AKKORK

Agency for Quality Assurance in Higher Education and Career Development

REPORT
on results of Internal Quality Assurance System assessment of Armenian- Russian International University «Mkhitar Gosh»

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1. Background of AKKORK agency

Performer of the work on internal quality assurance system assessment is Autonomous Noncommercial Organization «Agency for Quality Assurance in Higher Education and Career Development (AKKORK)». AKKORK is a leading independent expert organization in the sphere of higher education in Russia.

Key fields of activity:

- Independent external education quality assessment at the level of education programs.
- Participation in professional - public accreditation of education programs.
- International accreditation of education programs.
- E-learning international accreditation (European Quality Award e-learning UNIQUe).
- Internal Quality Assurance System audit and accreditation.

In accordance with the Federal Law of the Russian Federation dated December 29, 2012 No 273-FZ «On Education in the Russian Federation», AKKORK serves as expert organization for independent education quality assessment authorized by associations of employers : Russian Engineering Union, All-Russian Nongovernmental Organization of Small and Medium Business «OPORA RUSSIA», Association of Geological Organizations etc.

AKKORK is a member of the following international accreditation networks:

- European Organization for Quality Assurance in Higher Education (ENQA);
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE);
- Asia Pacific Quality Network (APQN);
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA);
- CHEA International Quality Group of the Council for Higher Education Accreditation (CHEA).

Partners and clients of AKKORK are federal and regional education authorities, associations of higher educational institutions, professional associations of employers, and public organizations, and also more than 100 educational institutions, such as: St.-Petersburg State University, Peoples' Friendship University of Russia (RUDN), Peter the Great St.-Petersburg Polytechnic University, Higher School of Economics, Plekhanov Russian University of Economics, Kazan (Privolzhsky) Federal University, Ural Federal University named after the first President of Russia B.N. Yeltsin, Immanuel Kant Baltic Federal University, North-Eastern Federal University named after M.K. Ammosov, Siberian Federal University, Bauman Moscow State Technical University, Financial University Under the Government of the Russian Federation, Russian Presidential Academy of National Economy and Public Administration.

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2.   Reviewers team

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3. Methodology applied for assessment of internal quality assurance system

In the process of performance, AKKORK applies the multi-standard methodology for auditing of internal quality assurance system (IQAS). The methodology considers the following:
- Standards and Guidelines for Quality Assurance in the European Higher Education Area European Association for Quality Assurance in Higher Education, 2015, Brussels, Belgium.
- GOST R ISO 9000-2015 Quality Management Systems. Requirements.
- Excellence Model Criteria of European Fund for Quality Management (EFQM).

EFQUEL UNIQUe criteria are not applied in this procedure, as far as e-learning system in the higher education institution (HEI) is under development stage.

List of analyzed documents:
- mission of higher institution,
- quality policy of higher institution,
- quality manual of higher institution,
- organizational chart of higher institution,
- job descriptions and qualification profiles of higher institution employees;
- strategic development plan of higher institution (3 -7 years),
- medium term and operation plans of performance and progress reports of subdivisions,
- regulations of structural subdivisions,
- provisions of higher institution policies,
- templates of documents: internal regulations, standards and procedures of reporting documents; test and exam materials; internal regulations (orders, decrees, office memos etc.).

4. Brief analysis of regional education service market

General information about the region

Armenia (arm. Հայաստան [hajasˈtan]), full official name — **Republic of Armenia**(arm. Հայաստանի Հանրապետություն [hajastaˈni hanɾapɛtuˈtʰjun]) — is a state in South Caucasus.

The state is located in the North of West Asia, in the north east of Armenian Upland. The state has no access to the sea. Share borders with Azerbaijan and unrecognized Nagorno-Karabakh Republic (NKR) in the east; in south west it borders with Naxcivan Autonomous Republic forming the part of Azerbaijan; in the south - with Iran , in the west - with Turkey, and in the north - with Georgia ➤ Armenia controls the part of Azerbaijan territory (anclaves Kyarki, Barkhudarly, Sofulu, Verin Voskepar), Azerbaijan controls the part of Armenia territory (exclave Artsvashen).

It was estimated that as of January 1, 2016 the population of Armenia was 2 million 998,6 thousand people[8], the square is 29 743 km²[3]. According to some sources, Armenia's 136th populated country in the world ➤ and 138th with regard to the coutry area➤.

The capital is Yerevan. The state language is Armenian➤.

Education system of Republic of Armenia is an ordered set of education institutions and agencies which main constituents are as follows: early years education for children aged from 3 to 6; general secondary education consisting of junior, secondary (middle), and high school; elementary, secondary, and higher professional education; postgraduate education, and refresher course and advanced professional training of specialists[1].

Higher institutions of Armenia are universities, academies, institutes, and music conservatory. Higher educational institution status is determined by the form of its education programs, form of business organization, and availability of state accreditation. State accreditation is performed for educational institutions and subjects teaching therein. Persons certified against the final assessment obtain the corresponding educational certificate from the educational institution (certificate, diploma). Persons certified against the final assessment on accredited professions (qualifications) obtain the state-recognized educational certificate.

The following qualification degrees of higher professional education in Republic of Armenia are established: bachelor, graduate, and master[2].

List of educational institutions of the region:

State educational organizations (EO) of Armenia 3 (the sequence of EO names in this list is given in accordance with the year of their foundation)

- Yerevan State University (YSU)
- Idzhevan Branch of YSU
- Armenian State Pedagogical University named after H. Abovyan

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[1]
https://ru.wikipedia.org/wiki/%D0%9E%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D0%B5_%D0%B2_%D0%90%D1%80%D0%BC%D0%B5%D0%BD%D0%B8%D0%B8#cite_note-%D0%9C%D0%BA%D1%80%D1%82%D1%87%D1%8F%D0%BD-2007-%D1%81%D1%82%D1%80-48-1 [Reference date: 09.05.2019]
[2]
https://ru.wikipedia.org/wiki/%D0%9E%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D0%B5_%D0%B2_%D0%90%D1%80%D0%BC%D0%B5%D0%BD%D0%B8%D0%B8#cite_note-%D0%9C%D0%BA%D1%80%D1%82%D1%87%D1%8F%D0%BD-2007-%D1%81%D1%82%D1%80-48-1
[3] http://education.am/russian/education/index.html

- Komitas Yerevan State Conservatory
- Gyumri Branch of Komitas Yerevan State Conservatory
- Yerevan Brusov State University of Languages and Social Science .
- Yerevan State Medical University named after M. Geratsi
- Armenian National Polytechnic University
- Gyumri Branch of Armenian National Polytechnic University
- Vanadzor Branch of Armenian National Polytechnic University
- Kapan Branch of Armenian National Polytechnic University
- Shirak State University named after M. Nalbandyan
- Gavar State University
- Yerevan State Stage and Screen Institute
- Yerevan State Academy of Fine Arts
- Armenian State Institute of Physical Culture and Sport
- Vanadzor State University named after O. Tumanyan
- Armenian State University of Economics
- National University of Architecture and Construction of Armenia
- Armenian National Agrarian University
- Crises Management State Academy

Abroad Higher Educational Institutions of Armenia (with governmental involvement of RoA)

- American University of Armenia
- European Regional Educational Academy
- French University of Armenia
- Russian-Armenian (Slavonic) University

Armenian Branches of State Educational Organizations of Russian Federation and Ukraine

- Russian State Economics University named after G.V. Plekhanov, Yerevan Branch
- Yerevan Branch of Federal State Educational Institution of Higher Professional Education "Russian State University of Tourism and Service"
- Yerevan Academic and Research Institute of Ternopol National Economics University

Nongovernmental Higher Educational Institutions of Yerevan

- Armenian-Russian International University «Mkhitar Gosh»
- Armenian Medical Institute
- International University "EURASIA"
- Armenian National Agrarian University
- Yerevan Fincncial and Banking and Exchange Traded University
- Yerevan Institution of Legal Examination and Judicial Psychology
- Yerevan Medical University named after Saint Theresa
- Yerevan University "Gladzor"
- Yerevan Mesrop Mashtots University
- Yerevan Movses Khorenatsi University
- Yerevan University "Interlingua"
- Yerevan University "Mants"
- Anania Shikaratsi Yerevan University of International Relations
- Yerevan Management University
- Yerevan Economic-Juridical University named after Avetik Mkrtchian
- International Educational Academy
- Yerevan University "Aybusak"

- Armenian Open University
- International Independent Ecology and Political Science University, Armenian Institute of Ecology, Economics, and Law
- Medical Institute named after Megrabyan, Medical College
- Educational Fund "International Accounts Learning Center"
- "IFAC" Financial Academy
- National Academy of Elegant Arts (NAEA)
- North University
- University of Culture
- "Urartu" University of Practical Psychology and Sociology
- Institute of Traditional Medicine
- External Economic Relations University
- US&L University
- TV and Radio Academy
- Economics and Management Institute

Level of potential demand for educational services of the region

Year	2015	2016	2017
Number of applicants from Republic of Armenia (per.)	18,061.0	17,649.0	15,538.0
Number of applicants enrolling for budgetary places (per.)	2,983.0	2,633.0	2,628.0
Number of applicants enrolling on a free-paying basis (per.)	15,078.0	15,016.0	12,910.0
Number of foreign applicants (per.)	791.0	818.0	964.0

Position of higher educational institution at regional education market

Officially recognized   and state accredited Armenian-Russian International   University «Mkhitar Gosh» (UMG) is acting from 1996 to the present day in Republic of Armenia.

1. Name and legal & organizational form of the university

- Limited Liability Company (LLC) Joint Venture (JV). Armenian-Russian International University «Mkhitar Gosh.

- Year of foundation - 1996.

- State Registration Number - 264.110.03182, dated 12.12.1996.

- State Registration Certificate Number - series 01 A 030557 dated 13.12.1996.

- State license for higher education - 107 dated 18.11.1996, 126, 127 dated 26.07.2002, K – XX-000003, 000024, 000057 dated 2108 20032. - 0032, 0038, 0037, 0012, 0013, dated 05.09.2014.

2. State accreditation - 025 dated 17.10.2002 (for the university).

3. Institutional accreditation - 11 (for the university) dated 29.07.2015.

4. State accreditation for professions - 022, 023, 024, dated 17.10.2002, - 101 dated 14.05.2004, - 131 dated 12.05.2015.

The target of the university is to ensure stable and diversified financial flows to UMG and improve efficiency of their management, improve UMG management system and promote increasing of its efficiency and transparency by reducing corruption risks.

From the beginning of foundation, UMG was continuously modifying and rebuilding the university management system making it consistent with public and state reforms and their programs.

Basic principles of current UMG management system were established after enactment of laws «On Higher and Postgraduate Education» and «On Limited Liability Company» of RoA. Significant improvements were made in internal management system of the University which is shown in the current Statute of UMG.

By its national and territorial value, Armenian Russian International University «Mkhitar Gosh» (UMG) is educational and scientific institution fundamental mission of which is to create, transfer, and above all things to distribute the knowledge system within the frames of state education development strategy. Due to high quality education implemented by means of professional educational programs , meeting requirements of external stakeholders, and ensuring of student oriented environment, UMG trains specialists endued with knowledge and required capabilities with bachelor and master degree who will correspond to requirements of national employment market. UMG promotes development and updated delivery of culture and human, social & economic, and natural science in the region through its scientific research and

innovative education.

Armenian Russian International University «Mkhitar Gosh» strives to provide high quality educational programs, implement new student oriented education, and encourage professional perfection principles among students and employees.

Based on higher institutions rating results composed by «Webometrics» Company, «Mkhitar Gosh» University occupies 26th place among 35 higher institutions of Republic of Armenia participating [4] in the rating.

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[4] http://www.webometrics.info/en/Europe/Armenia

5. The Report on the results of Internal quality assurance system evaluation
5.1. Statement of compliance with standard GOST R ISO 9000-2015 Quality Management Systems
5.1.1. Scope of application of internal quality assurance system

Based on results of UMG internal education quality system analysis (IQAS) for correspondence to requirements of GOST R ISO 9001:2015 standard, experts conclude that IQAS operating principles stipulated in Strategic Development Program of the university and IQAS itself generally correspond to requirements of GOST R ISO 9001:2015 standard.

General recommendations:

1.   Make the information on performance of quality management system available at the website of educational organization (EO).

2.   UMG should systemize work with stakeholders in terms of involvement of labor market representatives in analysis of educational programs on a permanent basis. For that, UMG needs to modify documents regulating work of departments (chairs) with regard to amendments concerning involvement of employers in design and implementation of educational programs on a permanent basis.

3.   Ensure correspondence of quality assurance system (QAS) to requirements of GOST R ISO 9001:2015 standard related to application of process approach to organization of UMG activity, i.e. implementation of processes chart and determining of process holders.

4.   Add the clause on necessity of quality assessment of internal UMG QAS system in documents of Quality Assurance Center.

5.   It is necessary to create IT infrastructure for teachers and students including posting of all data required for interaction of teachers and students in personal cabinets.

6.   It is necessary to update lists of educational programs information resources.

7.   Determine procedure for external information sharing via UMG website with stakeholders. In this procedure it is necessary to note, that Regulation on quality assurance center, annual reports of the center, possibility of stakeholders' communication with center for making proposals to improve internal quality assurance system should be compulsory posted on UMG website.

8.   Post all information on educational programs on University website.

9.   Add the clause on compulsory informing of students and teachers on results of the questionnaires to the Regulation on questionnaires of students, teachers, and employers.

10.   Add the clause on the procedure of IQAS activity analysis, procedure of its review and periods when such review is done in documents regulating the internal QAS.

Normative references:

References to GOST R ISO 9001:2015 Quality Management Systems in this report are used. Requirements.

GOST R ISO 9000-2015 QUALITY MANAGEMENT SYSTEMS

Оценка

- Section 4 GOST R ISO 9001: 2015 Environment of the organization
- Section 5 GOST R ISO 9001: 2015 Leadership
- Section 6 GOST R ISO 9001: 2015 Planning
- Section 7 GOST R ISO 9001: 2015 Provisions
- Section 8 GOST R ISO 9001: 2015 Activities at the stages of the life cycle of products and services
- Section 9 GOST R ISO 9001: 2015 Performance Evaluation
- Section 10 GOST R ISO 9001: 2015 Improvement

5.1.2. Section 4 GOST R ISO 9001: 2015 Context of the organization

Criterion assessment: Satisfactory

5.1.2.1. Understanding the organization and its context

Criterion assessment : 2

Conclusions:

UMG has determined internal and external factors influencing the university development in its Strategic Development Program. UMG regularly monitors and analyses information on internal and external factors influencing the university development. Such factors are amendments in legislation, competitive environment, changes in level of earnings of applicants parents, and national economy.

Principles of internal quality assurance system performance have been determined.

UMG regularly collects and analyses information on results of its activity concerning satisfaction of stakeholders and achievement of declared education results by students.

5.1.2.2. Understanding the needs and expectations of interested parties

Criterion assessment: 1

Conclusions:

UMG has determined the stakeholders related to internal quality assurance system and regularly monitors and analyses requirements of students and teachers to quality management system and education results. Monitoring of employers' requirements is done in an unformal way.

Recommendations:

1. UMG should systemize work with stakeholders regarding involvement of labor market representatives in analysis of educational programs on a permanent basis. For that, UMG needs to modify documents regulating performance of departments with regard to amendments concerning involvement of employers in design and implementation of educational programs on a permanent basis.

5.1.2.3. Determining the scope of the quality management system

Criterion assessment: 1

Conclusions:

UMG IQAS application field are educational services and scientific activities of UMG.

Recommendations:

1. Register UMG IQAS scope of application in EO Strategic Development Program.

5.1.2.4. Quality management system and its processes

Criterion assessment: 1

Conclusions:

UMG has developed, implemented, and till now supports and continuously improves its IQAS including required processes and their interaction in accordance with requirements of GOST R ISO 9001:2015 standard. UMG has determined processes required for internal quality assurance system, and also as follows:

1. UMG has determined requirements to applicants and to education results with regard to educational programs;

2. UMG has determined the sequence and interaction of educational processes;

3. UMG regularly evaluates educational processes and makes changes required to ensure that processes achieved the targeted results;

All educational processes in organization are documented. Educational processes monitoring is done on a constant basis (not less, than once per year). Processes are reviewed based on monitoring results, if required.

Recommendations:

1. Ensure transparency of internal quality assurance system and post data on system and its results in Internet on UMG website.

2. Determine resources required for quality management system processes and ensure their accessibility with regard to assessment of graduates employment and involvement of employers in programs assessment;

3. Assign functions, responsibilities, and rights with regard to these processes concerning graduates employment performance;

4. Describe possibilities and stages to improve internal quality assurance system based on PDCA cycle in all related documents.

5.1.3. Section 5 GOST R ISO 9001: 2015 Leadership

Criterion assessment: Satisfactory

5.1.3.1. Leadership and commitment
Criterion assessment: 2
Conclusions:

UMG top management demonstrates its skilled leadership and commitment with regard to quality management system through the following:

1. Assumption of responsibility for internal quality assurance system efficiency – Quality Assurance Center reports directly to Rector;

2. Design and development of targets and policy in the sphere of quality which are coherent with organization environment conditions and its strategic trends;

3. Integration of internal quality assurance system requirements into organization business processes;

4. Assistance to applying the process approach and risk-based thinking;

5. Distribution in organization the awareness of efficient quality management importance and its correspondence to internal quality assurance system requirements;

6. Achievement of targeted results by internal quality assurance system;

7. Involvement, management, and support of employees contribution to efficiency of internal quality assurance system;

8. Support of internal quality assurance system improvement;

9. Support of other concerned managers with regard to their demonstration of leadership in the sphere of their responsibility regarding the quality of educational process.

UMG top management demonstrates leadership and commitment with regard to customer orientation by means of regularly interrogations of students with further analysis and elimination of identified deficiencies.

Recommendations:

1. Think about young leaders' growth policy.

2. Ensure accessibility of resources required for internal quality assurance system with regard to employers' questionnaires.

5.1.3.2. Policy
Criterion assessment: 1
Conclusions:

UMG has developed, implemented, and duly maintains the Quality Policy which:

1. Corresponds to organization intentions and environment, and also supports trends of its strategic development;

2. Creates the foundation for goals definition in the sphere of quality;

3. Contains commitment to comply with applicable requirements;

UMG Quality Policy is available for UMG employees, communicated to them, understandable for them, and applied to ensure the quality of educational process and scientific activities in UMG.

Recommendations:
    1. Include commitment on continuous improving of quality management system in Quality Policy.
    2. Ensure access to Quality Policy for concerned stakeholders and apply it as documented information.

5.1.3.3. Organizational roles, responsibilities, and authorities

Criterion assessment: 1

Conclusions:

UMG top management has ensured definition and communication to employees their obligations, responsibilities, and authorizations to perform the corresponding functions.

UMG has assigned functions, responsibilities, and authorizations for the following purposes:

1. To ensure correspondence of quality management system to national standards requirements;

2. To ensure achieving of targeted processes results;

3. Reporting to top management on results of quality management system functioning and possibilities of its improvement (GOST R ISO 9001:2015, item 10.1);

4. Support the customer oriented UMG educational services;

Recommendations:

1. Ensure correspondence of quality management system to requirements of GOST R ISO 9001:2015 standard as related to application of process approach to organization of UMG activity, i.e. implementation of processes chart and determining of process holders.

5. Ensure preserving of integrity of internal quality assurance system while planning and implementation of changes in internal quality assurance system through adding a clause on necessity of review and changing of internal IQAS in all related documents.

5.1.4. Section 6 GOST R ISO 9001: 2015 Planning

Criterion assessment: Satisfactory

5.1.4.1. Actions to address risks and opportunities

Criterion assessment: 1

Conclusions:

UMG considers factors and requirements (see item 5.1.2 of this report) and has determined risks and possibilities influencing the performance of organization as a whole and IQAS inter alia in the process of planning the performance of internal quality assurance system. Main risk at the moment is small quantity of students in some groups of students. Due to the fact, that UMG is an educational complex consisting of kindergarten, school, and university, risks of non-receiving of financing with regard to higher education programs are eliminated by re-distribution of cash flows.

Recommendations:

1. Add the procedure for major risks mitigation to the university financial policy. For example, the possibility of financing re-distribution in case of incomplete status of higher education groups.

5.1.4.2. Quality objectives and planning to achieve them

Criterion assessment: 1

Conclusions:

General quality targets for the whole EO are clearly determined in UMG Strategic Development Program. In the process of the visit, experts identified, that functional managers of each level have a clear idea of their targets and things to be implemented for their achievement. These targets are coherent with accepted UMG Quality Policy, measurable, and regularly updated. Planning of internal IQAS performance is based on PDCA principle.

Recommendations:

1. Document targets for each functional level of administrative officers.

5.1.4.3. Planning of changes

Criterion assessment: 1

Conclusions:

As far as UMG has created IQAS relatively recently, and IQAS has not underwent changes yet, efficiency of the system could hardly be evaluated.

Recommendations:

1. Indicate in the reporting documentation of Quality Assurance Center on assessment of internal QAS performance: aims of changes made; changes in internal quality assurance system and possible consequences of such changes, accessibility of resources, assigning or re-assigning of obligations, responsibilities, and authorizations during making changes.

2. Add the clause on the necessity of internal UMG QAS performance quality assessment in documents of Quality Assurance Center.

3. Submit the report on changes made in internal QAS (if any) and assessment of IQAS performance quality after one year.

5.1.5. Section 7 GOST R ISO 9001: 2015 Support
Criterion assessment: *Satisfactory*

5.1.5.1. Resources
Criterion assessment: Satisfactory

5.1.5.1.1. People
Criterion assessment: 2

Conclusions:

UMG has determined and ensured availability of officials required for efficient implementation of internal quality assurance system for functioning and management of its processes. Quality Assurance Center with manager and employees in EO was created. Managers responsible for performance of internal quality assurance system are available in faculties.

5.1.5.1.2 Infrastructure
Criterion assessment: 1

Conclusions:

UMG has a building in Vanadzor city and lease the building in Yerevan city. Agreement with dormitories is also available.

Recommendations:

1. It is necessary to create IT infrastructure for teachers and students including posting of all data required for interaction between teachers and students in personal cabinets.

2. Posting of data on UMG website related to educational process, admission, campus life etc.

5.1.5.1.3. Environment of the operation processes
Criterion assessment: 1

Conclusions:

UMG has created environment for functioning of educational and management processes. This environment includes availability of employees performing the educational activity and responsible for processes of educational quality internal assessment, assistance in difficult situations, including financial to employees and teachers etc.

Recommendations:

1. It is necessary to update lists of databases used in educational programs.

2. It is necessary to increase the number of IT rooms up to 2 in Yerevan, and up to 2 in Vanadzor.

5.1.5.1.4. Monitoring and measuring resources
Criterion assessment: 1

Conclusions:

To ensure monitoring and measurement of internal QAS the Quality Assurance Center reporting directly to UMG Rector in UMG was created. The Center is dealing with aggregating of survey results obtained from students and employers. The Center is controlling all changes made in main curriculum and other documentation relayed to educational process.

Recommendations:

1. Describe the necessity of internal UMG QAS performance quality assessment in documents of Quality Assurance Center.

2. Submit the report on changes made in internal QAS (if any) and assessment of IQAS performance quality after one year.

5.1.5.1.5. Organizational knowledge

Criterion assessment: 2

Conclusions:

UMG has determined knowledge required for functioning of its processes and to achieve the correspondence of educational services to declared requirements. This knowledge first of all include requirements to teachers. UMG supports the possibility of teachers' scientific development granting opportunities for publication in the own academic journal.

In the process of review of changing needs of students and national tendencies of educational system development, UMG provides access to additional knowledge and their required updates.

5.1.5.2. Competence

Criterion assessment: 1

Conclusions:

In its requirements to teachers and administrative officers UMG has determined the required competency of officials performing the work related to educational process results and efficiency of internal quality assurance system. In accordance with these requirements, competencies of these persons based on corresponding education, training and/or experience when entering employment is confirmed. UMG proposes qualification increase training for teachers in other EO. Information on qualification increase training of teachers is kept in their personal files. During face-to-face visit, experts identified, that not all teachers are aware of qualification increase training possibility.

Recommendations:

1. Document possibilities of qualification increase training for teachers and communicate this information to teachers.

5.1.5.3 Awareness

Criterion assessment: 2

Conclusions:

By means of document system, UMG ensures awareness of concerned persons performing the work under control of organization about the Quality Policy; corresponding aims in the sphere of quality; contributions to efficiency of quality management system including benefits from performance results improvement; consequences of non-correspondence of quality management system requirements.

5.1.5.4 Communication

Criterion assessment: 1

Conclusions:

UMG has determined internal information sharing procedure in Regulation on Quality Assurance Center.

Recommendations:

1. Determine procedure for external information sharing via UMG website with stakeholders. In this procedure it is necessary to describe, that Regulation on quality assurance center, annual reports of   the

center, possibility of stakeholders' communication with center for making proposals to improve internal quality assurance system should be compulsory posted on UMG website.

5.1.5.5. Documented information

Criterion assessment: 1

Conclusions:

In UMG was created Quality Assurance Concept the part of which is Quality Policy. Quality Assurance Center of UMG is preparing annual reports based on which updating of main curriculum is made. There exists approved format of report and format of main curriculum submission for approval.

Recommendations:

1. Make changes in Quality Assurance Concept in the part of providing its availability for external stakeholders via posting on UMG website, and describe compulsory mechanism of informing about this Concept any new teacher and employee of UMG.

2. Add the clause on the necessity of internal UMG QAS performance quality assessment in documents of Quality Assurance Center.

3. Submit the report on changes made in internal QAS (if any) and assessment of IQAS performance quality after one year.

5.1.6. Section 8 GOST R ISO 9001: 2015 Activities at the stages of the life cycle of products and services

Criterion assessment: Good

5.1.6.1. Planning and management of activity at the stages of life cycle of products and services

*Criterion assessment:*1

Conclusions:

In the university is done partial planning and development of processes required to ensure the life cycle of services.

Recommendations:

1. For each of processes (item 4.1 of GOST R ISO 9001:2015 and item 5.1.2. of this report) should be determined: supporting processes, management processes, process documentation, targets in the sphere of quality, results and quality indicators of process and its product (result), identification and traceability; records required to certify that life cycle of services and its result correspond to the requirements.

5.1.6.2. Requirements for products and services

Criterion assessment: Satisfactory

5.1.6.2.1. Customer Communication

*Criterion assessment:*1

Conclusions:

Actions to maintain communication with customers (feedback) are determined and function in the university. University periodically communicates with customers (stakeholders) to determine the correspondence of educational services with their requirements. To determine the correspondence of educational service with requirements of customers (students, parents, graduates, and enterprises) the sociological method is applied, for example students interrogation at the end of each semester.

Recommendations:

1. Post all information on educational programs on University website.
2. Describe communication with employers –time intervals and types of communication with employers and regular survey of employers in all related documents.

5.1.6.2.2. Determining the requirements for educational service

Criterion assessment: 1

Conclusions:

Requirements related to educational service are defined in the university to certain extent. Due to the fact, that customers of university educational service are applicants (parents, curators), students, enterprises (organizations), apart from requirements of customers are considered requirements of stakeholders: Ministry of Education of RoA and others. Compulsory requirements to educational services of Ministry of Education of RoA are stipulated in State Educational Standard of Higher Professional Education. In the university programs coordinators partially perform identification of customers' requirements. Process result is an information on customers' requirements to educational service.   This

information is used in the process of curriculums and its disciplines syllabi improvement.

Recommendations:
1. Determine interaction with employers regarding approval of program curriculums and approval of professional competencies developed by the program.

5.1.6.2.3. Review of the requirements for educational service
Criterion assessment: 2
Conclusions:

Review of the requirements for educational service is performed in the university. Written contracts between customer and university are available. University is making analysis of the possibility to meet requirements of these contracts or orders. Educational service provision contract is signed between: university and student; university, student, and enterprise. The contract is signed for provision of educational service in accordance with requirements of State Educational Standard of Higher Professional Education.

5.1.6.2.4. Changes to requirements of products and services
Criterion assessment: 1
Conclusions:

In case of changing of requirements to educational services and conditions of their realization, the University will inform about that the participants of the process: applicants, students, students' parents, and teachers. All changes are documented and approved by Academic Council of UMG.

Recommendations:
1. In case of changes in educational programs, the information should be posted on UMG website.

5.1.6.3. Design and development of products and services
Criterion assessment: Excellent

5.1.6.3.1. Design and development planning
Criterion assessment: 2
Conclusions:

UMG is planning and managing the design and development of the service. Design and development process in the university is initiated by the following factors: necessity of opening of new direction (profession), changes of State Educational Standard of Higher Professional Education requirements, proposals on improvement of curriculum. Persons responsible for design and development process in the university are programs coordinators. In the process of planning the following is considered:

1. Nature, duration, and difficulty of design and development;
2. Required process stages;
3. Actions required with regard to approval (verification and validation) of design and development;
4. Obligations, responsibilities, and authorizations in the sphere of design and development;
5. Internal and external resources required for design and development of products and services;
6. Necessity in coordination between persons participating the process of design and development;
7. Necessity of customers and users' involvement in the process of design and development;
8. Requirements for further producing of products and services;

9. Management level of design and development process expected by customers and other concerned stakeholders;

10. Documented information required for demonstration of meeting requirements to design and development.

5.1.6.3.2. Design and development inputs

*Criterion assessment:*2

Conclusions:

UMG has determined requirements playing essential role for development of educational programs (services). In the process of inputs determining UMG has considered the following: functional and operational requirements for implementation of educational programs; information, data based on educational programs realization results survey (done before their update); legislative and regulatory requirements, State Educational Standards of Higher Professional Education.

5.1.6.3.3. Design and development controls

*Criterion assessment:*2

Conclusions:

UMG applies different resources for management of design and development process such as: a) describes planned learning outcomes in educational programs; analyses obtained learning outcomes through testing to evaluate the possibility of meeting requirements of all stakeholders; performs internal quality assessment to ensure correspondence of output design and development data to input design and development requirements; updates educational programs and eliminates identified deficiencies with regard to meeting of educational programs with stakeholders requirements if required; registers all changes in educational programs with keeping of all corresponding data in UMG.

5.1.6.3.4. Design and development outputs

*Criterion assessment:*2

Conclusions:

UMG ensures, that final learning outcomes are coherent with declared learning outcomes; and are adequate for further processes of educational services realization.

All UMG educational programs contain the data on programs mastering monitoring and evaluation of learning outcomes, and also educational services characteristics concerning the professional competencies.

UMG records and stores the documented information on educational programs design and development outputs.

5.1.6.3.5. Design and development changes

*Criterion assessment:*2

Conclusions:

UMG identifies, analyses, and manages changes made during or after design and development of educational programs, at the extent that is necessary to ensure elimination of adverse effect for meeting the requirements. UMG registers and stores the following documented information:

1. Changing of design and development processes;

2. Survey analysis results;

3. Authorization of changes.

5.1.6.4. Production and services provision
Criterion assessment: Good

5.1.6.4.1. Control of production and services provision
*Criterion assessment:*2
Conclusions:

UMG provided services under controlled conditions. Such services include:

1. Availability of documented information determining the following:

1.1. Characteristics of educational services;

1.2. Planned learning outcomes;

2. Availability and usage of resources suitable for monitoring and measurements;

3. Performance of internal quality assessment at certain stages to evaluate correspondence of processes and their outputs to quality criteria;

4. Applying of infrastructure and environment for processes functioning;

5. Nominating competent personnel.

5.1.6.4.2. Identification and traceability
Criterion assessment :2
Conclusions:

UMG has determined identification methods of planned learning outcomes mastering in its documents and in programmes curriculum. UMG registers and stores documented information required to ensure traceability of students declared competencies mastering.

5.1.6.4.3. Property belonging to customers or external providers
*Criterion assessment:*1
Conclusions:

UMG does not disclose the personal data of its students, employees, and teaching staff.

Recommendations:

1. Each student, employee, and teacher should sign the consent of personal data submission to UMG once he/she starts to be engaged in the activity of UMG.

5.1.6.4.4. Preservation
Criterion assessment :2
Conclusions:

UMG stores the data on programs release and keeps in touch with graduates regarding their employment monitoring.

5.1.6.4.5. Control of changes
Criterion assessment :2

Conclusions:

UMG analyses necessity of making changes in educational programs and changes themselves, and manages them.

UMG registers and stores the documented data describing changes results analysis, data on officials who authorized mentioned changes, and all required actions planned as a result of analysis.

5.1.6.5. Release of products and services

*Criterion assessment:*2

Conclusions:

UMG management controls provision of educational services to verify meeting the requirements to them at all stages. Educational services are not considered provided until satisfactory implementation of all planned actions except cases when students themselves refuse attend classes or are not able to re pass an exam.

UMG registers and stores documented data on graduates. Documented data includes the following:

1. Copies of education certificates;

2. Traceability with regard to official(s) who signed diplomas and graduation orders.

5.1.6.6. Control of nonconforming outputs

Criterion assessment :2

Conclusions:

Throughout its internal quality assessment procedures, UMG management ensures identification and management of processes results non-conforming to requirements to prevent their unintended use. In case of identifying of educational processes results non-conforming to pronounced one, UMG management corrects educational processes. Upon completion of non-conforming processes results correction, their correspondence to requirements is verified.

UMG registers and stores the data describing the non-conformities and actions taken, and also person who made decision on the action concerning the non-conformity.

5.1.7. Section 9 GOST R ISO 9001: 2015 Performance Evaluation

Criterion assessment: Satisfactory

5.1.7.1. Monitoring, measurement, analysis, and evaluation
Criterion assessment: Satisfactory

5.1.7.1.1. Customer satisfaction
Criterion assessment: 1
Conclusions:

UMG monitors graduates and students' satisfaction. However, results of this monitoring do not provide feedbacks from students and employers with regard to internal quality assurance system. Monitoring of employers' opinion and documented procedure regulating the monitoring of employers and students' opinion are not in place.

Recommendations:

1. To include in questionnaires filled by students and graduates questions related to performance of internal quality assurance system, for example: Do you know about existing of internal QAS in the University?; Did you address the program coordinator in case of questions concerning teachers performance?; What are your proposals to improve/modify the program?
2. Create documents regulating involvement of employers in educational process, for example, Regulation on employers' survey, the form of employers' survey including questions related to satisfaction with educational process results.

5.1.7.1.2. Analysis and evaluation
Criterion assessment: 1
Conclusions:

Analysis of students' survey results is superficial. Analysis does not show which actions were initiated by the university to improve students' satisfaction. Apart from that, it is not clear if analysis result were communicated to teachers and educational - methodological board of the faculty.

Recommendations:

1. State compulsory informing of teachers on procedures results in the Regulation on students survey.
2. Note down the necessity of employers' survey in documents regulating the performance of Quality Assurance Center

5.1.7.2. Internal Audit
Criterion assessment: 1
Conclusions:

UMG reports on performing of internal audits as per approved regulations. However, during the visit no internal audit report was provided. It is not clear; how internal quality assessment commissions are formed.

Recommendations:

1. Provide internal audits results (reports of the quality assessment commissions) after one year

2. Develop and implement the Regulation on internal quality assessment commissions work.

5.1.7.3. **Management review**

*Criterion assessment:*1

Conclusions:

As per provided documents, UMG management analyses performance results of internal quality assurance system. However, it is not clear, which solutions based on this analysis are made. Analysis of questionnaires provided by UMG does not give any idea on that. Moreover, it is not clear which actions were initiated after accreditation in ANQA.

Recommendations:

1. After one year provide results of decisions made by UMG management based on performance results of internal quality assurance system.

5.1.8. Section 10 GOST R ISO 9001: 2015 Improvement

Criterion assessment: Satisfactory

5.1.8.1. Nonconformity and corrective actions

Criterion assessment: 1

Conclusions:

Documents provided during the visit, for example, Regulation on Quality Assurance Center do not contain actions initiated in case of nonconformity identification in performance of internal quality assurance system and procedure of corrective actions performing. Although it was mentioned during meeting with vice-rectors and programs coordinators.

Recommendations:

1. Note down the sequence of corrective actions initiated in case of nonconformity identification in documents regulating work of Quality Assurance Center, other structures, and persons related to education quality assurance.

5.1.8.2. Continuous improvement

Criterion assessment: 1

Conclusions:

UMG strives to continuous improvement that was confirmed during site visit meetings. However, documents provided by UMG do not contain information on criteria and sequence of actions in case of review of internal QAS.

Recommendations:

1. Create common document regulating performance of internal QAS

2. Note down in documents regulating the internal QAS the procedure of IQAS activity analysis, procedure of its review and periods when such review is done.

5.2. Statement of compliance with EFQM excellence model criteria
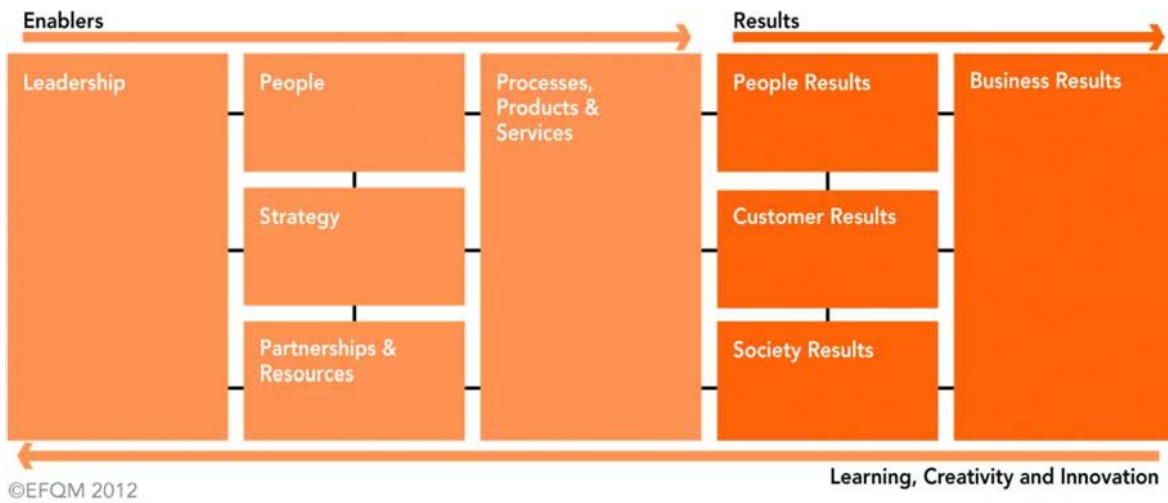### 5.2.1. Characteristics of EFQM excellence model

Fig. EFQM excellence model 2016

Excellence model is a base model in the following cases:

1) as a structure which could be used by the university to develop their vision and determine future targets by means of material and measureable method;

2) as a structure which could be used by organizations to identify and understand the system character of their business, its key connections, causes, and influence of their relations with stakeholders for the main result;

3) as a basis of European Quality Award which allows Europe to determine its most successful organizations and promote them as excellence samples for others;

4) as a basis for applying test tool for assessment of current organization status (self-assessment) by means of which it will be able to substantially better balance its priorities, distribute resources, and develop reasonable business plans.

University assessment results for compliance with EFQM criteria
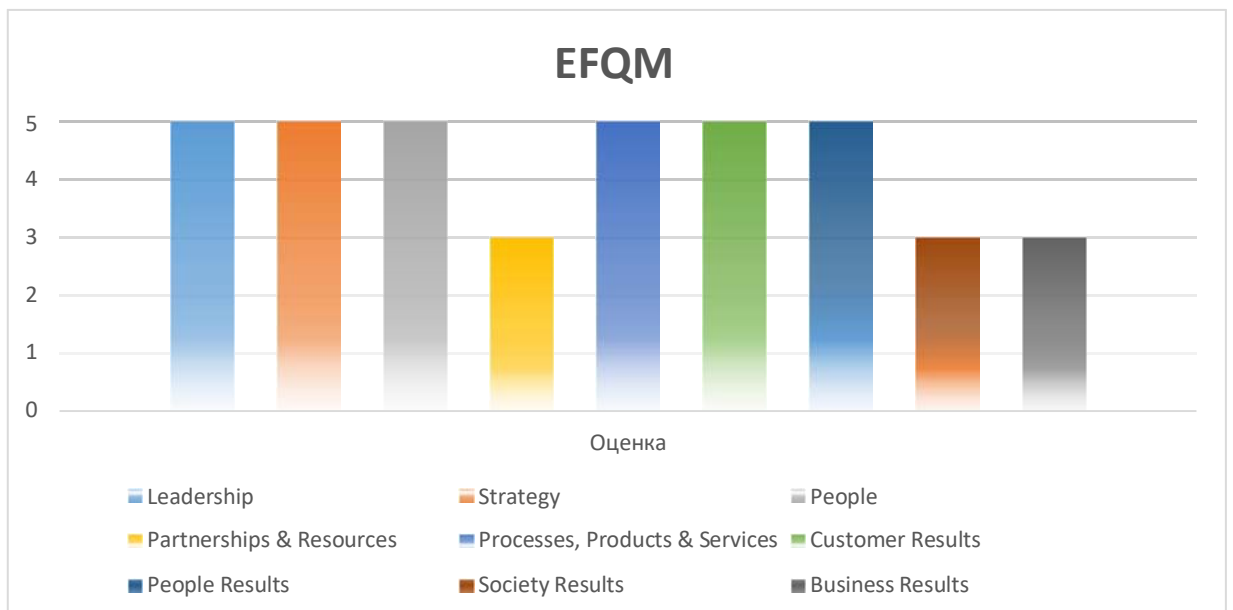
General recommendations:

1.	It is recommended to add to the internal monitoring procedures two required components – labor market requirements analysis to graduates and analysis of innovative processes development in the corresponding professional spheres and areas. For example, educational program coordinator should once per two years for master degree program, once per four years for bachelor degree program, and once per five-six years for specialist degree program provide research report on market situation and scientific and technological progress development in professional spheres corresponding to program field.

2.	Development of additional intra-university pedagogical skills further training programs for young teachers.

3.	Additional activity is required to increase University's own material and technical base i.e. development of informational resources and implementation of e-learning in educational process (development of e-learning study courses, students e-services including personal cabinets of students creation of e-databases, e-library funds etc.).

4.	It is necessary to speed up the work with business partners including graduates of UMG to attract sponsorship funds and to create the university development fund (endowment fund).

5.	Organize discussions with employers regarding their involvement in the process of drawing up educational programs and their separate elements (curriculums, syllabi, etc.).

6.	Quality management system should be oriented at both meeting the quality criteria and standards requirements, and achievement of specific indicators – it is recommended to establish the education quality coefficients for each stage of university development.

7.	It is required to involve employers in educational programs reviewing process.

8.	It is recommended to increase independence factor in Quality Assurance Center activity by involving so-called "invited members" - independent experts from professional associations and public organization along with permanent members .

9.	It is recommended to create e-information environment for professional communication inside the university, implement personal cabinets of teachers, provide annual advanced training for teachers regarding work with e-learning tools.

10.	It is required to ensure maximum transparency of data concerning communication of UMG with business partners and promotion of this data in informational space (internet, mass media, municipal information boards etc.).

Criterion 1. «Leadership»

Criterion assessment: 2

Strengths:

1.   Armenian-Russian International University «Mkhitar Gosh» (hereinafter - UMG) was founded in 1996. It is nongovernmental institution functioning in the form of LLC. Strategic management of activity and development of the university is done by Board of Guardians (University Management Council) headed by the Founder and Executive Director Mr. G.M. Dertsyan. Day-to-day activity management is done by University Rector chairing UMG Rectorate Mr. V.A. Brutyan. Selected structure of UMG management bodies (chart is attached) allows efficient combination of centralization and decision making collectivity principles, and also ensures the needed flexibility in responsibilities allocation: it allows concentrating the responsibility in case of making drastic strategically important decisions at the level of Founder. With regard to making current decisions the responsibility is delegated to Rector and Vice-rectors who are governed by recommendations of collegiate authorities – councils of faculties, departments, students (Student Parliament) in the process of making decisions.

2.   University management structure is established by UMG statutes and regulations, described in Regulations on structural subdivisions, and determined by procedures of their functioning, decision making, and reporting. Availability and full completeness of mentioned documents allows transparency of processes implemented in UMG, reduces corruption risks.

3.   Advantage of the university which ensures integrity and succession in realization of strategic development line is stability of executive personnel – G.M. Dertsyan and V. Brutyan are its only managers and leaders for many years, and employment history in UMG for many teaching staff members and UMG administration exceeds 15 years. Mentioned fact promotes creation of joint team and corporate spirit atmosphere which help to raise the motivation and efficiency of UMG collective work. Moreover, continuous leadership of mentioned persons creates strong foundation for interaction with external stakeholders (service customers, partners, regulatory bodies) and ensures their trust.

4.   The result of mentioned advantage is availability of corporate values and aiming at their maintaining demonstrated by university employees during conversations with reviewers.

5.   UMG leaders have unchallenged authority in both internal environment (among administrative officers, teaching staff, and students), and external environment (among corporate and social partners, region and republic administration, educational services customers including foreign customers) which allows consistent moving to realization of missions and targets set in front of UMG with support from all stakeholders including students' parents.

Recommendations:
1.   Think about young leaders' growth policy.

Criterion 2. «Strategy»
Criterion assessment: 2

Strengths:
1.   Mission and targets of UMG activity has been formulated. Policies, plans, targets, and processes required to achieve stated objectives have been developed and documented.

2.   University development strategy is based on understanding of labor market needs (both regional and international), competitive situation in education environment of Republic of Armenia and expectations of stakeholders, and also external environment (social and corporate partners) and reflected in documents linked against each other – university strategic development plans. «Strategic Development Plan of Armenian-Russian International University «Mkhitar Gosh» for 2016-2020» was provided to reviewers.

3. During reviewers' interviews, it was confirmed that administration members and teaching staff of the university are aware of targets and mission of the UMG.

4. University development strategy and methods of its realization are regularly revised and updated. The basis for revision is monitoring of internal quality and educational programs results (in terms of local regulating documents of UMG - «revision of educational programs»), and monitoring of financial and material - technical conditions of educational activity.

5. Realization of university strategy is done based on Schedule for Strategic Plan Realization for the needed period and regulated by adoption of internal (local) regulatory documents. To ensure systematic and efficient realization of this function, the UMG Academic Council permanent committee for development and inspection of regulatory documents is acting. The committee develops and studies drafts of local regulatory documents (statutes, provisions, procedures, regulations etc.)

6. Strategic Plan implementation results are shown in annual reports of Rector and managers of structural subdivisions.

Recommendations:

1. It is recommended to add to the internal monitoring procedures two required components – labor market requirements analysis to graduates and analysis of innovative processes development in the corresponding professional spheres and areas. For example, educational program coordinator should once per two years for master degree program, once per four years for bachelor degree program, and once per five-six years for specialist degree program provide research report on market situation and scientific and technological progress development in professional spheres corresponding to program field. .

Criterion 3. «People»

Criterion assessment: 2

Strengths:

1. Main requirements to professional skills of university teaching staff are formulated in educational standards for respective bachelor and master degrees educational programs, which are coming from requirements of National Qualifications Framework of Republic of Armenia with regard to the scope of knowledge and skills inherent to sixth (bachelor) and seventh (master) levels, and requirements of UMG Procedure on recruitment of teaching staff. Correspondence of professional skills to requirements is ensured by procedure of competitive selection when entering employment. For UMG teaching staff, different types of labor contracts are provided: basic contract, external and internal secondary employment. Hourly wage system is also in place which allows to ensure provision of educational programs with focused specialization teachers having practical skills.

2. Current assessment of professional skill and efficiency of teaching staff performance is done based on semester surveys on teaching quality, reciprocal visiting of classes, and analysis of visiting results at meetings of departments.

3. Planning of professional and personal development is done based on Teachers' Personal Development Plan. Each teacher should prepare Personal Development Plan where in sections "literature research", "scientific, educational research, scientific methodological research", "provision of personal development", "preparation of academic staff", "advanced training", "re-training", "academic work″ etc. the teacher should present performance to be done in this academic year and provide the corresponding report at the end of academic year.

4. Complex assessment of qualification and professional skills of teaching staff is shown in Rating List for assessment of teacher's scientific-pedagogical activity. It is filled by teacher, head of department, and faculty dean. As per the rating list of academic and organizational activity, special points for teacher are assigned. Apart from main points, the teacher is able to score additional points for outstanding activity in the sphere of education and science system development which are summarized with main points. Performance plan of teacher's personal development and Rating List for assessment of teacher's scientific-

pedagogical activity are aimed at improving of both professional skills of teacher and teaching quality as a whole and is one of the main wages differentiation criteria in UMG.

5. Starting from 2004, the university publishes scientific and methodological magazine "Mkhitar Gosh" recognized by Higher Qualification Commission of Ministry of Education and Science and Ministry of Justice of RoA. The magazine provides opportunities for publishing of academic papers not only for the university teaching staff members, but also for qualified specialists of other higher educational institutions of republic, thus contributing to creating of single information space for scientific research and pedagogical activity in regional scale, improving of scientific researches efficiency and finally increasing UMG teaching staff qualification.

6. Stimulation and financial rewards systems created in UMG ensure mutually beneficial achievement of corporate and personal objectives. During reviewers interviews with representatives of teaching staff it was evident, that UMG appreciates its personnel, cares for it, and encourages both personal and professional progress. At that, non-economic methods of stimulation and encouragement for advanced training, personal development, and increase of publications number are widely used.

Recommendation:
1. Development of additional intra-university pedagogical skills improving programs for young teachers.

Criteria 4. «Partnerships & Resources»

Criterion assessment: 1

Strengths:
1. Main partners of UMG are main customers of educational services - community and business. On behalf of community the partnership is represented by regional authorities, non-governmental organizations, social sphere institutions, first of all medical and educational institutions, and on behalf of business the partnership is represented by potential employers (private and state organizations, conducting entrepreneurial activity). Nowadays the new perspective trend of UMG activity is an active building of partners' network in foreign countries of South-East Asia and Middle East.

2. One of the most important mode of partnership with educational institutions of the region is joint activity on organization and performing of admission companies. UMG signed contracts with some state colleges of republic which allows talented graduates to enter senior courses and continue learning in the same sphere. To ensure efficiency and transparency of recruitment and free choice of students, the work on correlation of curriculums and program syllabi is done in cooperation with colleges. To ensure efficient organization of educational process, the university provides methodological and professional assistance, and needed specialists of the university are incorporated in state qualification commissions of colleges.

3. The work on involvement of potential employers in partnership relations is done by G.M. Dertsyan, V.A. Brutyan, heads of departments, faculty deans, and teachers. Primary areas of cooperation are as follows: studying of labor market with regard to separate professions and competencies imposed to potential employees (by means of survey), establishment of contacts with employers interested in UMG trends and professions, organization of employers meeting with students and graduates upon completion of each academic year, involvement of labor marker representatives in state attestation commissions, identification, analysis, and summarizing of employers proposals with regard to determining of lists of professional competencies and education results of one or another educational program, monitoring and quality assessment of students internship (based on individual internship records etc.), monitoring and assessment of students and graduates satisfaction level with regard to internship and work placement.

4. Material and technical resources of educational process corresponds to the requirements of State Educational Standard. The university has about 600 students whose educational programs are organized in 2 buildings and 157 classrooms. Buildings of the university in Vanadzor and Yerevan meet licensing requirements imposed by Ministry of Education and Science of RoA. Computers availability is ensured by one computer classroom in Yerevan, no computer classrooms in Vanadzor are available. Access to Internet

is provided. Partner organization «Vivacell-MTC» in Yerevan and Vanadzor designed and accomplished the free Wi-Fi zone in the territory of UMG. Rooms designated for learning of professional disciplines are equipped with minimum state-of-art equipment and technical facilities. Each student has an access to informational databases in accordance with profile of study. Databases and library funds need updating. The university has 2 libraries with reading rooms in Yerevan, and – 1 library with reading room in Vanadzor. On student request, literature in soft copy is provided to him on electronic media or disks. The university budget annually provides funds for repair innovation of buildings, laboratories, and other areas.

5. Recreational activities for students are organized in the university sport complex. Sport complex includes the following: outdoor football field, two tennis courts, multipurpose gym, aerobics hall, fitness facility, and swimming pool. The sport complex is a significant sport facility not only for the university but for the city and republic as a whole – different university, city, and republican competitions in this complex are held.

6. Information and document flow management in UMG is done through UMG web-page and single intranet. On UMG web-page *(www.mkhitargosh.com)* the following is planned to be posted: decisions and minutes of meetings of UMG Academic Council including statutes, procedures, concepts, other regulatory documents, decisions and minutes of university Rectorate meetings, curriculums of departments, guidelines on study credit system, timetable and exams schedules, announcements on competition for vacant posts of dean, head of department, teaching staff, events, news, notifications etc.

Recommendations:

1. Additional activity is required to increase University's own material and technical base i.e. development of informational resources and implementation of e-learning in educational process (development of e-learning study courses, students e-services including personal cabinets of students creation of e-databases, e-library funds etc.).

2. It is necessary to speed up the work with business partners including graduates of UMG to attract sponsorship funds and to create the university development fund (endowment fund).

3. Organize discussions with employers regarding their involvement in the process of drawing up educational programs and their separate elements (curriculums, syllabi, etc.).

4. Create electronic database of employers.

5. Create and continuously update databases of vacant positions and internships.

6. Sign partnership agreement with Federation of employers of RoA and State Employment Agency; organize labor fairs and EXPOs.

7. Information and document flow management in UMG should be done through UMG web-page and single intranet. On UMG web-page (www.mkhitargosh.am) the following should be posted: decisions and minutes of meetings of UMG Academic Council including statutes, procedures, concepts, other regulatory documents, decisions and minutes of university Rectorate meetings, curriculums of departments, guidelines on study credit system, timetable and exams schedules, announcements on competition for vacant posts of dean, head of department, teaching staff, events, news, notifications etc.

Criteria 5. «Processes, Products & Services»

Criterion assessment: 2

Strengths:

1. UMG proposes the broad range of educational programs for 3 levels of education (bachelor degree, continuous and integrated educational program (specialist degree) and master degree) which corresponds to main trends, determined by university mission and covers such spheres as arts and humanities, social and economic, and medical sciences, and also different directions of fundamental studies. 12 educational programs, among them 7 bachelors and 5 masters in intra-mural and extra-mural in five faculties of the university are offered. At that, in Lori region the realization of educational programs on «General Medicine» and «Dentistry» professions are done by UMG only.

2. As added value for customers and other stakeholders the university sees as ensuring continuous

provision and improvement of educational services quality. Internal quality assurance system – the system of quality management as processes management system by means of which the university realizes its policy and quality assurance tasks based on established procedures, mechanisms, and regularly held events was created and is functioning in the university. For realization of tasks set for quality management system, UMG created permanent quality assurance commission at Academic Council and administrative structure – Quality Assurance Center.

3. UMG relies on the following principles while implementing continuous quality improvement strategy: quality assurance processes are regulated, subjected to monitoring, and regularly updated; quality assurance processes are based on quality monitoring reports, feedback from students and graduates, and statistics of graduates' employment.

4. Functioning of continuous quality improvement mechanism of UMG is based on cyclic process consisting of the following four principal stages: planning (principal tasks and expected measurable final results are determined), realization (all required actions and events aimed at achievement of expected results are performed), assessment (achieved actual results compared to expected are assessed and measured, difference between them is estimated), improvement (additional actions to correct omissions and deficiencies and to achieve planned results at the next stage of realization are developed and planned). Based on provided local regulatory documents and learning and teaching aids, can be seen the phases of management processes and interaction between them.

5. Products and services of the university are promoted to customer by means of Marketing and PR Department created in 2018-2019 academic year which is the structural subdivision of Career Center. The target of its activity is sustaining the positive image of the university and promotion of UMG educational programs. Marketing and PR Department solves the following tasks: development and coordination of university marketing strategy, conducting of marketing researches, preparation of materials for decisions making, graphic representation of university activity information, analysis of marketing activity efficiency, monitoring of information environment, analysis of information environment and selection of effective ways to promote the image of the university and educational programs, promotion of university image in information space, communication with mass media and other media platforms, development and coordination of media plan realization.

Recommendations:

1.   Quality management system should be oriented at both meeting the quality criteria and standards requirements, and achievement of specific indicators – it is recommended to establish the education quality coefficients for each stage of university development.

2.   It is required to involve employers in educational programs revision process.

Criterion 6. «Customer Results»

Criterion assessment: 2

Strengths:

1.   The most interested customers of UMG are students. To satisfy their educational needs, the task to offer the high quality education and growth of graduates competitiveness by means of implementing the continuous education system was set in UMG Strategic Development Plan: senior (specialized) school, vocational education (college), higher education (bachelor, master, and postgraduate degrees), and education quality control systems. By the time of accreditation commencement, the senior school «Mkhitar Gosh» (1-12 classes), Medical College, faculties, departments, and other subdivisions providing higher education for levels of bachelor and postgraduate were created and now function in the university. The university has got permission from Higher Attestation Commission of RoA for approval of research projects on «Economics, field Economics and Management», «Theory and History of Pedagogics», «Public Law», and also permission for qualifying exams on mentioned professions and on «Management», «Philosophy», and «Informatics» subjects. Over the last 5 years the number of university applicants was increased from 10 to 27 persons.

2.   Quality Assurance Center is functioning from 2012. Quality Assurance Center is internal independent structure reporting directly to the Rector of the University. The main objectives of Quality Assurance Center is preparing and performing of self-evaluation of educational programs and activity of subdivisions providing their realization, creation and implementation of internal quality assurance mechanisms and procedures, planning and realization of actions to maintain quality standards and preparation for processes of educational programs quality external assessment, and also provision of transparency and public availability for quality assessment processes and results. Functions of Quality Assurance Center is determined by Regulation (Statute) of Quality Assurance Center.

3.   To ensure professional orientation and students employment assistance, Career Center and Graduates Association were created in the university. Through them is performed cooperation with local organizations and employers. Tools to identify needs and interests of students and increase of their satisfaction with main and additional educational services are students participation in university management via student organizations activity, students representation in university management bodies, students participation in activity of Quality Assurance Center and annual surveys for students and graduates.

Recommendations:
1.   It is recommended to increase independence factor in Quality Assurance Center activity by involving so-called "invited members" - independent experts from professional associations and public organization along with permanent members .

Criterion 7. «People Results»

Criterion assessment: 2

Strengths:
1. Results of UMG activity with regard to personnel is creating conditions for continuous professional development, comfortable labor activity conditions, provision of maximum transparency in payment and labor financial encouragement, expansion of social support programs variety. These targets are stipulated in UMG Strategic Development Plan, subject to monitoring of their execution, and results of monitoring are included in annual procedures report.

2. Reviewers interviews with teaching staff proved the high level of satisfaction with mentioned university policy and its results. Over the last five years, the positive dynamics with regard to the number of teachers passing through advanced training, including young teachers is observed. Persons interviewed provided multiple examples of social and financial assistance from university management to teachers needed such assistance. Teachers support and regard as reasonable, that improvement of their financial well-being comes in directly dependent on rating of their activity and teaching quality assessment results taking into consideration students' opinion. They are also satisfied with the fact, that in spite of relative stability of wages, their revenues could be increased due to incentive payments for ascertained indicators achievement. At that, very often incentive payments have not only financial (money) but also non-financial form.

Recommendations:
1.   It is recommended to create e-information environment for professional communication inside the university, implement personal cabinets of teachers, provide annual advanced training for teachers regarding work with e-learning tools.

Criterion 8. «Society Results»

Criterion assessment: 1

Strengths:

1.	Successfulness of UMG activity and realization of strategy found endorsement in recognition of the university by society as one of the leading educational institutions of Armenia among 32 non-governmental educational institutions. Today UMG occupies second place in the rating of non-governmental educational institutions of Republic of Armenia. The university was among the first to get the state unlimited accreditation (2002) and unlimited license for educational activity.

2.	UMG actively communicates with partners to form the state-of-art educational environment in society including international partners (Russia, India, Austria, Greece, and Hungary) and makes an invaluable contribution to organization of scientific, cultural, and public life in the region. This is proved by provided data on organization and holding of different conferences, discussions, exhibitions, literature and art, music, sport etc. events. To strengthen the ties between region schools and the university, different profession orientation programs and events are implemented: introductory lectures at schools, organization of school Olympiad by the university, informing on its strategic aims at schools, provision of students and graduates work internship questionnaires results etc.

Recommendations:

1.	Enhancement of society communication is needed. The university has a potential which allows it satisfying society needs not only throughout provision of educational but also social services. For example, creating of «UMG Consulting Center» to provide free consulting for low-income population in the sphere of legislation and economics is possible. Such consulting center could be used as a special tool for work internship of senior students – so-called clinical form of training which is now widely used in educational process of universities in many countries (Legal Clinic, Social Clinic, Psychological Clinic etc.).

2.	It is recommended to use such forms of communication with society as holding of public lectures by students to improve financial, legal, and economic competence of people.

3.	More active communication with executive authorities is recommended. For example, via periodic inquiries of statistical data and reports on the status of regional and republican labor market, and via active participation in social researches and projects.

Criterion 9. «Business Results»

Criterion assessment: 1

Strengths:

1. Principal business result is training of qualified specialists requested first of all by the regional market. Mostly UMG graduates are business partners and employers for the university – almost all students are either undertaking work internship or employed at enterprises, organizations, and institutions headed by university graduates or those where university graduates are employed. Main communication channels are: Career Center founded in the university and Association of Graduates within which cooperation with local organizations and employers is done.

Recommendations:

1. Proceeding from traditional business communication methods to innovation methods is necessary. Apart from traditional «product» (qualified specialists), UMG has a high potential which could be demanded and proposed to business. For example, it is possible to create «UMG Expert Center» employees of which (teachers and students of the university) could provide services on expert review of documents and business projects (tender applications, plans, business ideas etc.) in the sphere of legal studies, management, and economy at preferential prices or for free in some cases.

2. It is necessary to ensure more active and systematic influence for employers with regard to content of educational programs. For example, through creation of UMG Business-Partners Association which could hold its meetings once per year (including in remote format) and provide recommendations on

updating of content of educational programs based on measurements of labor market demands in one or another professional environment.

3. It is required to ensure maximum transparency of data concerning communication of UMG with business partners and promotion of this data in informational space (internet, mass media, municipal information boards etc.).

5.3. Statement of compliance with ESG ENQA criteria

5.3.1. Characteristics of ENQA quality assurance model

ENQA standards for higher educational institutions contain the following sections
1. Policy for quality assurance
2. Design and approval of programs
3. Student-centered learning, teaching and assessment
4. Student admission, progression, recognition and certification
5. Teaching staff
6. Learning resources and student support
7. Information management
8. Public information
9. On-going monitoring and periodic review of programmes
10. Cyclical external quality assurance

5.3.2. University assessment results for correspondence to ESG ENQA:
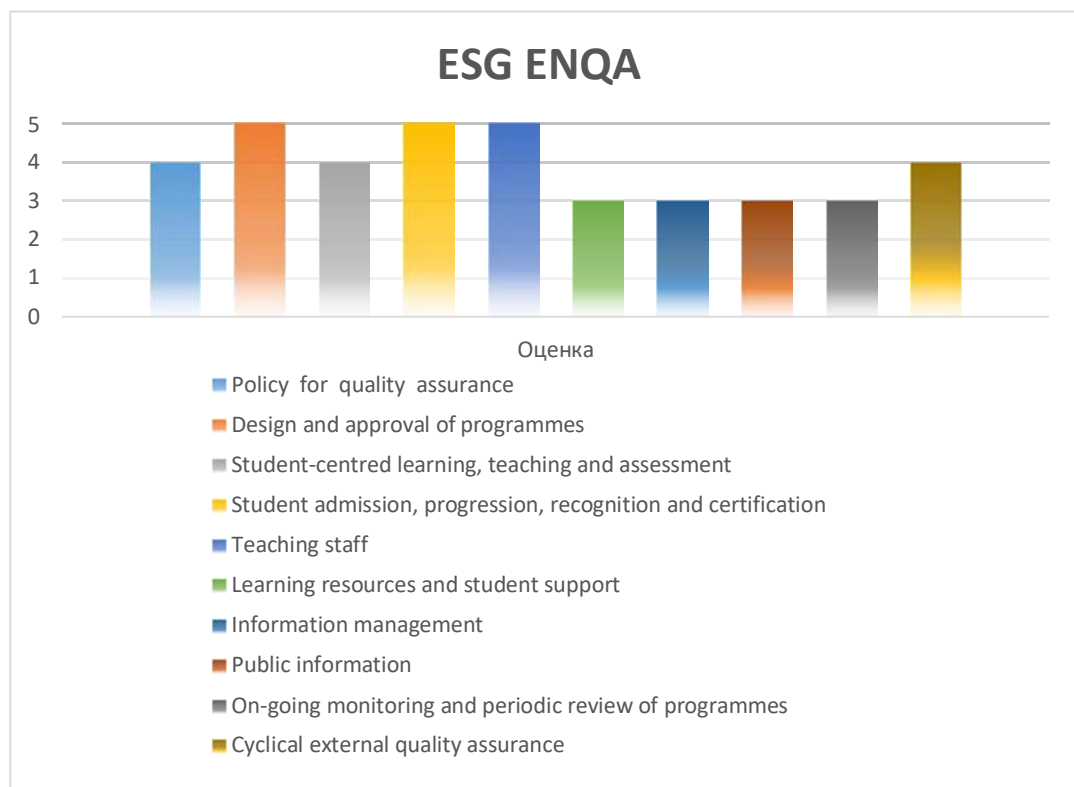
General recommendations:

1. Procedure for participation of external stakeholders (employers, business partners, social partners) in formation of quality policy and university development strategy should be documented as compulsory tool of quality policy formation and realization;

2. It is necessary to approve procedure for survey of employers and administrative officers of UMG on quality matters and education quality assurance, and update content of questionnaires for students, teachers, and graduates with regard to their opinion on internal QAS;

3. Include teachers and students in expert commission for the process of design (development) of the program.

4. Ensure material resources for students in the form of free Wi-Fi, access to state-of-art library resources in Internet, classrooms equipped with video projectors, and computer classrooms for at least 20 students.

5. Note down incentive compensation for assistance in employment as an obligations in teacher's labor contracts.

6. Prepare description of data collection technology from different UMG subdivisions concerning their spheres of responsibility and test this technology.

7. Post on the website all required information on programs, teachers, employees, potential employment places of graduates.

8. Include questions related to educational environment assessment in questionnaires for students and teachers. Based on survey results, improvement of educational environment is needed.

9. It is required to prepare package of documents regulating collection of feedbacks from employers about UMG graduates and needed professional competences mastering.

10. It is necessary that employers approve educational programs on official basis. For that, development of documents package regulating involvement of employers in educational programs analysis is required.

1. **Policy for quality assurance**

Policy in the sphere of education quality assurance - general intents and directions of activity in the sphere of quality, officially formulated by university top management.

Criteria evaluated	Mark	Evidences provided
1. In the Policy of education quality assurance, ENQA Standards and Guidelines are taken into account.	**2**	Two main documents of UMG describing the policy in the sphere of education quality assurance (UMG Strategic Development Plan and UMG Quality Assurance Concept) proclaim the European Standards and Guidelines in the sphere of education quality assurance as the basis for its formation. UMG aim to have the following in place: • strategies, policies, and procedures and standards of quality assurance, • official procedures for approval, current monitoring and regular review of programs and qualifications, • consequently, applied and published standards, regulations, and procedures for students testing, • transparent objective mechanisms and standards for assessment of teaching staff skills, • educational and other auxiliary resources corresponding to needs of educational programs. • methodologies for collection, analysis, and application of data for efficient management of educational process, • regular publishing of continuously updated, impartial, and objective data on programs and awarded qualifications.

Criteria evaluated	Mark	Evidences provided
2. Educational organizations should have published quality assurance policy reflecting institutional vision and strategy, and thus related to university strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	1	Education quality assurance policy describing institutional vision and strategy of quality assurance is documented and published in two principal documents: UMG Strategic Development Plan and UMG Quality Assurance Concept. Procedure of internal stakeholders' participation in development of quality policy (all stakeholders inside the university including students and teachers) is sufficiently detailed in UMG Quality Assurance Concept. However, procedure of external stakeholders participation in development of quality policy and determining of university strategic development (employers, business partners, and social partners of the university) is not sufficiently detailed in documents.

Criteria evaluated	Mark	Evidences provided
3. Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.	1	Quality Assurance Policy developed by UMG relies upon some official (regulatory) documents – Orders regulating and ensuring cycling and repeatability of quality monitoring, quality assessment, reporting and planning procedures (Order of current monitoring and regular review of programs, Procedure for approval of UMG educational programs, Procedure for selection of teaching staff on a competitive basis and material incentives of UMG teachers). Control for realization of appropriate procedures and their reporting is ensured and maintained at administration level via structural subdivisions created for these purposes – Quality Assurance Center and Permanent Quality Commission at UMG Academic Council. Participation of students in quality assessment procedures is noted down in Regulation on Student Council. Procedure to gather quality assessment feedback with all stakeholders (both internal and external) – carrying out of surveys is documented with regard to teachers and students, but not related to employers and was not provided to reviewers commission.

4. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.	2	Quality Assurance Policy ensures communication between scientific researches, teaching and learning throughout the planning of professional and personal development of teachers implemented based on Personal Development Plan of UMG Teacher, and also via complex quality assessment of higher-education teaching staff based on teachers Rating List. Consideration of national context in Quality Assurance Policy is provided based on functioning of Labor Market Communication Center created in UMG. Main points of Center activity are as follows: studying of labor market demands for separate professions and potential employees professional competencies (including using surveys), establishment of contacts with employers interested in UMG specialty, including labor market representatives in state attestation commissions, cooperation with Employers Federation of RoA and State Employment Agency, organization of labor fairs and EXPOs.

Criteria evaluated	Mark	Evidences provided
5. Such policy supports the following: ● organization of Quality Assurance System; ● departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance; ● academic integrity and freedom and is vigilant against academic fraud; ● guarding against intolerance of any kind or discrimination against the students or staff; ● the involvement of external stakeholders in quality assurance.	1	Organization of Quality Assurance System and quality assurance policy maintenance by departments, schools, faculties, management, employees, and students are stipulated in UMG Quality Assurance Concept and UMG Regulation on Quality Assurance Center. However, there is no documented quality assurance processes regarding academic integrity and freedom and preventing any intolerance and discrimination of students and teachers, participation of external stakeholders in quality assurance.
6. The policy is aimed at absolute and timely incentive compensation for employees of the university who demonstrate skills, competency, and dedication.	2	Main requirements to professional skills of university teaching staff¬ are formulated in educational standards for respective bachelor and master degrees educational programs, which are coming from requirements of National Qualifications Framework of Republic of Armenia with regard to the scope of knowledge and skills inherent to sixth (bachelor) and seventh (master) levels, and requirements of UMG Procedure on recruitment of teaching staff. Complex assessment of qualification and professional skills of teaching staff is formed based on semester monitoring of teaching quality and scientific activity data and shown in the Rating List for assessment of teacher's scientific activity which is the basis for wage differentiation and financial encouragement of teaching staff.

Criteria evaluated	Mark	Evidences provided
7. The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.	2	Procedures on internal quality assurance, participation of all UMG subdivisions in these procedures, both administrative and teaching including students (via representation of Student Council members in Permanent Academic Council Commission for Quality Assurance), and also tools for control, monitoring, reporting, and planning of quality procedures and actions are stipulated in Quality Assurance Concept, Regulations on UMG Quality Assurance Center, Permanent Quality Assurance Commission at UMG Academic Council, Student Council, Procedure for monitoring and regular revision of educational programs, Procedure for selection of teaching staff positions on a competitive basis and material incentives of UMG teachers. Procedures results are shown in annual reports of structural subdivisions, decisions made on quality improvement are shown in minutes of meetings of UMG Academic Council and local regulatory documents.
8. The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.	2	Above mentioned UMG Quality Assurance Policy is to the full extent related to subcontractor for which in this case the branch of UMG in Vanadzor could be considered.

Criteria evaluated	Mark	Evidences provided
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	**13**	

Recommendations
1. Procedure for participation of external stakeholders (employers, business partners, social partners) in formation of quality policy and university development strategy should be documented as compulsory tool of quality policy formation and realization; 2. It is necessary to approve procedure for UMG employers and administrative officers survey on quality matters and education quality assurance, and update content of questionnaires for students, teachers, and graduates with regard to their opinion on internal QAS; 3. It is necessary to approve Learning and Teaching Rules in UMG (Code of University Student) ensuring required level and establishing socially acceptable limits for academic freedom.

2. Design and approval of programmes

Criteria evaluated	Marks	Evidences provided
1. Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area..	2	Procedures for programs development and approval are described in local regulatory document – Procedure for approval of educational programs. Procedure determines aims and targets of design, expertise, and approval processes of UMG educational programs, requirements specified to them, applied procedures and schedules of these events. Results obtained after capturing of qualification program meet requirements of National Qualifications Framework of Republic of Armenia and consider the qualification structure of European Higher Education Area which is stipulated by Methodological issues of UMG educational programs development approved by UMG Academic Council.
2. Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.	2	Aims and targets of education stipulated in academic and methodological documents of educational program form the mission of the university and are as follows: 1. satisfying of local, regional or national needs in specialists of this sphere; 2. development of scientific-research and innovation and research skills activity for specialists ; 3. development of common cultural competencies along with common professional and specialized professional competencies; 4. development of individual learning path taking into account student

		particular qualities.
3. In the process of its programs development, the university should provide the following:		
• programmes are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;	**2**	Each educational program has clearly marked expected learning outcomes based on using of competency-based approach and terminology corresponding to requirements of European Qualification Framework
• programmes are designed by involving students and other stakeholders in the work;	**1**	UMG Quality Assurance Concept describes and exemplifies participation of students in quality assessment. However, no evidence of students participation in program development was provided.
• programmes reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);	**2**	In the process of educational programs development UMG considers the following: 1. overall structure of education quality assurance system at European, national, and institutional level;

		2. directions for improvement of higher education quality in European educational area; 3. necessity of recognition and mobility beyond national borders; 4. requirements to public access of quality assurance information in European higher education area.
• continuous progression, personal growth, and development of student in the process of program mastering;	**2**	Competencies describing education results stipulated in academic and methodological documents of the program are based on Bloom's taxonomy and show personal and professional growth of the student in the process of program mastering
• clearly determined student workload (for example, in ECTS);	**2**	Students workload is determined in ECTS by means of corresponding translation systems
• programmes include well-structured placement opportunities where appropriate;	**2**	Academic and methodological documents of the program contains contracts with external organizations on place and conditions of work internship
• official approval of the program by persons or authorities not related to development or teaching of the program.	**1**	At least 2 representatives of external organizations are included in expert commissions performing educational programs expertise. Educational programs are approved by decision of UMG Academic Council. No data regarding availability of external persons of authorities not related to development or teaching of the program in Academic Council was provided
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1	**16**	

Criterion non compliant - 0		
Recommendations		
1. Include students and employers representatives in expert commission in the process of design (development) of the program.		

3. Student-centred learning, teaching and assessment

Criteria evaluated	Marks	Evidences provided
1. The university should implement educational processes with orientation at student needs. Methods by means of which programs are implemented should stimulate students to play active role in collaborative design of educational process.	**2**	In UMG Quality Assurance Concept, orientation at student needs is shown in regulated students participation possibility in formation of educational program content – via representation in expert commissions and Academic Council which approves educational programs; assessment of its quality – via semester surveys and complaints and suggestions system
2. In the process of implementing of student-centered learning, the university should ensure the following: ● respect and attention to the diversity of students and their needs, enabling flexible learning paths; ● consideration and usage of different modes of delivery, where appropriate; ● flexible applying of pedagogical methods variety;	**2**	UMG ensures orientation at students' needs via providing students with possibility to select individual learning paths (selection of elective disciplines and individual education schedule), teaching in foreign languages (Armenian, Russian, English), noting down applied student-centered teaching methodologies and technologies in academic and methodological documents of educational program
● regular feedback on methods and ways applied for assessment and correction of pedagogical methods;	**2**	Semester survey of students regarding teaching quality and recommendations to improve it in UMG are compulsory
● support of student autonomy with simultaneous proper guidance and support from the side of the teacher;	**1**	Guidance and support from the side of the teacher is provided at student request. However, correlation of extent of student autonomy and teacher's management is not formally regulated/documented
● mutual respect between student and teacher;	**1**	Communication with teachers and students of UMG proved mutual respect between them. However, no data concerning its further maintenance is available
● availability of appropriate students' complaints addressing procedures.	**1**	Approved procedure on appeals submissiom with regard to mark received during oral or written exams and final assessment exists in UMG. This document does not contain procedure for examination of

		student complaints about the quality of educational services.
3. Quality assurance procedures should consider the following with regard to assessment: ● Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field; ● criteria and methods of assessment should be published in advance;	**2**	Assessment quality is reflected in applied methods of testing, publishing of information on assessment methods in academic and methodological documents of educational program, and communicating of this information to each student by e-mail circulation method
● The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;	**2**	Assessment of the intended learning outcomes level achieved by the student is provided via formation of the appropriate assessment tools. Explanations and consulting of teachers based on assessment results are provided
● exam should be conducted by more than one examiner wherever possible;	**1**	Regulatory justification and consolidation of cases when assessment could be provided by more than one assessor were not provided except rules for final assessment conducting where establishment of examination board and requirements to its composition were provided
● The regulations for assessment take into account mitigating circumstances; ● Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;	**2**	Assessment rules and criteria are stipulated in rules for formation of assessment tools and documented in academic and methodological documents of educational program
● official appeal procedure should be provided	**1**	Approved procedure on appeals submission with regard to assessment received during oral or written exams and final assessment exists in UMG. This document does not provide procedure of appeals submission with regard to assessment for interim papers, for example, term papers or home assignment assessment.

Total marks	16	
Marks for reference: Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0		
Recommendations		
1. Complement approved appeal procedure with a possibility of appeal to interim papers, term papers, project papers or home assignment appraisal 2. Prepare separate document or complement applicable appeal procedure with list of actions to be done in case of students complaints for education quality and conditions for educational program realization.		

4. Student admission, progression, recognition and certification

Criteria evaluated	Marks	Evidences provided
1. The University should have previously determined, published, and consistently applied rules regulating all periods of student «life cycle», i.e. admission, progression, recognition, and certification.	2	Availability of admission, learning, progression control, learning outcomes recognition, and certification procedures is noted down and published in UMG statutes
2. Upon admission to the university, students orientation process should include insight into educational institution and program.	2	In UMG are provided different meetings of freshmen, excursions.
3. The university should have procedures and tools for collecting, monitoring, and further actions based on information on students' academic achievements.	1	«Order for organization of educational process based on credit system» was approved in the university by decision of Academic Council dated 12.06.2009 (MoM No 12). In the item 6.5 of order, exhaustive information on student academic transcript and his academic progress documentation procedure is provided. It is stored and processed in a soft copy, and at the end of each academic year the average qualification assessment provided to the student by his request is calculated. It is recommended to make this document available on the web-site. It is recommended to complement the order with actions to be implemented in case of poor progress of more than 50% of students regarding one or another discipline.
4. To ensure appropriate recognition procedures, the university should: ● ensure that educational institution actions are in line with Lisbon Recognition Convention; ● cooperate with other educational institutions and national ENIC/NARIC centers to ensure comparable recognition of qualification in the country.	2	UMG graduates receive state-recognized diploma, access to assessment and recognition of foreign qualifications is regulated at the state level. In accordance with recognition procedure of curriculums, higher education diplomas, and academic titles, certificate of intergovernmental organization Inkorvuz-Unesco considers qualification of UMG specialist as equivalent to master degree, and academic title of candidate of science – to doctor's degree (PhD). No data certifying cooperation with other educational institutions and national ENIC/NARIC centers to ensure comparable recognition of qualification was provided

5. The university should provide students with documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.	**2**	UMG graduates receive state-recognized diplomas with parameters established by official acts of Republic of Armenia certifying obtained qualification, achieved learning outcomes, and also context, content, and status of the studies pursued and certificate of its completion.
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	**9**	
Recommendations		
1. It is recommended to post «Order for organization of educational process based on credit system» on the web-site. 2. It is recommended to complement «Order for organization of educational process based on credit system» with actions to be implemented in case of poor progress of more than 50% of students regarding one or another discipline.		

5. Teaching staff

Criteria evaluated	Marks	Evidences provided
1. The university should have impartial (objective), and transparent processes for recruitment, professional growth, and development of all staff which will allow ensuring competency of its teachers.	2	Principal requirements to competencies of UMG teaching staff are stipulated first of all in education standards which in their turn are based on requirements of National Qualifications Framework of Republic of Armenia. Requirements to teaching staff are documented in Procedure for recruitment of UMG teaching staff.
2. The university should: ● develop clear, transparent, and objective employees recruitment, appointment to position, promotion, and dismissal criteria and follow them in its activity, thus recognizing teaching importance;	2	Recruitment is done based on competitive procedures, competition participation criteria are stipulated in "Procedure for recruitment of UMG teaching staff" and communicated to all stakeholders. To provide the educational programs of the university with appropriate teaching staff, different types of labor contracts are foreseen: basic contract, external and internal secondary employment. Hourly wage system is also in place which allows to ensure provision of educational programs with focused specialization teachers having practical skills.
● provide opportunities for carrier and professional development of the teaching staff taking into account the employees performance results, including the colleagues and students'survey results.	2	Current assessment of professional skill and efficiency of teaching staff performance is done based on semester surveys on teaching quality, reciprocal visiting of classes, and analysis of visiting results at meetings of departments. Complex assessment of qualification of professional skills of teaching staff is shown in Rating List for assessment of teacher's scientific research. Planning of professional and personal development is done based on Teachers' Personal Development Plan.
● encourage scientific activity to strengthen the ties between teaching and scientific researches;	2	Publishing of own research and methodological journal "Mkhitar Gosh" recognized by Higher Qualification Commission of Ministry

		of Education and Science and Ministry of Justice of Republic of Armenia promotes creation of single information space of scientific research and pedagogical activity in regional scale, encouragement of scientific research and academic work of UMG teaching staff
● encourage innovation methods of teaching and applications of advanced technologies.	**2**	Regulation on determining of incentive procedure for employees of Armenian-Russian International University «Mkhitar Gosh» including the possibility of incentives for applying of interactive teaching approaches is in place in the university.
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	**10**	
Recommendations		

6. Learning resources and student support

Criteria evaluated	Marks	Evidences provided
1. Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	1	Demonstrated to reviewers library and resources available in the university are out of date. Support services were also not demonstrated except students survey and possibility of direct communication with faculty deans.
2. Students require educational resources both material (libraries or computers) and human (tutors, curators, and other consultants). Support service role is of prime importance to stimulate student mobility inside educational system and between different systems of higher education[5].	1	Material resources are not enough. There is 1 computer class in UMG in Yerevan with not enough quantity of computers.
3. In the process of assignment, planning, and provision of educational resources, these support services should consider needs of different student groups (adult, working, extra-mural, foreign students, and also disabled students) and consider trends of student-centered learning.	1	Teachers consider student centered learning but they are limited in resources, no support services are available.
4. The university should organize its activity and support services considering the situation of specific university.	1	Functions of career center are done by teachers, but this is not stipulated in their labor contracts. No student support services, for example, psychological aid to students are available.
5. The university should ensure qualification of employees and possibilities for their further training.	1	UMG sent teachers for further training. However, no supporting intra-university regulations and list of teachers who underwent further training was provided.

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[5] The university should provide required material and human resources. Support services should be working to help students

Criteria evaluated	Marks	Evidences provided
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	5	
Recommendations		
1. Ensure material resources for students in the form of free Wi-Fi, access to state-of-art library resources in Internet, classrooms equipped with video projectors, and computer classrooms for at least 20 students. 2. Note down incentive compensation for assistance in employment in the section of obligations of teacher's labor contracts. 3. Nominate person among administrative officers responsible for collecting and analysis of information on graduates employment among administrative officers.		

7. Information management

Criteria evaluated	Marks	Evidences provided
1. The university should ensure collecting, analyzing, and applying the relevant information for effective management of its programs and other areas of its activity.	1	Information on UMG activity is collected via channels shown in UMG control chart. Description of technology for information collection was not provided, but only described orally within meetings during face-to-face visit.
2. Confidence that the university has procedures for collection and analysis of information on its programs and its activity and applies this data in performance of internal quality assurance system is required.	1	Oral description of procedures is available. However, examples of decisions and changes made were not provided. It is not clear, how collected information in decision making process is applied.
3. In the process of information collection the university should consider the following[6]: ● Profile of the student population; ● Student progression, success and drop-out rates; ● Students' satisfaction with their programmes; ● Learning resources and student support available; ● Career paths of graduates. ● Key performance indicators of the university or their equivalents;	1	UMG collect information, however, there are no regulations on information collection about accessibility of educational resources, students support services, and key performance indicators of the university.
4. Students and employees should be involved in collection and analysis of information and follow-up activities planning.	1	Survey of students and teachers are conducted. No survey of administrative officers is conducted.

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[6] If the university considers everything mentioned above in the process of information collection, the score is 2 points, if not everything considered - 1 point, if nothing considered - 0 points

Criteria evaluated	Marks	Evidences provided
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	4	
Recommendations		

1. Prepare description of information collection technology from different UMG subdivisions concerning their spheres of responsibility and test this technology.
2. Provide examples of decisions made on the basis of collected information after one year.
3. Develop and conduct surveys concerning accessibility of educational resources and students support services
4. Conduct surveys of administrative officers for their satisfaction with labor conditions and communication with different subdivisions.

8. Public information

Criteria evaluated	Marks	Evidences provided
1. The university should publish information on its activity (including programs) which should be clear, understandable, objective, correct, and available.	1	At the time of desktop assessment and site visit the UMG web-site was not working. Some technical problems were observed. Afterwards experts got access to web-site, however, not all information concerning realized programs was posted there.
2. The university should provide information on its activity including realized programs, expected education results with regard to these programs, awarded qualifications, teaching, assessment procedures, passing scores, and teaching possibilities provided to students, and also information on graduates employment possibilities.	1	UMG web-site is in the process of filling in
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	2	
Recommendations		
1. Post on the website all required information on programs, teachers, employees, potential employment places of graduates.		

9. On-going monitoring and periodic review of programs

Criteria evaluated	Marks	Evidences provided
1. The university should perform monitoring and regular assessment of programs to ensure that they achieve their targets and meet requirements of students and community. Results of these processes should lead at continuous improvement of programs. All stakeholders should be informed on any planned or implemented actions with regard to these programs.	1	UMG performs internal monitoring procedures of realized educational programs. However, during site visit no reports on making changes based on internal monitoring procedures results were provided.
2. Regular programs review includes the evaluation of the following7: ● The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date; ● The changing needs of society; ● The students' workload, progression and completion; ● The effectiveness of procedures for assessment of students; ● The student expectations, needs and satisfaction in relation to the programme; ● The learning environment and support services and their fitness for purpose for the programme.	1	Within regular programs assessment there is no assessment of learning environment and support services which in their turn are absent, and their functions are performed by faculty deans and teachers
3. Collection and analysis of information on graduates demand at labor market, and applying of this analysis results is performed in the university.	1	Collection of information on graduates demand at labor market is done via informal communication with employers.
4. Programs are regularly assessed and reviewed with involvement of students and other stakeholders.	1	Employers are not involved in programs review

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7 If the university considers everything mentioned above, the score is 2 points, if not everything considered - 1 point, if nothing considered - 0 points

Criteria evaluated	Marks	Evidences provided
5. Collected information is analyzed, and program is brought in line with up-to-date requirements.	1	Employers do not participate in program content revision, so it is hardly possible to bring the program in line with up-to-date market requirements.
6. Changes made are published.	1	UMG web-site is in the process of filling in.
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	5	

Recommendations

1. Provide reports on conducting of internal monitoring procedures after one year.

2. Include questions related to learning environment assessment in questionnaires for students and teachers. Based on survey results, improvement of learnining environment is needed.

3. It is required to prepare package of documents regulating collection of feedback from employers with regard to UMG graduates and professional competences which require mastering.

4. It is necessary to approve educational programs with employers on official basis. For that, development of documents package regulating involvement of employers in educational programs analysis is required.

10. Cyclical external quality assurance

Criteria evaluated	Marks	Evidences provided
1. The university should regularly go through external quality assurance procedures in accordance with European standards and Guidelines.	2	The report on going through the previous procedures in ANQA was provided.
2. [8]The university should ensure, that the progress achieved from the date of the last external quality assessment procedure was considered in the process of preparation for the forthcoming procedure.	1	University internal documents do not contain the possibility of provision reports on the previous procedures within current procedures.
Total marks *Marks for reference:* Criterion compliant – 2 Criterion partially compliant – 1 Criterion non compliant - 0	3	
Recommendations		
1. Note down in university internal documents the possibility of provision of reports on the previous procedures within current procedures.		

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[8] Here it is necessary to assess to what extent the university documents state, that in the process of preparation for the external quality assurance procedure internal documents of the university have adopted recommendations of reviewers, and self-assessment report should contain the progress from the date of the last external quality assurance procedure

6. Statement of compliance with criteria and requirements of multi-standard model
General conclusions for alignment with GOST R ISO 9001:2015 standard

Based on reviewers' assessment, UMG is partially compliant with standards of GOST R ISO 9001:2015 series.

Based on emphasized general recommendations of reviewers UMG leaders should pay attention to improvement of quality management system performance, improvement of University web-site, and improvement of cooperation with employers.

General conclusions for alignment with EFQM model

Based on reviewers' assessment, UMG is substantially compliant with EFQM model.

Within assessment based on EFQM quality standards model, reviewers prepared recommendations to UMG leadership. Interaction with employers, improvement of internal quality assurance system, and creating of digital and electronic environment in the university were recognized as development areas by reviewers.

General conclusions for alignment with ESG criteria

Based on reviewers' assessment, UMG is substantially compliant with ESG criteria.

Within assessment for UMG alignment with ESG criteria, reviewers provided recommendations which are mostly related to three largest areas of UMG activity improvement, namely: interaction with employers, resource base, construction of internal performance processes including work of internal QAS.

General conclusions for alignment with multi-standard model

In average, the university is substantially compliant with all three criteria bases.

Based on reviewers' assessment results by three criteria bases it is clear, that in general the development of UMG is rather sustainable. The university position is rather stable at educational services market with regard to the certain amount of the student population. The university maintains communication with employers, web-site and internal quality management system are being developed. UMG management is strategically thinking by going through the similar international accreditation procedure in the foreign agency.

At the same time, development areas in the university are present. Working on mentioned areas will allow UMG moving into a higher quality level of educational services provision.

As could be seen from reviewers' assessment, these areas of development were identified during assessment from two different sides: processes and results. This allows surely state that work with identified areas of development will improve the UMG activity.