norms
B Practical professional skills	
B1	Ability to study, analyze and draw conclusions about the interrelationship of different management processes
B2	Implementation of analytical and research works in order to assess the socio-economic situation of the Republic
B3	Analysis of the situation in individual sectors of the economy, as well as in the management of the entire economy, identifying problems and developing ways to solve them
B4	Conducting negotiations to reach acceptable decisions on professional matters
B5	Using appropriate computer packages to solve various professional problems
B6	Implementation of technical and economic calculations necessary for business, evaluation of the economic efficiency of the organization's activities and presentation of reports
B7	Risk forecasting, assessment, management and development of tactical steps towards crisis management of the organization
B8	Designing an effective management system of the organization, increasing the efficiency of resource management, formulation and delegation of problems
B9	Designing business plans and participating in their implementation, organizing work with high efficiency both as a team member and as a team leader
B10	Effective planning, organization, control of financial activities
B11	Development of investment and innovation programs and design and implementation of measures for their implementation
B12	Development of strategies and business plans using external and internal environment analysis methods, including sociological research results
B13	Analysis of the organization's work indicators, identification of opportunities for increasing efficiency
C General (Transferable) abilities	
C1	Ability to compose and discuss oral and written professional material in native and foreign languages
C2	Ability to use various sources of information (Internet resources, electronic libraries, scientific articles and reports)
C3	Ability to perform analytical and research work
C4	Ability to think critically, creatively and abstractly
C5	Ability to collect, process, and use modern information technologies
C6	Ability to work in a team and collaborate effectively with team members, as well as effectively use available work resources
C7	Application of mathematical and statistical methods and mathematical modeling methods
C8	Preparation of reports, presentation of research results/outcomes, conduct of scientific debates
C9	Ability to work and collaborate in diverse and heterogeneous cultural environments
C10	Knowledge and application of the basic methods of protection of the population from the consequences of possible accidents, natural disasters and first aid
C11	Knowledge of legislation and legal acts regulating the field of management
C12	Knowledge of a healthy lifestyle, mastery of physical improvement abilities and skills

Appendix 4.2.3. Study plan

#	List of Modules	Form of assess- ment		One academic year /1 credit for 30 hours/												Credits	Weekly workload	
		Exam	Check/quiz	1st year: hours														
				1 st term						2 nd term								
				Total	Auditory	Lecture	Practical and semi- nar training/classes	Independent/individ- ual work	Examination period, independent work.	Total	Auditory	Lecture	Practical and semi- nar training/classes	Independent/individ- ual work	Examination period, independent work.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
	1 st year 1 st term 16 weeks																	
1	History of Armenia		x	60	32	24	8	22	6								2	2
2	Armenian language and literature		x	60	32		32	22	6								2	2
3	Russian		x	90	32		32	52	6								3	2
4	Foreign language /English/		x	60	32		32	22	6								2	2
5	1st aid in emergency situations		x	60	32	24	8	22	6								2	2
6	Physical education			32	32		32											2
7	Higher mathematics	x		120	64	32	32	46	10								4	4
8	Theory of economics	x		150	64	32	32	76	10								5	4
9	Law		x	90	32	24	8	52	6								3	2
10	Fundamentals of informatics		x	90	32	10	22	52	6								3	2
11	Economic History		x	120	64	32	32	50	6								4	4
	Total			932	448	178	270	416	68								30	28
	1 st year 2 nd term 16 weeks																	
1	History of Armenia	x								60	32	24	8	18	10		2	2
2	Armenian language and literature		x							60	32		32	22	6		2	2
3	Russian		x							90	32		32	52	6		3	2
4	Foreign language /English/		x							60	32		32	22	6		2	2
5	Civil defense and emergency issues		x							60	32	24	8	22	6		2	2
6	Physical education		x							32	32		32					2
7	Economic Geography		x							120	32	16	16	82	6		4	2
8	Higher mathematics	x								120	64	32	32	46	10		4	4

9	Fundamentals of informatics	X								90	32	10	22	48	10	3	2
10	Theory of economics	X								150	64	32	32	76	10	5	4
11	Sociology	X								60	32	16	16	18	10	2	2
12	Fundamentals of research work		X							30	16	10	6	12	2	1	2
	Total									932	432	164	268	418	82	30	28

#	List of Modules	Form of assess- ment		One academic year /1 credit for 30 hours/												Credits	Weekly workload
		Exam	Check/quiz	2 nd year: hours													
				1 st term						2 nd term							
				Total	Auditory	Lecture	Practical and semi- nar training/classes	Independent/individ- ual work	Examination period, independent work.	Total	Auditory	Lecture	Practical and semi- nar training/classes	Independent/individ- ual work	Examination period, independent work.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	2 nd year 1 st term 16 weeks																
1	Foreign language /English/		X	60	32		32	22	6							2	2
2	Philosophy	X		90	32	24	8	48	10							3	2
3	Business basics	X		120	64	32	32	46	10							4	4
4	Theory of probability	X		90	64	32	32	16	10							3	4
5	Statistics	X		120	64	32	32	46	10							4	4
6	Theory and history of public administration	X		120	64	32	32	46	10							4	4
7	Theory of economics	X		150	64	32	32	76	10							5	4
8	Physical education			32	32		32										2
9	Psychology of Management*	X		150	64	32	32	76	10							5	4
	Management Sociology and Specific Sociological Research*																
	Total			932	480	216	264	376	76							30	30
	2 nd year 2 nd term 16 weeks																
1	Culture studies		X							60	32	24	8	22	6	2	2
2	Foreign language /English/		X							60	32		32	22	6	2	2
3	Physical education		X							32	32		32				2
4	Economic Statistics	X								120	64	32	32	46	10	4	4
5	International economics	X								120	64	32	32	46	10	4	4

6	Basics of marketing	X								120	64	32	32	46	10	4	4
7	Accounting and auditing	X								120	64	32	32	46	10	4	4
8	Microeconomics	X								150	64	32	32	76	10	5	4
9	Theory of Organization*	X								150	64	32	32	76	10	5	4
	Management Theory*																
	Management Philosophy*																
	Total									932	480	216	264	380	72	30	30
	A component of research skills development																

*Subjects chosen by the student

#	List of Modules	Form of assess- ment		One academic year /1 credit for 30 hours/												Credits	Weekly workload
		Exam	Check/quiz	3 rd year: hours													
				1 st term						2 nd term							
				Total	Auditory	Lecture	Practical and semi- nar training/classes	Indepen- dential work	Examination period, independent work.	Total	Auditory	Lecture	Practical and semi- nar training/classes	Indepen- dential work	Examination period, independent work.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	3 rd year 1 st term 16 weeks																
1	Application of software in economic analysis	x		150	64	32	32	76	10							5	4
2	Management	x		150	64	32	32	76	10							5	4
3	Environmental Economics	x		150	64	32	32	76	10							5	4
4	Finances and Credit	x		150	64	32	32	76	10							5	4
5	Macroeconomics	x		150	64	32	32	76	10							5	4
6	Social Management*	x		150	64	32	32	76	10							5	4
	Production logistics*																
	Total			900	384	192	192	456	60							30	24
	3 rd year 2 nd term 16 weeks																
1	Organizational Behavior	x								150	64	32	32	76	10	5	4
2	Management	x								150	64	32	32	76	10	5	4

3	State regulation of the economy	x								150	64	32	32	76	10	5	4
4	Labor economics	x								150	64	32	32	76	10	5	4
6	Anticrisis management*	x								150	64	32	32	76	10	5	4
	Staff management*																
7	Educational internship 4 weeks		x							4w						5	
	Total									750	320	160	160	380	50	30	20
	A component of research skills development																

[illegible]

	4 th year 2 nd term 6 weeks																
1	Investment Portfolio Management*	x								150	48	24	24	92	10	5	8
	Real Estate Management*																
2	International Management*	x								150	48	24	24	92	10	5	8
	Public Policy Analysis*																
3	Production internship 4 weeks									4w						5	
4	Defense of graduation /final works															15	
	Total									300	96	48	48	184	20	30	16

*Subjects chosen by the student

YEREVAN HAYBUSAK UNIVERSITY

Discussed and accepted by University Council
in session ____
20

Approved
Rector _____ S.L.Harutyunyan
20

STUDY PLAN

Specialty: 041301.00.6 Management

Study program of the specialty: 041301.01.6 Management (by fields)

Specialist qualification: Bachelor of Management

Study period: four years

Form of education: full-time

SCHEDULE OF THE EDUCATIONAL PROCESS

[illegible]



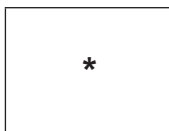
Theoretical
training



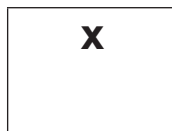
Examination
period



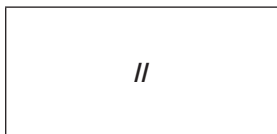
Vacation



Educational
internship



Production
internship



Final attestation

Preparation of
summary attes-
tation



TIMETABLE SUMMARY (in weeks)

Course/ year	Theoretical training	Examination period	Educational internship	Production internship	Preparation of summary attestation	Final attestation	Vacation	Total
I	32	8					12	52
II	32	8					12	52
III	32	8	4				8	52
IV	22	6		4	2	2	3	39
Total	118	30	4	4	2	2	35	195

Appendix 4.2.3. Teachers

#	Surname	Name	Date of Birth	Position	Work-load	Qualification	Course taught and volume
1	Harutyunyan	Anna	09.01.1984	Director Lecturer	64	Master of Economics, Applicant	International economics
2	Hovhannisyan	Sona	07.03.1985	Vice-rector for educational activities	64	Master of Management	Econometric modeling
3	Kazhoyan	Hrachia	30.09.1962	Lecturer Vice-rector for development and education quality assurance	16	Ph.D. in Sociology	Basics of scientific research works
4	Gevorgyan	Gayane	01.06.1958	Head of Chair Lecturer	496	Ph.D. in economic sciences, associate professor	Management, Theory and History of Public Administration, Management Theory, Organizational Behavior, General Theory of Managerial Decisions, Investment Portfolio Management
5	Avagyan	Alexander	08.03.1955	Lecturer	256	Economist	Economic History, Economic Geography, Risk Management and Insurance, Production Logistics, Business Fundamentals, Finances and Credit
6	Avetisyan	Sahakanush	25.11.1979	Lecturer:	64	Ph.D. in economic sciences	
				Head of Finance Chair			
7	Sardaryan	Tereza	22.08.1949	Lecturer	256	Economist	Basics of Marketing, State Regulation of Economy, Strategic Management, Banking and Financial Management
8	Mkrtchyan	Lyusya	09.12.1959	Lecturer	112	Ph.D. in economic sciences, associate professor	Anti-crisis management, Public policy analysis
9	Sahakyan	Araik	18.01.1970	Lecturer	64	Economist	Anti-crisis management, Public policy analysis
10	Hovsepian	Narine	15.08.1979	Lecturer (Career Center Director)	128	Master of Management	Microeconomics, Management Psychology
11	Saponjyan	Maria	06.01.1981	Lecturer	384	Economist	Theory of Economics, Macroeconomics, Labor Economics, Application of Software in Economic Analysis
12	Machkalyan	Armine	10.08.1971	Lecturer	192	Ph.D. in Technical Sciences associate professor	Basics of informatics, Statistics, Economic statistics
13	Margaryan	Narek	09.06.1986	Lecturer	192	Ph.D. in physico-mathematical sciences, associate professor	Higher Mathematics, Probability Theory
14	Martirosyan	Narek	05.01.1988	Lecturer	96	History MA Applicant	Armenian History, Political Science
15	Baloyan	Marianna	31.07.1981	Lecturer	64	Ph.D. in Philological Sciences	Russian
16	Khorenyan	Angela	02.08.1958	Lecturer	64	Ph.D. in Philological Sciences	Armenian language and literature
17	Zazyan	Arsen	18.04.1972	Lecturer	64	associate professor physical culture and sports, coach methodist	Physical education
18	Grigoryan	Armenuhi	02.09.1957	Lecturer	32	Doctor-dentist	1st aid in emergencies

19	Manukyan	Eranuhi	25.02.1981	Lecturer	96	Ph.D. in Philosophical Sciences, associate professor	Philosophy, Cultural Studies, Sociology
20	Harutyunyan	Anush	19.03.1982	Lecturer	128	Ph.D. in Pedagogics	Foreign language
21	Malkhasyan	Liana	20.02.1990	Lecturer	32	Ph. D. in Law	Jurisprudence
22	Arzumanyan	Koryun	24.05.1972	Lecturer, responsible for civil defense and foreign law issues.	32	Firefighting equipment and organization	Civil defense and emergency issues

All CVs are available on [YHU website](#).

4.3. JURISPRUDENCE (MA)

Name of the study programme	Jurisprudence/Law-042101.01.7 Master's study programme
Structural unit	Institute of Law and International Relations
The principal compiler of the study programme self-evaluation	Dr Liana Malkhasyan
Preparation process of the study programme	<p>The self-assessment was carried out for the period 2019-2022. The experience of SPs implemented by other similar universities was studied, benchmarking, both at the programme and module level. The SPWG compared the requirements for Master of Jurisprudence profession and SP outcomes with the labour market requirements. The teaching staff, students, employers, and alumni were involved. Persons responsible for ensuring the quality of education in the field of SP have been appointed:</p> <ul style="list-style-type: none"> • Dr Liana Malkhasyan, Director of the Institute • Dr Arsen Sardaryan, Head of the Chair of Criminal Law and Criminal Procedure • Dr Sc Garnik Safaryan, lecturer • Narek Martirosyan, lecturer • Suzanna Pipoyan, student • Ruzanna Tonoyan, alumnae • Dr Tamara Grigoryan, employer • Lilit Enokyan, employer <p>The self-evaluation report was presented and discussed to validate it at the Institute's Council. Internal experts Dr Artak Nazaretyan, lecturer, Prosecutor, Yerevan Prosecutor's Office and Dr Hrachia Kazhoyan, Vice-rector for Development and Education Quality Assurance, performed this report's peer review and quality assurance.</p>

4.3.1. PLANNING AND MANAGEMENT OF STUDY PROGRAMME

The SP of the Master of Jurisprudence was revised following the procedure for development, approval, monitoring and periodic review of SP, courses/modules of Yerevan Habusak University. The Institute, teaching staff, students, graduates, employers, external stakeholders, the Vice-rector for Development and Education Quality Assurance and the University's academic council are involved in developing the SP. While developing the SP, its compliance with National Center for Professional Education Quality Assurance, the European Quality Assurance Register for Higher Education (EQAR), the needs of internal and external stakeholders, and the requirements of the labour market were taken into account.

During the last three years, based on benchmarking, the master's SP of the Jurisprudence specialisation was revised, 12 modules and subject programmes were included in the curriculum, and teaching and learning methods were revised. And the teaching staff's research and development (R&D) activities contributed to introducing new modules in the SP, improving teaching, learning and assessment methods, and clarifying the final results.

For example, as a result of cooperation with L & L Legal Group, Tamara Grigoryan Law Offices and at the

Institute of Philosophy, Law and Sociology of the RA National Academy of Sciences, and based on benchmarking implemented in the 2020 curriculum of the master's degree in Jurisprudence. The subjects Legal Regulations of Labour Disputes in RA and European System of Protection of Human Rights and Freedoms: Analysis of Case Law were introduced. The professors of the Institute of Law and International Relations participated in various professional conferences, after which the International and National Systems of Protection of Refugees' Rights, Basics of Information Law, Basics of Protection of Intellectual Property Rights and Modern Conceptual Approach to Criminal Responsibility in RA were developed and implemented in the Institute. Based on the requirements of the labour market, the Institute introduced the subjects and modules of Fundamentals of International Criminal Law, Crimes against Economic Activity, Theoretical and Applied Problems of Property Rights Protection, and Scientific Seminar.

In the last two years, the professors involved in the SP have published three monographs and 25 scientific articles, 2 of which were published in international periodicals and presented at local and international conferences.

External partners were involved in the process of development of the SP integrally while implementing various projects. Currently, we are trying to coordinate the work done and involve external partners in the SP's development. No international students are studying at the SP, and no international faculty members are engaged in the teaching process either.

The SP of the Master of Jurisprudence corresponds to social developments and labour market demands, as it was developed based on local and international advanced experience. Apart from that, the SP's objectives, problems, final results, teaching, learning, and evaluation methods are clearly formulated, and there are feedback mechanisms.

The curriculum of the SP is based on the principle that the final results of one course provide the necessary base for easy assimilation of the next course. That is, there is a logical sequence of courses, and interdisciplinary connections are also provided. The issue of the logical sequence of SP courses was regularly discussed in the Council of the Institute. In the last three academic years, the feedback of the teaching staff and external stakeholders regarding the consistency of the SP courses was ensured in the form of the analysis of practice results, opinions on final works, reviews and other forms. This academic year, the teaching staff, students, graduates, and employers participated in the benchmarking of the SP. The analysis of the comparability of the Master's SP of the Jurisprudence specialisation and the Master's SP of 15 European universities was carried out on the following grounds:

1. According to the availability of educational levels/master's degree
2. According to the availability of the "Law" study programme at the master's degree level
3. According to the availability of subject programmes/modules/
4. According to the availability of the outcomes provided by the educational programme of the Jurisprudence specialisation
5. According to the teaching and learning methodology
6. According to the order of evaluation, etc.

As a result of the benchmarking, the board of the Institute developed the list of modernized subjects/modules and the format for introducing them into the educational process. The purpose, conclusions, and internationalization of the benchmarking of SP are summarized in the benchmarking package.

Updated subjects/modules / are formed as a result of benchmarking in accordance with the requirements of the national and international labour market.

In the University, the necessary conditions have been created for international students to be included in study programmes involving teachers in foreign languages, organizing language training courses, and assisting in the solution of social and household issues. SP contributes to developing independence, initiative, creativity, entrepreneurship and research and other skills among

students through seminars, practical training, essays, term papers, writing individual papers, learning courses, trial games and other means provided by the curriculum. Many of the graduates do professional work, have private law offices and hold positions in the public administration and justice system.

The management of material and financial resources for the implementation of the SP stems from the goals of the University's Strategic Plan to train competitive professionals and provide quality education. The demands of the labour market, student-centred learning and surveys carried out in the University forced us to constantly update the material and technical base to adapt it to the changing needs.

When revising the SP, changes are made considering the needs of the stakeholders to contribute to the development of the student's free-thinking, analysis, creativity, independent decision-making, responsibility, research and other abilities. Physical, technical and financial resources are sufficient and efficiently used. Yet, more resources can be needed in future. For example, mock courts are often organized in the Institute, so a courtroom was recently built. To develop students' professional skills, they conduct professional counselling at the Legal Clinic under the supervision of licensed attorneys. Therefore the staff of the Legal Clinic has been expanded, and the material and technical base of the Legal Clinic has been updated.

To develop the students' professional skills, it planned to create and furnish the Forensic Laboratory, where students will be able to carry out professional research.

Students deal with the issues of environmental protection and sustainable development through tours, sabbaticals, hikes, and tree planting organized by the student council under the guidance of academic advisors. The European Environmental Law module was introduced into the SP curriculum recognizing the importance of environmental protection.

For independent study, students have access to the University's, the National library and the library of the National Academy of Sciences (NAS). In addition, according to the Institute's timetable, one day of the week is dedicated to promoting students' independent study and is called library day. It is a good opportunity to study the assigned literature and develop initiatives.

The social environment of study is favourable for both local and international students. They equally, without discrimination, use the services of libraries, educational, socio-economic, medical, physical education and other units. The multicultural environment is favourable for the dialogue of cultures, the formation of a worldview, and tolerance. During intra-university and off-campus lecturer-student, student-student, local-foreign interpersonal and online interactions, ethical norms and the duty to respect the rights of others are maintained.

Valuing and evaluating the social environment of learning takes place through surveys and organizing discussions during the college and Institute Council. It should be noted that surveys of satisfaction with the social learn-

ing environment were conducted among professors and students. Most of the respondents are satisfied with the availability of social environment, infrastructure and resources.

Strengths

- Improving the policy formed in the field of strategic management
- Regular study of stakeholders' needs and inclusion in the SP
- Contributing to the development of a healthy social learning environment.

Ways of improvement and planned actions

- There was a need to establish the Forensics Laboratory
- In order to make the work of the legal clinic more effective, it became necessary to involve attorney-coordinators with narrow specialisation in the work of the SP.
- To create a favorable environment for the multifaceted and harmonious development of an individual, the formation of a law-abiding, free and responsible citizen
- To ensure a healthy moral and psychological atmosphere in the University, to achieve proper respect and observance of the rules of ethics, 5. To strengthen the cooperative relations formed in the collective, the social environment
- Expand the participation of the University's stakeholders in management processes, coordinate the work done.

4.3.2. LEARNING, TEACHING AND ASSESSMENT

The admission of the applicants of the SP is carried out according to the admission order of the RA higher educational institutions approved by the RA government.

The applicant (local and foreign) must have a secondary (full) general education certificate or an equivalent secondary vocational education diploma. Admission is made according to the procedure approved by MESCS. Participants receive information about admission conditions from the University's admissions committee, deans' offices, professors, graduates, and students, from the website, the social pages of its individual departments, the ministry's Applicant and Applicant's Guide manuals, from the website of the Ministry of Education and Culture of the Republic of Armenia and the University, from announcements placed in informational media.

The process of admission to the SP is organized by the admission committee, whose composition is selected and approved by the rector of the University according to the established procedure. Before accepting the documents, the admission committee conducts a conversation with the applicant about the content of the SP. And during studies, the director of the Institute, representatives of the Career Center, and study advisors regularly meet with students and talk about their education and

opportunities to work or continue their education in both local and foreign universities. This information is also made available through organizing education exhibitions and on the Internet.

The goal of the student-centred approach is to ensure the continuity of learning, as well as the promotion of individual creative development of the student, the balanced growth of abilities, and the development of independence, analytical and critical thinking. With the results of diagnostic work (individual conversations, surveys, activities of the educational consultant), students' skills and learning interests are revealed, and their improvement is supported by the use of active and interactive methods in the learning process, improving the learning process.

During these years, there has not been an applicant with special needs for the master's degree in "Law", but the University plans to create the necessary infrastructure for them.

Students are important subjects of the learning process, so they have direct participation in its organization and content.

Their wishes are considered in the syllabus, current and final exam timetables, place, time, coursework, thesis topics and supervisors, and choice or change of optional modules.

Beyond the curriculum, students visit cultural centres under academic advisors' guidance and participate in various events such as summer schools, seminars, moot games, and exhibitions.

The teaching staff uses active, interactive, student-centred cooperative, traditional and modern teaching methods in education. The mentioned methodological toolkit is used during lectures, practical and independent (seminar, presentation, essay, data collection, comparison, analysis, trial, report, practice) works. The professional training and experience of the teaching staff guarantees the effectiveness of the teaching methods and serving the purpose.

The use of MS Office and other software packages in performing practical tasks is a mandatory component of SP studies. To train high-quality specialists, the University provides student access to various information sources through the Internet, electronic libraries, and special professional websites, for example, [LexisNexis.com](https://www.lexisnexis.com). The teaching staff manages the process of students' independent work through monitoring. The problems related to the individual work are partly related to academic dishonesty and partly to the quality of submitted work. Their solution is carried out during the work by discussing and correcting the gaps. Shortly, it is planned to introduce relevant programmes to prevent plagiarism at the University.

Feedback on the self-management process is provided based on students' applications and opinions, which refer to their satisfaction with the educational process.

The students of SP are involved in RDC activities by preparing essays, independent works, and presentations, participating in moot games, conducting research under

the guidance of professors and publishing articles. For example, from 2019 until today, conferences have been regularly organized at the University, where many students presented their reports. The conference reports have been printed and are in the Institute. Among them, on the Institute of “Jurisprudence and International Relations” initiative in 2021. The international conference on “Human Rights and Corruption” were organized in November. The reports of the conference are printed and are available at the Institute.

As a result of cooperation with the RA Investigative Committee, scientific seminars on the topics of high interest are regularly organized.

Students are also involved in the activities of the RDC through the Legal Clinic. The Institute has signed a memorandum of cooperation with the Armenian Office of the United Nations High Commissioner for Refugees (UNHCR) and the Mission Armenia Charity Non-governmental organization (NGO), on the basis of which it implements its Street Law for All project. Also, the Legal Clinic cooperates with the Women’s Rights Centre NGO, as a result of which students regularly participate in training courses and are involved in the activities of the NGO.

During the course of the legal clinic, students regularly visit law offices and meet with leading specialists in the field.

Cooperation with Raoul Wallenberg University is planned in the near future to expand the Legal Clinic’s activities and increase the degree of student involvement. Within the framework of this cooperation, in 2022, Law Clinic students and coordinating attorneys participated in the “Development of Legal Clinics and Expansion of Cooperation” workshop.

As part of the activities of the Legal Clinic, students visit high schools and colleges and conduct seminars for students and teachers on refugees’ international and domestic rights. These programmes raise awareness and legal awareness among adolescents and educators, and students strengthen their theoretical knowledge while acquiring practical abilities and skills.

The appropriateness of the credit points awarded to the student’s workload is determined by considering all components of the study: attendance, activity, and current and cumulative tests. While developing the content of the students’ previous education and implementing the SPs, students are free to propose a thesis topic that arises from their work activities.

A student-centred approach to teaching, modern teaching technologies and methods, and modern approaches to assessment, counseling and mentoring are used to support the completion of studies within the prescribed time frame. Lecturers check and evaluate all students’ work, note their omissions, and mistakes, guide them, and conduct counselling on a specific schedule approved by the Institute. (See General Provisions).

As a result of the cooperation with MESCS and the Armenian office of the International Institution of Electoral Systems (IFES), the Engaged Citizen educational course

has been running at the University for more than two years (See Section 3.12. Service to Society).

The Institute has agreements to organize outreach classes and internships of its students in different law firms and other organizations within the field of specialization of its students. Intra-university and inter-university mobility of students is carried out following the regulation on Academic Mobility of University Students adopted by the RA Government and the University. As for the international mobility of students, the University has an internationalisation policy, which derives from the university charter and is reflected in the strategic plan for 2021-2025. Teaching is carried out on a credit system, and students are given a diploma supplement of the pan-European format, but currently there is no international mobility of students. In this direction, the Institute has serious work to do.

Students acquire professional abilities and skills during practical training to achieve the objectives of the SP. The research practice of students is organized in the 4th semester on a contractual basis, lasting eight weeks, with an approved program. Research practice aims to develop students’ skills and abilities in posing legal problems, solving them, drafting legal documents and other practical skills. The evaluation of the internship is formed on the basis of attendance, supervisor and report protection. In the learning environment, practical work is organized through cooperative learning (group work, solving situational problems, doing projects, moot games, etc.).

Students provide feedback on the content and organization of practical training by filling in the practice diary, submitting a report and profile, and defending the internship results. Students can choose not only the place of internship but also the supervisor, the day, and the time. The student’s responsibility is to properly fulfil the supervisor’s assignments, be active during practical work and internship, study and analyze materials, participate in discussions, and prepare legal documents.

The University provides the resources to achieve the outcomes of the SP. During the study, there is feedback, which contributes to identifying and solving the needs of students. According to the established schedule, the Institute, educational advisors and professors help students with their consultations, encourage their achievements, discuss gaps and mistakes, and guide them in study or other fields.

The University Career Center regularly conducts labour market research, identifies job vacancies and job opportunities, and provides information on state employment programmes to students. If necessary, they can participate in additional professional education programmes organized by the University’s additional professional education service.

In the case of unfair treatment, harassment, intimidation or other cases, the student can contact the director of the Institute, the academic advisor, the ethics committee, the student council, the rector.

The grounds for dismissal of students are defined in the regulations related to dismissal, release, and re-

admission of university students adopted by the RA Government and the University. In 2020-2022, according to their application, three students left for another country, and six students were expelled from the University for not paying tuition fees and having academic debts. To eliminate the reasons for dropping out, the University analyses them and tries to support the student. For example, according to the student's application, it extends the terms of payment of tuition fees and cooperates with banks to provide students with educational loans on preferential terms and provides tuition fee discounts, etc., for students from different social groups.

Graduates of SP are competitive and successfully work in legislative, executive and judicial bodies, Ombudsman apparatus, RA law enforcement agencies, law offices, the private sector, local self-government bodies, non-governmental organizations, educational and research institutions, international structures, foreign organizations, RA in the notary's chamber and offices, in RA courts. They are also engaged in private business activities.

An information database on graduate careers has been created at the University Career Center. The Center provides regular feedback to graduates and monitors their professional development. Inquiries about working graduates to their employers are sent, and a resume of the graduate's performance is asked for regularly. Information on graduate employment and further education is collected in the Career Centre, analysed and concluded.

The final certification of students of the SP is organized according to the procedure adopted by the RA MSECs and the University. The purpose of the summative certification is to check and evaluate the conformity of the final-year students' knowledge, skills and competencies to the learning outcomes. Final exams are allowed for graduates who have completed an entire course of study with the SP, have successfully passed all the exams and tests prescribed in the curriculum and have accumulated the necessary credits. The acquisition of professional knowledge and abilities corresponding to the output results of the SP is confirmed by the master's thesis defence organized after the completion of the programme.

Strengths:

- The University is student-centred. The student's independent creative and research work is encouraged, teamwork skills are developed, and the ability to make one's own decisions and assume responsibility
- Feedback mechanisms with teachers, students, graduates and employers are used to improve the quality of learning and teaching
- Multi-component assessment system
- The conditions for exclusion of academic dishonesty, plagiarism, corruption and patronage are ensured in the University according to the current regulations
- high quality and efficiency of teaching and learning with the introduction of modern methods and technical means

- Availability of material and technical base supporting training
- Carrying out an independent master's thesis that strengthens the student's research abilities
- use of interactive learning and teaching methods
- The conditions for the exclusion of academic dishonesty, plagiarism, corruption and patronage are ensured in the University according to the current regulations
- Students are aware of the assessment procedure and the principles and standards fixed in it.

Ways of improvement and planned actions

- improvement of the SP and continuous review of its results based on the changing demands of the labour market
- improvement of feedback mechanisms and correct application of their results in improving the quality of teaching and learning
- increasing the use of modern teaching technologies and technical means
- deepening of post-educational, scientific, and cultural cooperation of foreign universities, scientific and cultural institutions, exchange of advanced experience
- implementation of student exchange programmes
- Use interactive learning and teaching methods, modern teaching technologies and technical means.

4.3.3. DEVELOPMENT, COOPERATION AND INTERNATIONALIZATION OF TEACHING STAFF

The teaching professional qualities and skills of the teaching staff correspond to the objectives of the SP and contribute to the achievement of the learning outcomes. Surveys are conducted to receive feedback on the SP's teaching staff composition. Their analysis revealed the students' satisfaction with the teaching staff's professional, pedagogical, and scientific qualities, teaching and assessment methodology, corruption risk assessment, etc.

The University has defined its rules and principles of academic ethics and promotes compliance with the code of ethical conduct (See General Provisions).

The goals of the international mobility of the academic staff defined by the University are exchange of teaching experience, improvement of scientific research activities, improvement of social environment, development and improvement of the SP.

International teaching staff members are not yet involved in implementing the "Master of Law" SP.

During the last three academic years, the employers of the internship sites have been involved in the implementation of the SP. The final certification committee includes representatives of the University, as well as members from other universities and reviewers of final theses.

Such cooperation is effective, and satisfactory and contributes to the improvement of the SP. Expanding collaboration is included in the improvement paths and planned actions below.

Based on the directions of the strategic plan of the University, each lecturer draws up an annual work plan, which is approved by the first superior, the head of the department, and the second superior, the director of the Institute. At the end of the academic year, the performance of the work plan is summarised, after which a conclusion is given. If planned but unimplemented processes remain, they are discussed at the chair's meeting and, if possible, included in the work plans for the following academic year.

With the participation of CDEQA, the Vice-rector for Academic Affairs and the Head of Chair, lectures are conducted, lecture sheets are filled out, and the outcomes are discussed and summarised at the chair's meeting.

Every year, surveys are conducted among students and graduates, in which the assessment of the work of the teaching staff is also reflected. After summarizing the results of all the works, the obtained data are submitted to CDEQA and relevant Chairs.

The rating sheet of the faculty member was developed and introduced at the University, which consists of 38 elements characterising the teaching, research and development activities of the faculty member, the weight of each of which is expressed by the corresponding points.

The ranking of the teaching staff is carried out at the end of each academic year. (See General Provisions).

Besides teaching, the teaching staff is involved in the public and private sectors, which allows for transferring the practical knowledge gained during the work to the students.

There is cooperation between the teaching staff, which is encouraged by a healthy moral and psychological atmosphere in labour relations: collegiality, respect for dignity, and protection from physical and psychological violence. Part of the teaching staff works in other institutions but has been successfully integrated into the activities of the Institute and the University.

The teaching staff uses the knowledge and skills acquired during training, literature, and posters in the learning process, and feedback is provided through lectures and surveys.

The educational activities of the teaching staff are directly related to the R&D in terms of improving teaching, learning and assessment methods, and clarifying the final results. The improvement of the professional capacities and skills of the teaching staff is evaluated and valued during the ranking of professors.

Strengths

- Policy of ensuring the stability of the composition of the teaching staff and increasing their professional qualities, improving teaching skills,
- employee incentive system
- There is a rating system for the composition of the PD
- Increasing the qualifications of the PD staff and training support
- Development and implementation of the competitive selection procedure for the staff of the PD
- Experience of professional activity of the teaching staff outside the University.

Ways of improvement and planned actions

- Improve surveys conducted with students, to increase the degree of reliability, and use their results more consistently
- Improve the selection procedures of the PA staff and put them into operation
- Improve the activity of the teaching staff in terms of internationalisation
- Improve mechanisms of certification of teaching staff
- Expand cooperation between professors of similar institutions in Armenia and abroad.

Master's degree Law specialty	
List of modules	Credits
First year	
First semester/term	
1. Problems of the philosophy of law	3
2. Legal regulations of labor disputes in RA	5
3. Issues of pre-trial investigation in criminal proceedings	3
4. The European system of protection of human rights and freedoms /analysis of case law	3
5. Foreign language	4
6. Research work	6
7. Planning and methodology of scientific research	3
8. Information technologies in professional research (ICT)	3
Total	30
First year	
Second semester/term	
1. International and national systems for the protection of refugee rights	4
2. Legal ethics and notarial writing	5
3. Fundamentals of information law	3
4. Fundamentals of entrepreneurial law	3
5. European environmental law	3
6. Foreign language	4
7. Scientific research/research work	8
Total	30
Second year	
First semester/term	
1. Fundamentals of Intellectual Property Rights Protection	5
2. Fundamentals of international criminal law	5
3. Crimes against economic activity	3
4. Theoretical and applied problems of property rights protection	3
5. Protection of state interests in civil proceedings	3
6. The modern conceptual approach of criminal liability / responsibility in RA	3
7. Scientific research/research work	8
Total	30
Second year	
Second semester/term	
1. Scientific research practice (8 weeks)	8
2. Scientific seminar/workshop	10
3. Defense of Master's thesis	12
Total	30

Appendix 4.3.2. Map of the modules' outcomes of the Mater's professional study programme Law

Course and module number	Credits	OUTCOMES															
		A – Professional knowledge and expertise					B – Practical professional skills					C - General (Transferable) abilities					
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6
Problems of the philosophy of law	3	x		x					x		x	x	x		x		
Legal regulations of labor disputes in RA	5				x		x	x		x			x			x	x
Issues of pre-trial investigation in criminal proceedings	3				x	x				x			x		x	x	
The European system of protection of human rights and freedoms /analysis of case law	3	x					x		x		x			x	x	x	
Foreign language	4											x		x	x		
Research work -1	6		x						x							x	
Planning and methodology of scientific research.	3		x				x		x					x			
Information technologies in professional research (ICT)	3		x				x			x		x		x	x		
International and national systems for the protection of refugee rights	4	x			x			x					x		x	x	
Legal ethics and notarial writing	5	x		x			x			x			x	x			
Fundamentals of information law	3		x		x			x			x		x		x		
Fundamentals of entrepreneurial law	3		x		x			x		x				x		x	
European environmental law	3	x				x	x		x	x		x		x	x		
Foreign language	4											x		x	x		
Scientific research/ research work -2	8		x				x							x			
Fundamentals of Intellectual Property Rights Protection	5	x		x			x		x				x	x			x
Fundamentals of international criminal law	5					x		x		x			x		x	x	
Crimes against economic activity	3			x			x			x				x		x	x
Theoretical and applied problems of property rights protection	3		x		x			x			x		x			x	x
Protection of state interests in civil proceedings	3	x		x			x		x				x		x	x	x
The modern conceptual approach of criminal liability / responsibility in RA	3		x			x		x		x				x		x	x
Scientific research/ research work -3	8		x						x		x			x			
Scientific research practice (8 weeks)	8									x	x				x		
Scientific seminar/ workshop	10		x				x				x				x		
Defense of Master's thesis	12					x					x					x	x

Professional knowledge and expertise		B – Practical professional skills	
A1	Will have fundamental knowledge of narrowly specialized branches of law, their principles, the origin, nature and application process of the norms of institutions, professional deep, systematic and comprehensive theoretical and practical knowledge, including in an interdisciplinary and comparative legal context.	B1	Will be able to comprehensively apply professional knowledge to solve theoretical, practical and legal problems in new and unfamiliar situations.
A2	Will have deep and comprehensive knowledge of general and socio-legal methodology of scientific research	B2	In practice, he will independently find, classify and interpret legislative or other information, including foreign language, which is necessary for solving the problem in the specialized field, legal documents, give legal conclusions, provide legal advice with a comprehensive and systematic approach.
A3	Will have comprehensive knowledge of the national security / legal, military, economic, informational, cyber security, health, ecological, cultural/ doctrine of the professional educational program.	B3	In practice, he can independently use scientific research methods while carrying out professional activities and conducting necessary research.
A4	Will have a deep and comprehensive knowledge of the concepts of legal perception, ways of development of law, as well as legal formation.	B4	Able to orient himself independently when solving legal problems in his field of specialization and present his argued position on them.
A5	Demonstrate an analytical, creative inquiry and innovative approach to identifying, solving and developing new ideas for areas of specialization as well as research problems.	B5	Will be able to combine knowledge from different fields and develop new ideas and perspectives while carrying out research and innovation activities. Understand political, social, economic, historical, personal and psychological factors in law making and interpretation.
C - General (Transferable) abilities			
C1	Able to carry out full professional activities independently, as well as to carry out necessary research in the field of jurisprudence under scientific guidance. Able to independently collect, analyze, evaluate, and interpret data related to legal issues, effectively combining primary and secondary sources.	C3	Able to work effectively in a multicultural environment with various social groups and their representatives, to contribute to the legal development of other persons, able to follow the rules of professional conduct/ethics, performing his/her professional functions responsibly.
C2	Able to work in a team and/or/ manage it. Professionally apply ICT and other professional tools in the course of his activity to ensure the solution of legal issues of particular complexity, as well as to carry out research.	C4	Able to identify one's own educational needs and self-educate, to choose the path of development of professional activity, to regularly increase professional qualifications, to integrate into the interchanging multicultural work environment, to act responsibly and honestly.
C5	Able to independently collect, analyze, evaluate, and interpret data related to legal issues, effectively combining primary and secondary sources.	C6	Possesses sufficient knowledge and ability to continue studying law at third level of higher education. Able to comprehensively present and explain to the professional and non-professional public, as well as receive information, ideas, problems and solutions of various degrees of complexity related to the field of jurisprudence, offer, for example, alternative solutions.

Appendix 4.3.4. Teachers

Teacher's/ lecture's name, surname	Date of birth	Position	University workload	Qualification	Time
Liana Malkhas Malkhasyan	20.02.1990	Director Head of Chair /interim/ Lecturer: licensed advocate	Law (master's) I-32 hours Law (master's) I-32 hours Law (master's) I-32 hours	PhD in Law	96-hours
Garnik Hrachik Safaryan	24.10.1951	Lecturer: Chief Researcher of Law, Philosophy and Sociology of the National Academy of Sciences of the Republic of Armen	Law (master's) I-64 hours Law(master's) II-32 hours	Doctor Professor of Law	96- hours
Narek Mikael Martirosyan	05.01.1988	Lecturer	Law (master's) I-32 hours	PhD applicant	32- hours
Anna Ashot Hakobyan	02.09.1994	Lecturer/ Assistant to the President of the RA Court of Appeal	Law (master's) I-64 hours Law (master's) I-32 hours	PhD in Law	96- hours
Martin Andranik Manukyan	05.03.1955	Lecturer: licensed advocate	Law (master's) I-32 hours	PhD applicant	32- hours
Grisha Garegin Arakelyan	22.08.1948	Lecturer	Law (master's) I-32 hours Law (master's) I-64 hours Law (master's) I-64 hours Law (master's) I-64 hours		224- hours
Armine Albert Machkalyan	10.08.1971	Lecturer	Law (master's) I-32 hours	TPh.D in Technical sciences, associate professor	32- hours
Hamlet Guren Stepanyan	20.08.1954	Lecturer: licensed advocate	Law (master's) I-32 hours	PhD applicant	32- hours
Hermine Vanik Epremyan	21.12.1959	Lecturer	Law (master's) I-32 hours	Ph.D in Natural Sciences	32- hours
Gurgen Mkrtich Muradyan	05.02.1993	Lecturer	Law (master's) II-64 hours	PhD applicant	64- hours
Mkrtich Arshavir Muradyan	07.10.1964	Lecturer	Law (master's) II-64 hours	PhD applicant	64- hours
Harutyun Artash Isahakyan	20.10.1990	Head of the Legal Department of the RA Police Patrol Service Lecturer:	Law (master's) II-32 hours	PhD applicant	32- hours
Norik Edik Shahnazaryan	26.06.1995	Lecturer: Commander of the Armed Forces of the RA Ministry of Defense	Law (master's) II-32 hours	PhD Aspirant/ Commander Armed Forces	32- hours
Arthur Srap Nazaretian	31.07.1985	Lecturer/Prosecutor of the Public Prosecutor's Office of the City of Yerevan, RA	Law (master's) I Law (master's) I-32 hours	PhD in Law / lecturer	32- hours
Arsen Hector Sardaryan	21.02.1986	Head of Department Lecturer: licensed advocate	Law (master's) II-32 hours	PhD in Law	32- hours

All CVs are available on [YHU website](#).

4.4. PSYCHOLOGY (BA)

Name of the study programme	Psychology 031301.01.6 – Bachelor's study programme
Structural unit	Roslin Institute of Arts and Humanities, Chair of Psychology
The principal compiler of the study programme self-evaluation	Yeva Hovhannisyan - Head of the Psychology Chair
Preparation process of the study programme	<p>The evaluation was conducted in 2018-2022. The experience in implementing the SPs by other similar universities was studied and benchmarked at the programme and module level. The labour market requirements for the specialization of the Bachelor of Psychology and the SP outcomes have been compared. The teaching staff, students, employers, and graduates were involved in the process. The SP working group (SPWG) of the following persons responsible for ensuring the quality of SP has been established:</p> <p>Sona Hovhannisyan - Director of the Institute, Vice-rector for Academic Affairs Dr Eva Hovhannisyan, Head of Chair Hasmik Harutyunyan, lecturer Hasmik Palanduzyan, lecturer Tamara Grigoryan, student Astghik Yengibaryan, alumnae</p> <p>Students, graduates and employers also participated in the self-evaluation process. The report was presented and discussed at the Chair Council. Lecturers Dr A. Khorenyan and Dr A. Harutyunyan performed this report's peer review and quality assurance.</p>

4.4.1. PLANNING AND MANAGEMENT OF THE STUDY PROGRAMME

The SP was revised to provide the students with broader understanding of human behaviour and the skills to research and analyse research findings concerning human behaviour which will increase the competitiveness of graduates in the domestic and foreign labour markets.

The staff, students, employers, and graduates of the Psychology SP were involved in developing the SP. The design and development of the SP emphasise the student-centred approach to teaching. Therefore, the renewed SP aims to promote students' independent thinking and practical skills to analyse, study and make effective decisions.

SPWG enhanced the SP based on the recommendations and observations of internal and external stakeholders, including suggestions from the University's previous institutional accreditation. The following courses have been included:

- Fundamentals of Scientific Research
- Methods of Psychological Research
- Social Adaptation
- Psychology of Decision-making
- Psychology of Deviant Behavior
- Military Psychology
- Socialisation

Besides, credits for the Age Psychology course were augmented, and the Psychology of Personality Disorders course was replaced by the Pathology course.

We changed the subject list and subject descriptions based on the results of benchmarking and other studies. The list of subjects, the number of hours allocated to each subject, and other comparisons were conducted. The principal compiler of the SP was Dr Yeva Hovhannisyan, Head of Chair of Psychology. Her work experience at the University of Oulu in Finland helped significantly to conduct the benchmarking and comparative analysis with similar European SPs. As a result, the subject list of the Psychology SP was revised. The need to broaden the subjects is also justified by the rapid pace of development and characteristics of psychological science, the formation of new branches and fields with scientific and applied significance, as well as the progressively expanding volume of new adjacent professions.

The current military and political situation in Armenia was also considered when compiling the subject list, which led to the inclusion of the subject of military psychology. There was also a need to make the names of some courses more specific, clear and narrow, e.g., the course on Organizational Psychology was renamed to Management Psychology. Emphasising the importance of social adaptation in forming a healthy and harmonious personality, we also included courses on Social

Adaptation and Socialisation. For any psychological work, knowledge about deviations and pathology is necessary, which is why the subjects of Psychopathology and the Psychology of Deviant Behaviour were included. Knowledge of this nature is also a prerequisite for implementing preventive measures.

The Chair decided to augment two credits for the course on the Psychology of Age to four and replace the course on the Psychology of Personality Disorders by the Pathology course. Thus, the objectives, learning outcomes, teaching methods, assessment criteria and methods became more consistent.

The University cooperates with seven schools. That creates an opportunity for cooperation with professional organizations with a significant place and role in the field. We have also been collaborating with foreign educational and scientific institutions for the last three years.

Benchmarking and comparing the SP with similar SPs in Armenia and abroad enabled to study and implement best practices and experience and ensured maximum mobility of students by making it compatible with national and foreign SPs. That comparison also caused significant changes in the curriculum and content of the Psychology SP and other study programmes.

The R&D activities of the teaching staff contributed to the process. The University teachers include the results of scientific methodological research in the topics of their courses as well as the study manuals, collections of problems, subject tests, and assignments included in the subject modules.

Within the framework of the YHU's 2021-2025 strategic plan, the Institute undertakes two main research themes:

- Negative and psychopathological phenomena as a problem of modern psychology
- Contemporary methods of regulating the emotional states of a person.

The University researchers have already made five scientific reports and published five articles under those themes.

During 2020-2022, the teaching staff implementing the SP have published three teacher's manuals, one educational methodical manual, three methodological guidelines, 18 scientific articles, and three reports at international conferences. Thus, in December 2022, the University, together with Liepaja University of Latvia, organized an international conference on the *Current Problems of Pedagogy and Psychology and Ways to Address Them* with the participation of its Roslin Academy of Arts and Humanities and Base College and the Institute of Pedagogical Sciences of the Liepaja University. The speakers from Armenia, Finland, Latvia, and Lithuania presented their papers and discussed the current issues of psychology and pedagogy.

So far, no international teaching staff has been involved in the SP, but the actions to improve the development of the SP envisage their involvement.

The Psychology students' practical work and internship at YHU, psychological centres and schools. They will also engage at the University's Psychological Counselling Centre. The Centre creates an opportunity for entrepreneurial capacity development for students and the teaching staff of the SP. They will participate in case discussions with the help of their teachers. In schools, students participate in the work of the school psychologist, study the behavioural problems of students, and conduct tests.

Learning outcomes, teaching content, teaching methods, assessment criteria and assessment methods are interrelated. The purpose of the SP is to prepare specialists who meet the labour market requirements and who will have developed personal qualities and general and professional abilities specific to the specialisation in Psychology.

The principle of continuity ensures the logical sequence and consistency between the courses of the educational departments. Prerequisites of courses, intra-subject and interdisciplinary links are interconnected with the learning outcomes of courses inside and outside the SP.

The staff, students, employers, and graduates give feedback on the coherence of the SP modules and the courses. With feedback, the content structure of the modules and courses was reviewed, new modules and courses were developed and introduced, and the material and technical base necessary for the implementation of the SP was enhanced.

For example, considering the increasing interest in the field year by year, it is planned to adjust the focus of the courses and include applied subjects and multi-disciplinary practical courses.

To attract international students, all the courses of the SP can be taught in English and Russian if there are international students in the SP.

The University provides sufficient physical and financial resources to implement the SP, including up-to-date academic and research literature (See General Provisions).

Strengths

- The objectives of the SP comply with the objectives of the University's Strategic Plan
- The development, review and implementation of the SPs are regulated by specific documents
- The revision of the SP is carried out by internal and external stakeholders collaboratively
- The process of developing and revising the SP is transparent, and the opinions of all participating parties are considered
- The learning outcomes correspond to the requirements of the profession
- The professional qualifications of the teaching staff allow for achieving the specified learning outcomes.

Ways of improvement and planned actions:

- More frequent review of the SP and inclusion of sectoral changes
- More active cooperation with other universities
- Organization of frequent meetings with national and foreign specialists working as practical psychologists in the field.

4.4.2. LEARNING, TEACHING AND ASSESSMENT

The admission of the applicants of the “031301.00.6 Psychology” speciality of the “031301.01.6 Psychology” SP is carried out according to the admission procedure of HEIs approved by the RA Government (See General Provisions).

As a result of the modernisation of the curriculum, the number of hours allocated to the courses changed, and the number of subjects considered basic subjects increased. The high demand for applied objects that were included was also confirmed by observations and studies made during internships. As a result of the review, the general range of taught courses was further expanded, which will enable the graduates to carry out professional activities in various fields with the qualification they received. According to the changes made, the learning outputs were also adjusted.

Assessment of students, including recognition of their prior learning and work experience, supports the learning process and is aligned with learning outcomes. An objective and reliable assessment is provided. (See General Provisions).

The effectiveness of the teaching methods and serving the purpose is guaranteed by the professional training and experience of the teaching staff. The teaching staff is available for students both at the university and on social platforms. To support the completion of studies within the prescribed period, lecturers check and evaluate the students' work, note their omissions, and mistakes, guide them, and conduct counselling according to a certain schedule approved by the institute.

The teaching staff of the SP and the Psychological Counselling Centre organize meetings and individual and group consultations aimed at overcoming psychological problems.

It is especially important for those students who participated in the Artsakh war of 2020 who received accountability. It is difficult for them to integrate into the educational process and the classroom environment. Individual psychological counselling is also carried out with foreign students, helping to overcome not only their internal problems but also adaptation problems.

The Career Centre provides information to students on job vacancies and job opportunities, state employment programs related to psychology majors. They can submit an application and register their information in the Career Center database for employment purposes.

As a result of the cooperation of the Ministry of Education, Science, Culture and Sports of the Republic of Armenia, the Armenian Office of the International Institution of Electoral Systems (IFES) and the University, the Engaged Citizen educational course is implemented (See Section 3.12 Service to Society)..

It is planned to further activate the work of the University's Psychological Counselling Centre, which will help students to integrate into the on-campus and extra-campus environment, as well as create a great opportunity for the implementation of professional knowledge and development of skills and abilities of the students of the University. The students of the University can also get advice on legal issues at the Legal Clinic of the University.

In case of problems, the student turns to the director of the institute, the vice-rector for academic affairs, the ethics committee, sometimes the teaching staff also supports the solution of the problems. If the issue is not resolved through these structures, directly to the rector.

The reasons for dismissal are specified in General Provisions.

Information and feedback on graduate employment and further education is provided by the University Career Center through direct contact with alumni. Students support the improvement of the quality of their studies by participating in student surveys, expressing suggestions and opinions.

The teaching staff receives training related to the reforms in the field of education, gets acquainted with many new teaching and assessment methods and ensures their application. The selection of assessment methods considers the specifics of the SP and the expected outcomes, ensuring compliance with educational outcomes.

The assessment is based on the degree of relevance of the learning outcomes (See Tables 4.1-4.3 in General Provisions).

The University's Career Center supports students in finding jobs (See General Provisions)

The feedback and reactions received from the students, revision of the teaching organization and selection of thesis topics were taken into account in the development of the SP. For example, taking into account the feedback of graduates and the geopolitical situation, it is planned to develop and introduce subjects in the field of military and practical psychology.

Strengths:

- The range of taught subjects is wide and multi-disciplinary
- A large component is devoted to student autonomy
- Cultivates professional thinking
- Access to tutor support and advice
- Availability of material and technical base supporting the training

- Analysis and input of student and alumni feedback data
- Development of research abilities through the implementation of independent final work
- Application of interactive methods of learning and teaching
- Use of modern learning technologies and technical means.

Ways of improvement and planned actions:

- Continuous study of the demands on the labour resources of the sector
- Improvement of the SP and continuous review of its results based on the changing demands of the labour market.
- Improvement of feedback mechanisms and correct application of their results in improving the quality of teaching and learning,
- Deepening of post-educational, scientific, and cultural cooperation of foreign universities, scientific and cultural institutions, exchange of advanced experience,
- Development and implementation of international student exchange programs,
- Increasing the use of modern teaching technologies and technical means.

4.4.3. TEACHER DEVELOPMENT, COOPERATION AND INTERNATIONALIZATION

See the evaluation of the work of the teaching staff in the General Provisions.

In addition to teaching, the teaching staff carries out professional practical activities in pre-school and general education institutions, as psychologists, work in psychological clinics and conduct supervisions, which makes it possible to transfer the skills and abilities acquired during practical work to students. Their professional and pedagogical qualities, scientific-pedagogical activities ensure the achievement of the final results of the SP. The goals of the project are reflected in the learning outcomes, and the subject learning outcomes are integrated in the final results of the SP in a general way. The management of the University encourages the participation of teachers in training courses and trainings.

To ensure a student-centered and learning-oriented approach, independent work hours were increased in the SP, summative certification exams were replaced by a term paper, and a planned research capacity building component was introduced in the SP, which implies that students can conduct small-scale thematic research on a topic of their choice.

The University has defined its rules and principles of academic ethics (General Provisions).

The teaching staff is involved in the work of the psychological support centre of the University in the public and

private sector, which gives the opportunity to transfer the practical knowledge gained during the work to the students. The Psychological Counseling Centre carries out individual psychological support to international students, contributing to overcoming not only their internal problems but also adaptation issues.

Strengths

- Incentives to ensure the stability of the teaching staff and increasing professional qualities,
- Practical professional activity of the teaching staff outside the University
- Teaching staff rating system based on specific criteria
- Capacity building for teaching staff
- Developed competitive selection procedure for the teaching staff,
- Involvement of students in the Psychological Counselling Centre

Ways of improvement and planned actions

- Implementation of reforms as a result of the monitoring of the SP, continuous adjustment of learning and teaching methods and the final results of the SP to the requirements of the labour market,
- Continue reform of student-centred education
- improvement of feedback mechanisms and active and quick application of their results to increase the quality of teaching and learning,
- Deepening of post-educational, scientific, and cultural cooperation of foreign universities, scientific and cultural institutions, exchange of advanced experience,
- Establishment of student exchange programs,
- Improvement of interactive methods of learning and teaching in accordance with the requirements of the SP
- Implementation and application of modern learning technologies and technical means, professional programs in order to ensure the quality of the final results of the SP
- To encourage the participation of the SP teachers in the development of evaluation criteria,
- Through the use of active and interactive teaching methods to encourage independent, creative teamwork among the students of the SP.

Name of Module	Credits	OUTCOMES																					
		A -Professional Knowledge and						B - Prtactical Professional						C - General (Transferable) Competences									
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Armenian History	3												v		v								
Armenian Language and Literature	5														v					v			
Russian Language	5															v				v			
Foreign Language /English/	10															v				v			
Basics of Medicine	2																					v	
Physical Education																					v	v	
Problems of Environmental Protection and Ecology	3															v							
Theory of Economics	1															v				v			
Jurisprudence	1																						v
Computer Science	2	v																					
Age Anatomy: Physiology and Hygiene	4																				v		
General Psychology	12	v	v				v	v		v										v			
Introduction to the Specialty	4		v		v			v					v				v	v	v				
Psychological Practice	4		v		v	v			v				v		v		v		v				
Basics of Scientific Research	1																v						
Philosophy	4																	v	v				
Pedagogy	6																v				v		
Logic	2																v			v	v		
Modern Concepts of Natural Science	2																v			v			
Basics of Mathematics	2															v				v			
Civil Defense and Emergency Basics	2																					v	
History of Psychology	4			v						v				v						v			
Personality Psychology	4						v	v		v		v					v			v			
Psychophysiology	6																			v			
Research Methodology of Psychology	6					v				v							v			v			
Age Psychology	6	v					v	v					v							v			
Differential Psychology and Practicum	6						v	v		v		v								v			
Basic Problems of Family Psychology	4							v		v		v							v				
Ethnopsychology	4						v			v										v			
Anthropology and Comparative Psychology	4	v					v	v												v			
Psychology of Political Processes	4								v		v					v				v			
Psychology of Communication Skills	4				v					v	v					v				v			
Practicum of Emotional-Volitional Sphere	2						v		v	v				v									
Psychodiagnostics	5				v	v	v	v	v	v				v					v				
Social Adaptation	3	v									v									v	v		
Social Psychology	7	v								v										v	v		
Age Psychology	6	v					v	v					v							v			
Education Psychology	4	v	v							v	v			v	v	v	v						
Experimental Psychology	6	v	v							v	v				v	v							
Intercultural Psychology	2	v					v						v							v	v		
Gender Psychology	2						v	v															
Socialization of Personality	4	v								v										v	v		
Medical Psychology	6	v				v				v	v			v					v	v			
Psychotherapy	5	v				v				v	v			v					v	v			
School Psychological Service	3				v	v			v	v	v			v	v	v			v	v			
Culturology	2														v					v			
History of Religions	2														v					v			
Psychology of Emergency Situations	2				v																		v
Creativity in Psychology	6	v						v					v							v	v		
Teaching Methodology of Psychology	3						v					v								v			
Legal Psychology	5	v	v			v	v			v	v			v	v				v		v		
Psychoregulation	6	v					v			v	v				v					v	v		
Psychology of Pathological Behavior	6	v	v			v	v			v	v			v	v					v		v	
Psychology of Sports and Healthy Lifestyle	2	v					v			v	v				v					v	v		
Basics of Self-Regulation	2	v					v			v	v									v	v		
Practicum of Pediatric Psychology	2					v	v			v	v			v	v	v				v	v		
Conflict Psychology	3					v														v			
Positioning in Psychology	3	v					v						v								v		
Psychological Advisory Service	3	v					v			v	v				v					v	v		
Management Psychology	3																						
Military Psychology	3	v	v			v	v			v	v			v	v					v		v	
Psychopathology	3					v	v		v	v	v					v				v			
Educational Internship	4									v										v	v		
Professional Internship	4	v				v	v													v	v		
Defence of Final Paper	12	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

#	List of Modules	Mode of Assessment		1 academic year /1 credit calculated by 30 hours/												CREDITS	Weekly Load
				1 st grade, hours													
		Exam	Pass/fail	1 st semester						2 nd semester							
				Total	Curricular (in-class)	Lecture	Practical course and seminar	Individual work	Exam. period, individual work	Total	Curricular (in-class)	Lecture	Practical course and seminar	Individual work	Exam. period, individual work		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	1 st grade, 1 st semester /16 weeks/																
1	Armenian Language and Literature		●	60	32		32	18	10							2	2
2	Russian Language		●	60	32		32	18	10							2	2
3	Foreign Language		●	60	32		32	18	10							2	2
4	Armenian History		●	90	32	24	8	48	10							3	2
5	Physical Education			32			32										2
6	Basics of Medicine		●	60	32	24	8	18	10							2	2
7	Computer Science		●	60	32	8	24	18	10							2	2
8	Age Anatomy: Physiology and Hygiene	X		120	64	40	24	36	20							4	4
9	Problems of Environmental Protection and Ecology		●	90	32	24	8	48	10							3	2
10	General Psychology		●	180	96	64	32	64	20							6	6
11	Introduction to the Specialty	X		120	64	48	16	36	20							4	4

	Total			932	480	232	248	322	130							30	30			
	1 st grade, 2 nd semester /16 weeks/																			
1	Armenian Language and Literature	X								90	32		32	38	20	3	2			
2	Russian Language		•							90	32		32	48	10	3	2			
3	Foreign Language		•							120	64		64	46	10	4	4			
4	Physical Education		•							32			32				2			
5	Philosophy	X								120	64	48	16	36	20	4	4			
6	Economics*		•							30	16	12	4		9		5	1	1	
	Political Science*																			
	Jurisprudence *																			
7	Psychological Practicum		•							120	64	8	56	46	10	4	4			
8	General Psychology	X								180	96	64	32	64	20	6	6			
9	Pedagogy	X								120	64	48	16	36	20	4	4			
10	Basics of Scientific Research		•							30	16	10	6	12	2	1	1			
	Total									932	480	190	290	335	117	30	30			

* Courses selected by students

#	List of Modules	Mode of Assessment		1 academic year												CREDITS	Weekly Load
		/1 credit calculated by 30 hours/															
		Exam	Pass/fail	2 nd grade, hours													
				1 st semester						2 nd semester							
Total	Curricular (in-class)			Lecture	Practical course and seminar	Individual work	Exam. period, individual work	Total	Curricular (in-class)	Lecture	Practical course and seminar	Individual work	Exam. period, individual work				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	2 nd grade, 1 st semester / 16 weeks/																
1	Logic		●	60	32	24	8	18	10							2	2
2	Modern Concepts of Natural Science*		●	60	32	24	8	18	10							2	2
	Basics of Mathematics*																

3	Foreign Language	X		120	64		64	36	20							4	4
4	Physical education		•	32			32										2
5	Civil Defense and Emergency Basics		•	60	32	24	8	18	10							2	2
6	History of Psychology	X		120	64	48	16	36	20							4	4
7	Personality Psychology	X		120	64	48	16	36	20							4	4
8	Psychophysiology	X		180	64	48	16	96	20							6	4
9	Research Methodology of Psychology	X		180	96	40	56	64	20							6	6
	Total			932	480	256	224	322	130							30	30
	2 nd grade, 2 nd semester / 16 weeks/																
1	Age Psychology		•							180	96	64	32	64	20	6	6
2	Differential Psychology and Practicum	X								180	96	48	48	64	20	6	6
3	Basic Problems of Family Psychology	X								120	64	40	24	36	20	4	4
4	Ethnopsychology		•							120	64	40	24	46	10	4	4
5	Anthropology and Comparative Psychology	X								120	64	48	16	36	20	4	4
6	Psychology of Political Processes*		•							120	32	24	8	78	10	4	2
	Psychology of Communication Skills*																
7	Practicum of Emotional-Volitional Sphere		•							60	32	24	8	18	10	2	2
8	Physical education		•							32			32				2
	Total									932	480	288	192	342	110	30	30
	Component of Development of Scientific Research Skills																

[illegible]

1	Pedagogy		•	60	32	24	8	18	10							2	2
2	Psychodiagnostics	X		150	64	48	16	66	20							5	4
3	Social Adaptation		•	90	32	24	8	48	10							3	2
4	Social Psychology		•	120	64	32	32	36	20							4	4
5	Age Psychology	X		180	64	48	16	96	20							6	4
6	Education Psychology	X		120	64	48	16	36	20							4	4
7	Experimental Psychology	X		180	96	64	32	64	20							6	6
	Total			900	416	288	128	364	120							30	26
	3rd grade, 2nd semester / 12 weeks/																
1	Intercultural Psychology*																
	Gender Psychology*		•							60	24	20	4	26	10	2	2
2	Socialization of Personality	X								120	48	32	16	52	20	4	4
3	Medical Psychology	X								180	72	48	24	88	20	6	6
4	Psychotherapy	X								150	48	24	24	82	20	5	4
5	Social Psychology	X								90	48	24	24	22	20	3	4
6	School Psychological Service*		•							120	24	20	4	86	10	4	2
7	Culturology*																
	History of Religions*		•							60	24	20	4	26	10	2	2
8	Internship (4 weeks)		•							4w						4	
	Total									780	288	188	100	382	110	30	24
	Component of Development of Scientific Research Skills																

* Courses selected by students

#	List of Modules	Mode of Assessment		1 academic year /1 credit calculated by 30 hours/												CREDITS	Weekly Load
		Exam	Pass/fail	4 th grade, hours													
				1 st semester						2 nd semester							
				Total	Curricular (in-class)	Lecture	Practical course and seminar	Individual work	Exam. period, individual work	Total	Curricular (in-class)	Lecture	Practical course and seminar	Individual work	Exam. period, individual work		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	4 th grade, 1 st semester / 12 weeks/																
1	Psychology of Emergency Situations		•	60	24	20	4	26	10							2	2
2	Creativity in Psychology	X		180	72	48	24	88	20							6	6
3	Teaching Methodology of Psychology		•	90	24	20	4	56	10							3	2
4	Legal Psychology	X		150	72	56	16	58	20							5	6
5	Psychoregulation		•	180	48	36	12	122	10							6	4
6	Psychology of Pathological Behavior		•	60	24	20	4	26	10							2	2
7	Psychology of Sports and Healthy Lifestyle*		•	60	24	16	8	26	10							2	2
	Basics of Self-Regulation*																
	Practicum of Pediatric Psychology*																
8	Professional Internship (4 weeks)		•	4w												4	
	Total			780	288	216	72	402	90							30	24
	4 th grade, 2 nd semester / 12 weeks/																
1	Conflict Psychology	X								90	48	24	24	22	20	3	4
2	Positioning in Psychology		•							90	48	40	8	32	10	3	4
3	Psychological Advisory Service	X								90	48	8	40	22	20	3	4
4	Management Psychology		•							90	48	44	4	32	10	3	4
5	Military Psychology	X								90	48	32	16	22	20	3	4
6	Psychopathology	X								90	48	32	16	22	20	3	4
7	Preparation for defense of final papers		•							120						4	
8	Defence of final papers	X								240						8	
	Total									540	288	180	108	152	100	30	24

*Courses selected by students

Pedagogical
Internship

II

Preparation
for Final
Examination

II

Final Examination

SUMMATIVE TIMETABLE (weeks)

Grade	Theoretical Study	Examination Period	Industrial Internship	Pedagogical Internship	Preparation for Final Examination	Final Examination	Vacation	Total
I	32	8					12	52
II	32	8					12	52
III	28	8	4				12	52
IV	24	8		4	2	2	12	52
Total	116	32	4	4	2	2	48	208

Appendix 4.4.4. Teachers

#	Surname	Name	Date of Birth	Position	Work-load	Qualification	Course taught and volume
1	Kazhoyan	Hrachia	30.09.1962	Vice-rector for development and education quality assurance	16	Ph.D. in Sociology	Basics of scientific research works
2	Avagyan	Alexander	08.03.1955	Lecturer	16	Economist	Theory of Economics
3	Machkalyan	Armine	10.08.1971	Lecturer	32	Ph.D. in technical sciences, associate professor	Informatics
4	Margaryan	Narek	09.06.1986	Lecturer	32	Ph.D. in physico-mathematical sciences, associate professor	Basics of mathematics
5	Martirosyan	Narek	05.01.1988	Lecturer	48	Master of History, Applicant	Armenian History, Political Science
6	Balayan	Naira	29□11□1975	Head of chair	64	Ph.D. in Philological Sciences, Associate Professor	Armenian language and literature
7	Zazyan	Arsen	18.04.1972	Lecturer	64	Physical culture and sports, coach methodist	Physical Education
8	Grigoryan	Armenuhi	02.09.1957	Lecturer	32	Doctor-dentist	Fundamentals of medicine
9	Manukyan	Yeranuhi	25.02.1981	Lecturer	64	Ph.D. in Philosophical Sciences, Associate Professor	Philosophy, Logic
10	Sardaryan	Arsen	21□02□1986	Lecturer	16	Ph.D in Law Sciences	Law
11	Arzumanyan	Koryun	24.05.1972	Civil defense and emergency issues	32	Fire fighting equipment and organization	Civil defense and emergency issues
12	Harutyunyan	Anush	19□03□1982	Lecturer	98	Ph.D. in Pedagogics	Foreign language
13	Baloyan	Marianna	31□07□1981	Lecturer, head of chair, Responsible for science	64	Ph.D. in Philological Sciences	Russian
14	Hovhannisyan	Eva	30□07□1977	Lecturer, head of the chair	256	Ph.D. in psychological sciences, associate professor	General Psychology, Psychology Teaching Methodology, Experimental Psychology, Professional Introduction, Conflict Psychology
15	Harutyunyan	Hasmik	11.11.1964	Lecturer	128	Ph.D. in psychological sciences, associate professor	Social psychology, communication psychology, age psychology
16	Palanduzyan	Hasmik	10.12.1983	Lecturer	32	Pedagogue, psychologist	Psychology and practice of the mental sphere, in the basics of psychogenetics
17	Petrosyan	Hasmik	08.04.1954	Lecturer	86	Ph.D. in psychological sciences	Educational psychology, Child psychology practice, History of psychology, Personality psychology,
18	Ephremyan	Hermine	21.12.1959	Lecturer	128	Ph.D. in Biological sciences 08.04.1954	Modern concepts of natural science, issues of environmental protection and ecology, age-related anatomy, physiology, hygiene
19	Azaryan	Armenuhi	02.04.1960	lecturer	192	Ph.D. in psychological sciences	Psychophysiology, Psychodiagnostics, Psychoregulation, Psychological practice
20	Harutyunyan	Gayane	23.07.1981	Lecturer	96	Ph. D. in Pedagogics, associate professor	Pedagogy

All CVs are available on [YHU website](#).

ANNEXES

1. YHU Strategic Plan for 2021-25 (rev. 2022v2)
2. YHU Operational Plan for the 2022-23 Academic Year
3. DENTISTRY Study Programme (UI), including
 - 3a. DENTISTRY (UI) Subjects Description
4. MANAGEMENT Study Programme (BA), including
 - 4a. MANAGEMENT (BA) Subjects Description
5. JURISPRUDENCE Study Programme (MA), including
 - 5a. JURISPRUDENCE (MA) Subjects Description
6. PSYCHOLOGY Study Programme (BA), including
 - 6a. PSYCHOLOGY (BA) Subjects Description
7. [Education quality assurance policy and procedures](#)
8. [YHU Code of Ethics](#)
9. [Internal Assessment of the Education Quality Assurance](#)
10. [Annual Survey Results](#)

Other documents are available at: www.haybusak.am/docs



Yerevan Haybusak University

**SELF-EVALUATION REPORT
FOR INSTITUTIONAL ACCREDITATION
2023**