

**NATIONAL ACADEMY OF SCIENCES OF THE REPUBLIC
OF ARMENIA**

INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER



QUALITY ASSURANCE HANDBOOK

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EDUCATION QUALITY ASSURANCE AND MECHANISMS POLICY IN THE INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER (ISEC) OF NAS RA

CONCEPT PAPER ON QUALITY ASSURANCE OF THE INTERNATIONAL SCIENTIFIC AND EDUCATIONAL CENTER OF NAS RA

1. INTRODUCTION

1. APPLICATION FIELD

The quality assurance concept of the International Scientific-Educational Center (hereinafter the Center) of NAS RA is aimed at implementing the pan-European education development and quality assurance (QA) policy adopted by the Republic of Armenia. It defines the scope of general requirements and principles of quality assurance, validation, monitoring, as well as its organizational system in the Center.

The Concept Paper is a part of the regulatory framework to ensure the educational activities of the Center. It is the basic regulatory paper of the higher professional education quality system together with internal quality assurance policy in the Center.

2. REGULATORY FRAMEWORKS

The following regulation has been developed to operate on the basis of regulatory documents:

- RA Law “On Higher and Postgraduate Education”,
- National framework of qualifications in RA,
- European standards and guidelines for quality assurance in higher education in European Higher Education Area (EHEA),
- The Center’s Charter,
- The Center’s Strategy plan,
- State accreditation procedure of educational establishments implementing professional study programs in RA and their specializations,
- Professional education accreditation standards approved by RA governmental resolution N 959-N on June 30, 2011,
- Decisions of the Center’s Scientific Council.

GENERAL PROVISIONS

Guided by the fundamental documents of the Bologna process, the objectives to increase the effectiveness and competitiveness of educational services at domestic and foreign markets and to provide high quality education for students and graduates, the Center has adopted a policy promoting its educational activities and quality and competitiveness of its educational services provided to public.

The education quality is viewed not only as the Center's strategic goal to create a knowledge-based society and to provide quality education services, but also as a strategic tool in conditions of internal and external factors and that of competitive environment to promote the Center's activities in the international arena. The compliance of the education services with the adopted strategic plan is the Center's objective.

The Center highlights the creation and provision of such study programs and services that are designed to meet the international, national and public needs in RA and in accordance with the changes of economic and public demands at the international level.

The Center's stakeholders are as follows;

- Students
- Academic society
- State
- Society
- Employers

The quality assurance of the Center is implemented through the policy on quality management system adopted by the teaching and administrative staff of the Center by conducting relevant work planning and organization.

The quality assurance, approval and monitoring in the Center is conducted in a coordinated manner including the Center's staff, students as well as that of external stakeholders (especially employers).

3. QUALITY ASSURANCE OF THE ACADEMIC ACTIVITIES

The Center's general objectives in the quality assurance, validation and monitoring are as follows:

- To establish a regulatory and institutional basis and ensure administrative support for the Center and that of the external assessment of study programs and accreditation, to ensure connection between the internal and external quality assessment procedures;

- Provide study programs meeting the professional standards requirements;
- To ensure uniform quality standards in keeping with QA processes in all the main areas of the Center's activities;
- To encourage and provide research, teaching and learning;
- Provide the modernization of learning outcomes, develop professional and transferable skills in accordance with labour market requirements;
- Identify students' and graduates' satisfaction with education, their suggestions and comments;
- Ensure compliance with awarded qualifications within the National Qualification Framework;
- Ensure the reliability, efficiency and transparency of study programs assessment;
- Improve development and review processes of study programs, facilitating the assessment of teachers by study programs and employer feedback through peer review;
- Enhance the quality of teaching and learning by introducing new teaching methods, computer technologies and improving the professional quality of the teaching staff;
- Through feedback respond to comments and suggestions received from stakeholders to improve the quality of educational services and processes;
- Ensure the accountability between the internal and external stakeholders of the Center;
- Ensure the development and applicability of knowledge through research;
- Ensure the implementation of the requirements of "National Center for Professional Education and Quality Assurance" to improve the quality of qualifications awarded;
- Enhance the attractiveness of the Center as an institution conducting higher and postgraduate education ensuring high-quality professional education for students and applicants;
- Enhance the Center's attractiveness as a workplace providing potential and high level for the organization of academic activities of the faculty and administrative staff;
- Establish and strengthen relations between national, regional and international QA agencies and that of QA Departments of other higher education institutions.

To achieve the above-stated objectives effective monitoring and quality assurance procedures are being developed and introduced to implement the Center's mission and make realistic and prudent decisions promoting the efficiency of educational services.

In applying the quality assurance policy and developing the concept provisions, the Center is guided by the following principles:

- ✓ Involvement (the Center highlights the involvement of all stakeholders to improve the quality assurance processes, particularly the involvement of the representatives of the Center's student body in QA committees and QA monitoring processes).
- ✓ Accountability and transparency (the Center will ensure stakeholders' access to available information, its accuracy and importance. The current website of the Center will be updated regularly with the information on study programs. All the divisions involved in the education process of the Center will simultaneously submit an annual report of the conducted work. The latter will be placed on the Center's official website).
- ✓ A team approach (the quality assurance system, procedures, mechanisms operating within the Center will be available for observation, study and feedback of the interested representatives of the Center's structural divisions, which will build partnership and team approach atmosphere towards the quality assurance).
- ✓ Establishing a value system (the Center will establish a quality assurance value system and culture by means of appropriate procedures and processes which will be implemented consistently in all the structural divisions of the Center).

The specific objectives and directions of activities (both long-term and short-term) in the Center's education quality assurance are approved by the Scientific Council and prescribed in the Center's strategy and development programs.

On the basis of the quality assurance concept the Center develops regulatory and methodological acts forming the normative basis of the higher educational institution in the quality assurance.

4. QUALITY ASSURANCE PROCESSES

Quality assurance processes are based on the European standards and guidelines for quality assurance in higher education and that of the accreditation standards for tertiary education approved by governmental resolution no 959 in 2011, June 30.

The processes include:

- Quality assurance policy and procedures, approval of study programs and awarded qualifications, monitoring and regular review (program development and implementation permits, monitoring of the program process, final evaluation and review of the program.)

- Development, implementation and continuous improvement of internal quality assurance processes, definition of internal quality assurance standards and criteria meeting the European requirements;
- Student assessment system (diagnostic, current and final);
- Implementation of QA processes in all the divisions of the Center aiming at providing administrative support, coordination and control;
- Ensure the quality of the teaching infrastructure (assessment of the teachers' activities efficiency by students, ranking and encouragement system);
- Collaboration with the “National Center for Professional Education Quality Assurance Foundation” of RA;
- Transparency of QA processes and procedures, participation of students, graduates, main employers and internal experts in it;
- Center's institutional and/or program accreditation, organization of internal auditing process, further activities planning and control;
- Provision of necessary educational resources;
- Availability of information systems;
- Availability of public information.

5. BASIC CONCEPTS USED IN THE HANDBOOK

- Assessment – quality assurance systematized analytical processes leading to conclusions and/or recommendations about the TLI or study program;
- Self-assessment –a self-assessment (internal audit) report summing the factual evidence collection, surveys with students and graduates, discussions with students and teachers;
- Expert assessment – assessment process regarding the efficiency, quality and provision with human resources of TLI or study program carried out by external experts;
- Program development permits –new educational program approval process of the Center's educational division;
- Program approval – new study program development quality and program team capacity assessment process meeting the requirements of TLI;

- Program monitoring – a process regarding the program effectiveness observation and dissemination of advanced experience to achieve the identified objectives and expected learning outcomes and reveal problems in connection with the teaching quality;
- Regular program review – a decision making process regarding the standard requirements and objectives fulfillment to implement TLI’s complete learning program cycle with actual teaching quality evaluation results and program continuous appropriateness or changes in the program;
- Criteria – specified requirements and conditions for the Center’s study program quality assurance and evaluation necessary for accreditation or licensing;
- Standards –reference standards characterizing the level of implementation of standards and/or specific problems;
- Qualification descriptors – formulations defining the qualification outcomes corresponding with the higher education level and their basic differences;
- Educational standards – a document defining quality requirements needed for the graduates to award qualifications regarding the compulsory minimum content of the study program, maximum learning load capacity of learners;
- Study program profile – distinctive characteristics description based on specific objectives showing the correlations between the framework of educational qualifications granted at the completion of the study program and the working environment;
- Quality – “goal compliance”, “objective equivalence”, “quality improvement of process and activity results” grounded and equivalent to the educational problems within the framework of TLI and its program or course;
- Quality assurance – quality assessment, control and continuous improvement process regarding TLI and its study program;
- Quality audits– external authorized body to control and evaluate the availability of internal procedures of TLI and its study program quality assurance, their equivalence to the objectives and factual implementation;
- Quality assurance internal system - management system implementing the quality assurance policy and tasks of TLI and its study program by means of established procedures and mechanisms;
- Quality improvement – continuous quality improvement process through management;
- Quality expertise – actual process of external quality assessment (examination) of TLI and its program;

- Quality management – the complex of activities being implemented regularly within the framework of TLI or study program aimed at improving the quality;
- Quality control – internal or external quality controlling process of TLI or that of study program;
- Quality policy – a formulation officially expressing TLI’s general intentions and principles in quality assurance;
- Quality culture – a system of universally acceptable and integrated principles typical for organizational culture or management system of TLI;
- European standards and guidelines for quality assurance – pan-European official document worked out by ENQA and approved in Bergen summit in 2005 for internal quality assurance and external assessment in higher educational institutions as well as that of quality assurance agencies which includes appropriate standards and guidelines;
- Accreditation – a process officially recognizing specialists training quality compliance according to minimum standards or criteria determined as a result of quality assessment of higher educational institutions and that of study program by the government (or public organization), consisting of self-assessment, appropriate report making, expertise and evaluation, as well as assessment report making phases;

6. QUALITY CONCEPT IN ISEC NAS RA

The quality as a principle of objective compliance underlines the need for matching or complying with universally accepted standards. The core principle of action is the efficiency of procedures aimed at the implementation of the objectives of the Center and its study programs. The basic guides of the “objective compliance” model for quality assurance are the Center’s mission, objectives and tasks, which are defined by results planning, monitoring and measurement frameworks.

In the QA system of the Center as quality standards are – “objective compliance” and relevance of the chosen objective, taking into consideration of all stakeholders’ expectations and requirements – “adequacy of objectives”. It’s possible to ensure all these standards in conditions of compliance, consistency and harmony with international education standards and labour market requirements.

7. QUALITY ASSURANCE PRINCIPLES OF ISEC NAS RA

The Center's QA policy is based on the following universally accepted principles:

1. System approach – all the activity areas of the Center (educational, research and administrative) are subject to assessment and accountability;
2. Centralized regulation – all the educational divisions during their activities use established uniform regulations intended for procedures and assessment standards for QA processes. The main coordination role of all these activities belong to the Scientific Council (SC), which implements planning of specific activities, controls QA procedures and outcome discussions, approves regulatory/standard documents and procedures. For the purpose of solving all these tasks the Center has formed a new unit – QA Department.
3. Decentralized implementations of processes – the corresponding Chairs are responsible for educational standards and programs and QA processes. The compliance of QA decentralized processes provides the Center's uniform standards with regulatory and procedural unified basis through QA Department.
4. Self-assessment – the Center's activities assessment is conducted according to their objectives and the level of their implementation. QA implies cyclical implementation of planning, assessment and improvement of all processes. The objectives must be planned and the actions are measurable. The established objectives must be specific, measurable, attainable, realistic and timely (SMART).
5. Improvement – Center's QA system is aimed at promoting continuous quality improvement of processes. Self-assessment, the survey of students, graduates and employers are considered important tools for continuous quality improvement of education.
6. Approach based on benchmarking and evidence – the Center evaluates its achievements in compliance with national and international benchmarks. The Center's QA methods are evidence-based. The information and outcomes of the stakeholders (students, teachers, employers and public) received through feedback serve as a basis for analysis, conclusions and improvement process planning.
7. Increased participation of the staff – the Center encourages the increased participation of both the teaching and administrative staff in QA improvement processes and promotes individual initiatives in QA processes of the educational and administrative divisions.
8. Involvement of students and external evaluators – the complete participation of students, graduates, and employers in QA processes is the basic recommendation for

the efficiency of the system, which is also a European standard requirement. The intended forms of their participation in different areas are as follows: a survey of students on teaching efficiency, graduate satisfaction survey with their education received in the Center, a survey of employers on satisfaction with graduates, self-assessment of Center's activities and study program processes.

9. Interconnectivity of internal and external QA processes –the internal quality assurance is the basis of the external assessment and is built according to the standards and procedures of the latter. The self-assessment of the Center's infrastructure and study program are the main interconnecting links of internal and external QA processes.

In order to introduce QA system of education and implement the above-stated objectives and principles the Center should:

- Develop, implement and continuously improve internal quality assurance processes, determine internal quality standards and criteria in compliance with European standards;
- Develop QA regulatory, procedural and standards documents for ISEC;
- Systematize, control and provide administrative support for the implementation of QA processes in all the divisions of ISEC;
- Carry out regular monitoring, exploration and analysis providing documented information on education, research to improve the services provided to students;
- Organize ISEC institutional accreditation self-assessment process, conduct action planning and control;
- The factual information and analysis should point out the drawbacks in different levels and the best experiences will serve a basis for them to be involved in the Center's annual improvement program;
- Implement clearly directed activities to form quality culture in the Center;
- Create a favourable environment for the administration, teaching staff and the students of the Center providing professional development, teaching and learning new skills and knowledge acquisition;
- establish accountability and transparent management system where the students, faculty teachers and administration can participate in QA processes according to their professional areas providing opinions and suggestions for the improvement of quality procedures and processes;

- Collaborate with ISEC Scientific Council, Student Council and QA responsible staff of ISEC Chairs located in Academy institutions and support their work;
- Direct the structural division activities and resources to the implementation of QA processes and system improvement.

8. OBJECTIVES AND TASKS OF QUALITY ASSURANCE SYSTEM AT ISEC NAS RA

The main objectives of ISEC QA system:

- Ensure high activity standards for all the key divisions of the Center;
- Create a regulatory and institutional basis for the external quality assessment and accreditation of the Center's and its study programs, create ties between the internal quality assurance and external assessment processes;
- Promote the continuous implementation of the education quality and the development of quality culture in the Center;
- Assure the Center's stakeholders and external evaluators that the Center's adopted QA policy and the system are effective;
- Ensure the Center's education QA accountability before students, employers, founder and other funding organizations;
- Assist to strengthen the relations between national, regional and international QA infrastructures and that of higher educational institutions;

The Center's QA system tasks are as follows;

- Support the implementation of the requirements of the educational standards and that of the continuous improvement of study program quality;
- Establish conditions for both self and external assessment of study programs quality and that of accreditation;
- Develop QA accountability procedures and implement relevant processes;
- Ensure transparency for QA procedures and processes and participation of students, graduates, employers and external experts in them;
- Develop promoting mechanisms and necessary prerequisites for the continuous improvement of education quality;

- Ensure compliance of Center's study program quality with stakeholders' expectations and labour market requirements.

9. THE QUALITY ASSURANCE POLICY OF ISEC NAS RA

The International Scientific and Educational Center of NAS RA (hereinafter Center) emphasizes the importance of the quality assurance at all educational, research, infrastructural (institutional) levels. The Center in quality assurance processes and procedures is guided by:

- RA Law "On Education";
- RA Law "On Higher and Postgraduate Professional Education";
- Center's strategic development principles;
- European and national QA standards and criteria;
- Analysis of the results of the work done over last years.

The quality policy is the declaration of the Center's objectives, tasks, as well as that of strategic principles and values in the field of education quality. The education quality assurance is on the Center's agenda of study program priorities, which with its interwoven science and education system is the main pillar for knowledge creation, development and transfer.

- The quality assurance policy implementation requires specific procedural direction;
- Through QA policy the Center establishes the principles, guidelines of QA infrastructural implementation processes, QA distinct system defining the structure and procedures of QA system;
- The Center's quality assurance policy objective is to introduce a QA authorized transparent and reliable system based on the activities results and internal and external assessment of processes;

The Center's quality assurance policy tasks are as follows;

- To promote the implementation of the Center's mission in compliance with strategic objectives and tasks;
- To ensure QA policy and strategy compliance with Center's mission, strategic objectives and tasks;
- To create regulatory and institutional basis for internal and external quality assessment and accreditation of ISEC and its study programs;

- To provide the Center's administrative staff and interested representatives of the structural divisions with instructions for the purpose of the development and introduction of internal quality assurance procedures;
- To maintain the uniform quality standards, synchronize and implement QA processes in all the major areas of ISEC activities;
- To provide guidelines for the development and implementation of the internal quality assurance processes and procedures;
- To carry out instructions that insure quality assurance compliance with international standards of education and provide guidelines meeting the European requirements;
- To promote the culture of continuous quality improvement and its further development, ensure prerequisites for creation of quality culture;
- To reveal strong and attention-deserving areas of the Center's activities for the continuous improvement from both long-term and short-term viewpoint;
- To strengthen the role of QA Department regarding QA and management;
- To maintain the available achievements in the scientific and educational field and to implement a high quality education at the postgraduate level;
- To promote and foster the integration of research, teaching, and learning processes ensuring students' participation in them;
- Through regular reviews to continuously improve QA system, upgrade and update QA functions, procedures, standards and related official documents,
- Through the quality assurance flexible procedures and mechanisms ensure the integration of the Center into the European higher education area,
- Establish and strengthen ties with national and international QA agencies and QA Departments of other higher educational institutions.

10. THE BASIC AREAS OF QUALITY ASSURANCE OF THE CENTER

The processes, standards and procedures involved in the Center's system should provide an opportunity to assess the quality of the following areas:

1. **Study programs and courses:** The development and implementation of the study programs are assessed in accordance with the guidelines and procedures. The implementation quality of the Center's study programs and compliance with the established objectives is intended to carry out in line with "Ongoing Monitoring and Regular Reviewing of Study Programs at ISEC NAS RA" regulation. The primary objective of the study program monitoring is the assessment of the program implementation quality and resource use, and the objective of the regular reviewing is the promotion of the Center's mission and strategic objectives and the qualification recognition.

The program review process intends to include both quantitative and qualitative analysis. The quantitative analysis implies digital data collection and analysis of the program. These data are presented in the self-assessment report. The qualitative analysis consists of two parts: self-assessment which is conducted by the division implementing the program and assessment- carried out by the external expert group.

2. **Faculty staff:** The quality assessment of the faculty staff includes qualification, research work, scientific and educational activities, and continuous professional development standards. The minimum standards for the engagement in qualification, research work and continuous professional development processes are determined by the Center's Scientific Council. While developing the requirements/criteria of the teaching staff, the competitive selection regulations and procedures of the faculty are taken into account.
3. **Teaching and learning:** The quality assessment of teaching and learning includes:
 - Lesson audition by the Head of the Chair, reciprocal class audition;
 - Exchange of best experiences;
 - Teaching portfolios, learning materials;
 - Assessment of both the course and teaching quality by students;
 - Qualification development of the teachers and professional qualifications;
4. **The assessment of students:** A unified mechanism of current (midterm) and final assessment of students is available in the Center. The Chairs provide transparency of students' knowledge assessment as well as that of supporting procedures ensuring the

impartiality and reliability of the students' knowledge assessment. The QA system also includes the assessment of support services provided by Chairs to students.

5. **Resources and infrastructures:** The quality assessment of resources and infrastructures includes the availability and adequacy measurements of auditoriums, library, reading-hall, IT facilities, educational laboratories and equipment;
6. **Research activities:** The Center's research activities are implemented through the research institutions of NAS RA system. The quality assessment of the research activities covers the following areas:
 - Long-term strategy, short-term programs expressing the Center's interests and ambitions in the research area, the management of research activities;
 - Internationalization of the research activities;
 - The research potential of the Center's Chairs;
 - Relevance of the Center's research infrastructures;;
 - Funding volumes of research grants according to separate divisions;
 - Interconnectivity mechanisms of the research activities and educational process;
 - Academic publications;
 - Opportunities for research outcomes

Public involvement: For the purpose of recognition of its activities the Center supports the intellectual, educational, scientific and cultural progress of the public. In this regard, the assessment of educational service quality includes:

- Assessment of relations with public, publishing materials, forms and means of information dissemination, targeted PR activities, public opinion poll about the Center, Center's involvement in programs aimed at public needs etc.
- Lifelong learning system - continuous education and training courses, opportunities for the continuation of education in the Center for the Center's students, graduates, teachers, public servants and wide masses as well as other opportunities.

11. THE ORGANIZATIONAL STRUCTURE OF THE QUALITY ASSURANCE SYSTEM

The internal quality assurance is within the responsibility of each member of the Center's faculty and administrative staff and an integral part of their daily activities.

STAFF RESPONSIBLE FOR THE INTERNAL QUALITY ASSURANCE

- ✓ The Center's director is responsible for the implementation of the quality assurance policy of the Center.
- ✓ The QA Representatives Committee adjacent to the Center's Scientific Council is in charge of studying the recommendations, revision, introduction and discussion of regulatory, procedural and standard documents and study programs directed to the improvement of the QA policy and concept paper and to submit them to the Scientific Council for approval.
- ✓ The education quality assurance department is responsible for QA policy and concept implementation and that of the monitoring, revision and improvement of QA processes.
- ✓ The department collaborates with the Chair staff member in charge of QA, QA Committee and the Committees of the Chairs;
- ✓ The Center's Chairs staff members in charge of the quality management are responsible for the professional education quality in the Chairs and the revision and monitoring of operating programs, the discussion of new study programs and the control of consistent implementation of decisions;
- ✓ **The QA representative of the Chair** is responsible for the implementation of the quality assurance and revision functions within the Chair and the organization of the study program introduction process collaborating with other structural divisions of the Center for the purpose of data collection and transfer;
- ✓ **Ad hoc committees** are responsible for the development, revision and improvement of the study programs, the specifications, plans, learning outcomes, necessary procedures and the regulations. The ad hoc committees are formed by the Committee of the Chair.

MONITORING

The Department for Education Quality Assurance is responsible for the implementation, monitoring and revision of the Center's quality assurance policy, procedures and processes.

The organization of the educational processes, as well as at different institutional levels the management processes are being monitored during the whole academic year by means of appropriate tools. For the purpose of monitoring and revision the Department for Education Quality Assurance cooperates with all the structural divisions of the Center to collect and develop information. The results are summarized at the end of each academic year. Appropriate

recommendations, suggestions and activities are developed for the purpose of correcting deficiencies and disseminating the best practices.

12. ISEC QUALITY ASSURANCE PROCESSES AND PROCEDURES

The Center's QA procedures ensure QA policy-driven process planning, their coordination and implementation.

The Center's main QA processes and procedures according to fields

The study programs set by ISEC

10. Are developed in compliance with European and national higher study program quality frameworks;

11. Meet the requirements of the corresponding professional state institutions and legislation;

12. Are regularly revised to ensure the state of the art and relevance;

13. During the development, monitoring or reviewing processes of the educational standards the feedback results of both internal and external independent experts are used taking into account the opinions of stakeholders and employers;

QA of study programs:

14. The study programs have clearly defined and published objectives, expected learning outcomes and teaching, learning and assessment methods and technologies;

15. The study programs are based on planning, development, required documentation, their examination, official approval, long-term monitoring, regular assessment and reviewing procedures and that of students' and graduates' feedback mechanisms;

16. Students are involved in ongoing monitoring and regular reviewing processes (regular survey of students, education quality annual satisfaction surveys, quality assessment of the contents of study programs and courses, teaching methods and program implementation);

17. In program quality assessment processes the opinions of the external evaluators are taken into account;

18. In the process the attention is focused on those programs, where there is a risk of quality decline (regular low level of programs).

Students' assessment: Subject to assessment:

19. Acquisition results of course and individual learning modules (midterm and final exams);

20. The program's learning outcomes (final attestation in the form of defense of Master's thesis).

Annual student surveys and regular teaching staff surveys are carried out for the assessment of the efficiency of the criteria, forms and methods used during the assessment process.

QA of the teaching staff activities includes:

21. The efficiency of the faculty (the teaching staff) activities is assessed by two components: teaching and research. Individual standards are determined for each of these components;
22. Assessment of the teachers by students (student survey on the teaching efficiency), assessment of teachers by the Head of the Chair, colleagues, peer assessment.
23. Encouraging the training process of the teachers and continuous improvement of the professional qualification;

QA educational resources and support services: Regular implementation of:

24. Assessment of the qualitative and quantitative compliance of learning resources with the study program requirements;
25. Identification and assessment of the educational and personal requirements and needs of students;
26. Quality assessment of learning and support services based on students' quality satisfaction annual surveys;
27. Effectiveness assessment of opportunities using library, reading-rooms and computer labs and that of internet access, equipping and furnishing of auditoriums and laboratories, consulting and other support services;
28. Quality assessment of support services rendered to the educational divisions and infrastructures.

The assessment of research activities is implemented through the activities assessment of ISEC Chairs located in research institutions of NAS RA

29. The number of the faculty staff involved in research projects;
30. The number of the research staff;
31. The involvement of students in research activities;
32. The number of scientific publications.

Public involvement assessment

33. The number and volume of published materials about the Center;
34. The effectiveness of information dissemination about the Center;
35. The results of the public opinion study on the Center.

13. ISEC QUALITY ASSURANCE HANDBOOK AND INFORMATION SYSTEM

ISEC QA documentation and the information system include QA handbook containing:

36. General description and the institutional structure of QA system;
37. QA policy goals, tasks and strategy fundamental provisions;
38. QA principles, functions, procedures and distribution of responsibilities between different managing levels and infrastructures; the interaction with other ISEC managing bodies;
39. The brief description of QA main processes and the quality assessment procedure package;
40. QA regulations and methodological materials on the implementation of separate QA processes;
41. ISEC educational standards formulations;
42. Other materials necessary for the implementation of ISEC QA system.

It is intended to include online resource database in QA and accreditation:

43. All the official documents related to ISEC QA system- the QA concept paper, QA handbook, study programs, as well as documents regarding the assessment of the faculty staff, students and other documents concerning the learning resources quality and evaluation;
44. All the statements and reports on the implementation results of QA processes;
45. Self-assessment analytical reports and related documents prepared for the institutional and program accreditation;
46. Sample forms and minutes of different surveys and activities;
47. Other related materials and documents on the system's information providing.

14. CONTINUOUS QUALITY IMPROVEMENT

The continuous quality improvement is the most important component of the Center's policy. It provides a continuous and sustainable improvement of the learning process quality in compliance with the changing requirements and needs of students and labour market. It aims to create and apply support mechanisms for the sustainable and continuous improvement of the learning quality as well as to establish preconditions for the fundamental development of the quality culture.

The following QA processes form the basis of ISEC continuous quality improvement strategy:

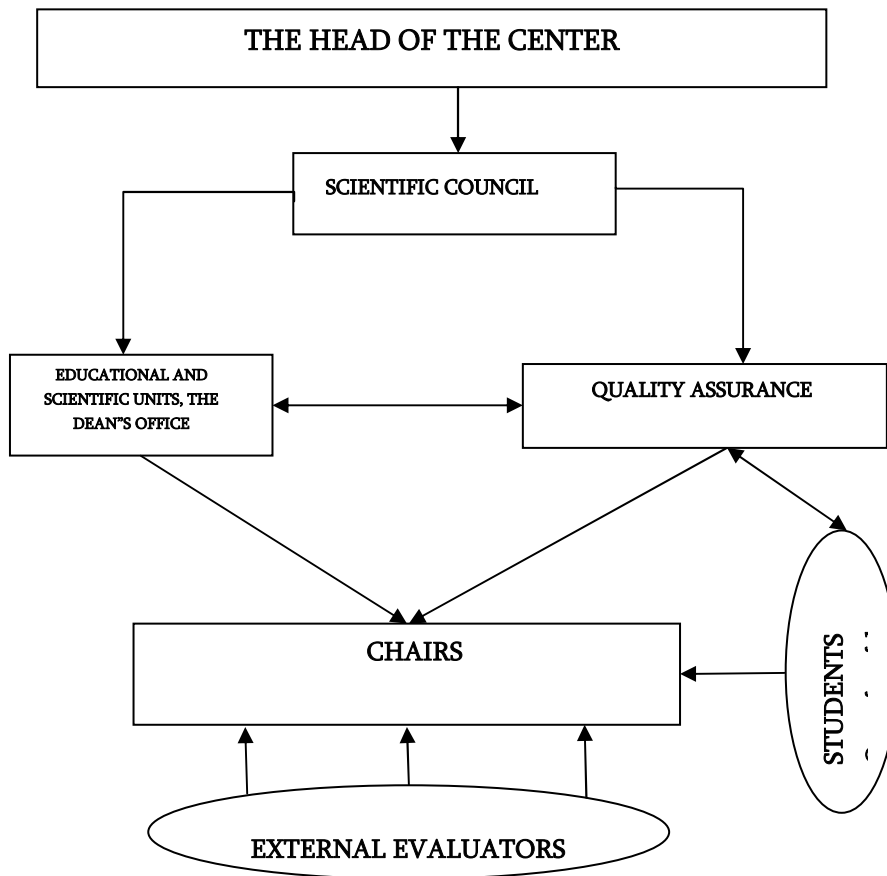
48. The regulation, monitoring and regular reviewing principle;

49. Quality monitoring reports, students, graduates and employers feedback and graduates employment statistics accounting principle;

50. Cyclical principle of continuous quality enhancement action mechanism.

The continuous quality enhancement mechanism is based on a four-phase process:

1. Planning-the main tasks and measurable expected outcomes are set;
2. Implementation – all the necessary actions and activities aimed at the achievement of expected outcomes;
3. Evaluation – the factual results are checked, measured and evaluated in comparison with planned outcomes;
4. Improvement- additional activities are developed and planned to correct the gaps and drawbacks and to achieve the expected outcomes during the next phase.



ISEC QA SYSTEM'S ORGANIZATIONAL STRUCTURE

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

24 December 2013 no 54 meeting

CHAIRPERSON

_____ A. SARGSYAN

THE CHARTER
OF THE QUALITY ASSURANCE DEPARTMENT
OF THE INTERNATIONAL SCIENTIFIC -EDUCATIONAL CENTER
OF THE NATIONAL ACADEMY OF SCIENCIES OF RA

1. General provisions

- 1.1. The quality assurance department (hereinafter Department) is an independent structural division of the International Scientific-Educational Center (ISEC) of NAS RA, the main objective of which is the performance of the internal quality assurance mechanisms and the continuous improvement of the quality culture at ISEC system;
- 1.2. The Department operates in compliance with RA legislation and according to NAS RA ISEC charter and this document;
- 1.3. For the purpose of solving the tasks defined by herein the Department cooperates with other ISEC structural divisions and academic organizations;
- 1.4. The Department's activities are funded from ISEC's resources as well as from other sources not prohibited by RA legislation and ISEC charter;
- 1.5. Amendments and supplements to this Charter as well as the reorganization and dissolution of the Department are implemented according to ISEC Scientific Council's decision;

2. The tasks and functions of the Department

- 2.1. The tasks of the Department are as follows:

2.1.1. Development and regular revision of ISEC Quality Assurance (QA) policy and strategy;

2.1.2. Maintaining of unified quality standards, harmonization of QA processes and implementation of ISEC activities in all the main areas;

2.1.3. Education quality satisfaction of students and graduates identifying suggestions and comments;

2.1.4. Ensuring ISEC's accountability for education quality in front of internal (students, teaching and administrative staff) and external (applicants, graduates, employers, state, society) stakeholders;

2.1.5. Establishment of regulatory and institutional basis and administrative support for ISEC and its study programs' external quality assessment and accreditation processes, as well as providing a connection between internal and external assessment processes;

2.1.6. Establishing and strengthening relations with national, regional and international QA agencies and QA departments of other higher education institutions;

2.2. The functions of the Department are as follows:

The Department

2.2.1. Develops, implements and continuously improves the internal quality assurance processes reporting their results, defines internal quality standards and criteria in compliance with universally accepted European standards;

2.2.2. Develops ISEC QA regulatory, procedural and standards documents;

2.2.3. Coordinates, controls and provides administrative support for the implementation of QA processes in all ISEC units;

2.2.4. Ensures transparency for QA processes and procedures and the participation of students, graduates, main employers and external experts;

2.2.5. Organizes the ISEC institutional accreditation self-assessment process, the preparation of a report and the subsequent action planning and control;

2.2.6. Together with the administration coordinates the activities of the Center's divisions during the accrediting body's expert visits;

2.2.7. Cooperates with the "National Center for Professional Quality Assurance Foundation";

2.2.8. Ensures the development of study programs and the implementation of the quality control checking their compliance with established standards;

2.2.9. Prepares QA procedures for the development and approval of study programs, ongoing monitoring and regular revision, coordinates and supports their implementation in all ISEC units;

2.2.10. Organizes regular revision processes of study programs in compliance with QA procedures, checks new and reviewed study programs documentation packages;

2.2.11. Coordinates the self-assessment of ISEC's study programs quality and supports their external assessment and accreditation processes;

2.2.12. Develops and implements teaching, learning and student assessment QA tools (surveys, etc.) and procedures;

2.2.13. Cooperates with the ISEC Scientific Council, the Student Council and QA responsible officials of ISEC Chairs located in NAS RA institutions supporting their activities.

3. The structure of the Department and management

3.1. The Head of the QA Department implements the overall coordination of the Department's activities in accordance with the order of ISEC's Director;

3.2. The Department is managed by the Head of the Department. The latter is appointed and dismissed by the ISEC Director;

3.3. The Department staff list is determined and changed by the ISEC Director according to the Department Head presentation;

3.4. The Department employees are required to maintain the internal work rules, the established work schedules and working instructions;

3.5. Head of the Department:

3.5.1. Plans, organizes, manages and controls the ongoing activities of the Department, participates in the administrative work in accordance with the ISEC Charter;

3.5.2. In ISEC Scientific Council presents corresponding reports, statements and presentations;

3.5.3. Ensures the implementation of the Department's main functions, solves its problems, provides the staff with appropriate instructions and recommendations and carries out cooperation with other units of the Department;

3.5.4. Signs documents prepared on behalf of the Department, within the competences of the Department makes reports prepares references, statements, recommendations and other documents;

3.5.5. In order to solve the Department's tasks calls meetings, if necessary submits a corresponding report and suggestions to the ISEC Director on the work done by different divisions of the ISEC concerning the Department's activities;

3.5.6. Submits recommendations concerning the encouragement, disciplinary sanctions, certification, training of the employees to ISEC Director according to the established order of the Department;

3.5.7. Represents the Department during the external contacts, organizes meetings with the representatives of different organizations and prepares documents relevant to the corresponding cooperation in agreement with the Director of ISEC;

3.5.8. Organizes and controls the paperwork work of the Department as well as conducts activities for the purpose of solving the Department's tasks;

3.5.9. Supports the Chair's accreditation processes;

3.5.10. Organizes the regular assessment processes on students' satisfaction level with the study programs, the teaching staff, the learning process organizational level as well as the employers' assessment on their satisfaction with graduates and the received education;

3.5.11. Regularly organizes workshops on the educational quality assurance, teacher trainings for the representatives of the faculty and the administrative staff;

3.5.12. Within its competences cooperates with government, local self-government and other bodies;

3.5.13. Performs other authorizations according to the law, the legal acts and the given Charter.

3.5.14. Is responsible for the implemented work quality and the proper and effective solution of the Department's tasks.

3.6. The leading specialists of the Department:

3.6.1. Compiles and develops the current survey questionnaire forms in agreement with the Head of the Department;

3.6.2. Implements the students' satisfaction surveys regarding the implemented study programs, the course lecturers and the learning process;

3.6.3. Carries out the annual update of the institutional capacity electronic database (questionnaire);

3.6.4. Conducts graduates' annual satisfaction surveys concerning their received education, as well as implements results collection, summarizes and analyzes the results, presents a report on the assessment of the results;

3.6.5. Regularly participates in QA seminars, the educational training exercises and also in activities conducted between the ANQA and the Center;

3.6.6. Performs translations if necessary;

3.6.7. Participates in the analytical annual report compilation on the quality assurance;

3. 6. 8. Performs other tasks of his superiors that are based on the objectives and tasks of the Department's quality assurance;

3. 6. 9. Helps the Head of the Department in organizational matters (correspondence, copying materials, phone calls invitations etc.);

3.7. Senior inspector (s):

3.7.1. Carries out the annual electronic database (questionnaire) collecting on the institutional capacity:

3.7.2. Participates in annual surveys of students on their satisfaction level with the study programs, course lecturers, the organizational level of the learning process and in entering the data in the database:

3.7.3. Takes part in annual surveys of graduates on their satisfaction level with the received education, collects the results, summarizes and in the form of a report presents to the Head of the Department;

3.7.4. Participates in QA seminars and in the organization of educational trainings as well as that of the activities implemented between the ANQ and the Center:

3.7.5. Performs translations if necessary;

3.7.6. Takes part in the QA annual analytical report compiling process;

3.7.7. Performs other assignments of his superior that are based on QA objectives and tasks;

3.7.8. Helps the Head of the Department in organizational matters (correspondence, copying materials, texts typing, telephone calls, invitations and etc.).

3.8. Computer Network Administrator:

- 3.8.1. Installs and regularizes the servers, installs necessary software, performs backup, saving, archiving processes (at least once a month);
- 3.8.2. Installs and updates the operating systems, the antivirus and other necessary programs, as well as installs and regularizes new software and hardware;
- 3.8.3. Operates and serves the quality assurance module in the electronic system of the Center;
- 3.8.4. Supports the development of electronic questionnaires, coordinates online surveys;
- 3.8.5. Creates users accounts, provides passwords and implements routine services;
- 3.8.6. Supports the faculty and the administrative staff, provides advice on the preparation of electronic materials for their presentation;
- 3.8.7. Carries out a network design and expansion, installation activities, testing, routine servicing;
- 3.8.8. Is responsible for the information and network security, as well as provides internet connectivity;
- 3.8.9. Ensures smooth operation of computers, network and other technical means, fault removal, routine servicing of software and hardware;
- 3.8.10. Teaches skills for working with database and necessary computer programs;
- 3.8.11. Provides advice on the use and acquisition of software and hardware, as well as the use of network resources and the internet;
- 3.8.12. During various events and lectures provides computer and technical equipment and implements routine servicing;
- 3.8.13. Organizes recording as well as photo and video recording, implements their preservation;
- 3.8.14. Printing, copying, scanning and processing of the necessary materials;
- 3.8.15. Implements the registration of computer hardware and other equipment and keeps the current record;
- 3.8.16. Supports in organizational matters (text typing, correspondences, invitations etc.).

PART 2

ISEC EDUCATION QUALITY ASSURANCE RULES, PROCEDURES AND EDUCATIONAL AND METHODOLOGICAL MATERIALS

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

08 April 2014 no60meeting

CHAIRPERSON

_____ A. SARGSYAN

RULES

ON THE ORGANIZATION OF THE EDUCATIONAL CREDIT-BASED SYSTEM PROCESS OF THE NATIONAL ACADEMY OF SCIENCES OF THE INTERNATIONAL SCIENTIFIC -EDUCATIONAL CENTER

YEREVAN - 2014

1. General Provisions

- 1.1 The given rules (hereinafter Rules) define the uniform organizational rules of the educational process of the Master's credit-based study program of the International Scientific -Educational Center (hereinafter Center) of NAS RA;
- 1.2 The Rules involve the organizational procedures of the educational process, knowledge testing and assessment system, academic performance standards, as well as the organizational procedure of the final attestation;
- 1.3 The Rules include certain terms used in the credit system, the description of the characteristics of the system, characteristic functions and procedures.

2. The General Description of the Credit System

2.1. The Fundamentals of the Credit System

The following definitions and provisions of All-European ECTS¹ are adopted by the higher education system of Armenia and in the Master's study program of the Center.

1. **Competence** is the dynamic combination of knowledge, abilities and proficiency, the formulation of which is the main objective of the study program. It can be specific (very special for the given field of study) and general.
2. **Learning outcome** is what the student needs to know, understand and be able to do at the end of the studies. The learning outcome is combined with appropriate evaluation criteria that enables to judge about the learning outcome acquisition according to the course. The learning outcome and evaluation criteria together form the credit granting requirements;
3. **The educational (learning) module** is the smallest, relatively independent unit for which credit is granted. The duration of the educational module is 1 semester with compulsory assessment of learning outcomes. The educational module credits are awarded to the students as a whole rather than in parts.
4. **The ECTS credit** is a universally accepted study load measurement unit expresses by the required learning hours for students to complete the course (educational module) and to achieve its education outcomes that is given to the student as a result of positive assessment of the learning outcomes defined by the course.
5. **ECTS credit** - the most important characteristic features are as follows:
 - The study load defined by the ECTS credit involves students' classroom, extra-curriculum and all kinds of learning activities implemented independently including their participation in lectures, seminars, workshops, laboratory work, internship, graduation work, preparation for exams and their submission, individual research etc.;
 - The credit measures only the student's study load: it does not evaluate the degree of the difficulty of the course or of the educational module, the importance, the study program level or the learning quality (assessment);
 - The credit is given to a student only after meeting the requirements of the learning outcomes assessment threshold criteria determined by the educational module. The student earns the full number of credits intended for the educational module together with the examination results (examination marks or assessment scores);
 - The ECTS credit does not measure the professor's academic activities (teaching) workload. It measures the student's academic performance (learning) volume;

¹European System of Credit Transfer and Accumulation

- The credit does not substitute the assessment of a student with marks, and the number of credits earned by a student is not determined by the received marks (assessment scores);
- The credit does not reflect the quality of the knowledge received by the student, it is measured by assessment.

6. **The credit system** is an education process organizing, learning outcomes evaluation, and accumulation and transfer system through academic credits, in which the appropriate qualification is awarded in accordance with the established curriculum program content and after acquisition of the required credit number.

7. **The ECTS credit transfer and accumulation system** is a pan-European unified credit system, in which the student's full academic load is estimated to be 60 ECTS credits for 1 academic year. It is designed for the European higher education area students to measure the learning outcomes, for official recognition and to facilitate the transfer from one higher educational institution to another.

8. The most important characteristic features of ECTS system are as follows:

- For the successful completion of a semester, the academic year or the full study program a student should earn the required number of credits set by the study program;
- Credits are allocated to all the constituent parts of the study programs that are subject to evaluation: learning courses, educational modules, internships, graduation work etc.;
- The study program and all the conditions describing its individual components such as the objective of the program, the graduation requirements, learning outcomes and assigned credits, learning, teaching and assessment methods etc. are published in advance and are available for their users (students and the faculty).

2.2. The main functions of the credit system:

2.2.1. There are two main functions in the credit system:

a) **The transfer of credits:**

This function implies reflection of the workload of all the courses and educational modules of the study program (curriculum) by means of credits, which makes it possible the transfer process of learning outcomes between programs and higher education institutions measured by credits;

b) **Credit accumulation:**

The implementation of this function implies the existence of gradual accumulation process of educational credits, which is implemented by student's individual study program.

The above-stated functions are characterized by a set of features and accompanied by appropriate procedures.

2.2.2. The main features of the credit transfer function are as follows:

- Module-based study programs, in which the workloads of all the components (courses, educational modules, graduation works, internships etc.) are given in ECTS credits reflecting the student's full study load (classroom, extra curriculum and self-study work);
- An opportunity for mutual recognition of learning outcomes in credits and the transfer of specific number of credits from program to program within the same university or between the host university in accordance with the requirements of admission program.

2.2.3. The key features of the credit accumulation function:

- Educational programs consisting of compulsory and elective courses, the learning sequence of mastering each of them is determined in accordance with the course prerequisites;
- The availability of student's course selection and enrollment procedures;
- The availability of students' individual study programs;
- Selection opportunity for a student in case of more than one specialization depending on the course schedule and/or lecturer's preferences;
- Student learning intensity and, therefore, learning program length adjustment opportunity.

2.3. Student Study Load and Study programs Workload

1. The annual study load of the Master's Degree student of the Center is 1800 hours, which is equivalent to 60 ECTS credits;
2. 1 ECTS credit is equivalent to 30 full hours (classroom, extracurricular and self-study) load;
3. The academic year lasts 40 weeks, 32 out of which are intended for academic classes. The learning process consists of two semesters-autumn and spring and courses in each of these semester last 16 weeks, respectively,
4. The weekly full classroom study load of students makes 14-18 hours²;

²Without additional courses

5. Students enrolled in the full-time educational system should have 30 credits study load (with 10% permissible deviation), and for one academic year-60 credits;
6. In some cases students with high academic performance may have additional study load in accordance with the established order;
7. The total educational workload of a Master student is 120 credits.

3. Courses and Educational Modules

1. The courses or the educational modules involved in the curriculum are presented with provided credits;
2. If needed, extensive courses are divided into individual educational modules lasting one semester;
3. The courses (educational modules) are divided into two main groups according to their acquisition nature:
 - a) Compulsory courses are fixed in certain semesters;
 - b) Elective courses are fixed in the Master's degree study program. The student selects from the offered list.

4. Allocation of Credits

1. The allocation of credits of individual modules is based on the realistic prediction of the average working time (full academic load) required for a student to attain learning outcome according to the module;
2. There is no single connection between the allocated number of credits and the classroom (contact) hours. The number of credits, as already mentioned, also depends on the type of class (lecture, seminar, practical or laboratory classes etc.), the learning, teaching and assessment methods etc.
3. The educational division developing the syllabus (the Chair) plans the student's academic work so that the number of the required hours needed for its implementation corresponds with hourly equivalent of credits intended for the course;
4. The educational module credits should be submitted in whole numbers.

5. Study Program Graduation Requirements

1. For the purpose of receiving the Master's degree at the completion of the study program a student of the Center should successfully complete 120 credits of the academic workload;
2. All students, regardless of the specialization, should collect at least 6 credits from the general study courses and 48 credits from research (including Master's thesis);
3. The remaining credits (up to 66 credits) contents is determined both by the compulsory and elective courses based on the professional knowledge and competences acquisition requirements determined by the Master's program learning outcomes. Moreover, for each program credits are given separately (up to 18 credits for elective courses to carry out an individual learning process in a certain direction).

6. Knowledge Testing and Evaluation System

6.1. The fundamental provisions of the System

1. The system of regular knowledge testing and evaluation operates in the Center, the main implementation objectives of which are as follows;
 - a) During the academic semester with the help of constant knowledge testing and evaluation organize a balanced educational working process, promote the student self-study, during the learning process introduce competitive elements and improve the students' class attendance;
 - b) By means of regular exams and testing introduce diagnostic evaluation elements using the evaluation results by the lecturers and students as a feedback to promote the continuous improvement of teaching and learning processes and to enhance the performance, to improve the effective, reliable and justified assessment taking into account different learning components.
2. **Knowledge assessment (testing) involves the following components;**
 - a) A student participation assessment by means of class attendance;
 - b) Current testing and assessment of course (learning module) subsections and individual tasks on their performance and mastering during the semester (regular exams and tests);
 - c) Final assessment of the course or the educational module during the exam period;
 - d) Integration of testing results-formation of effective course (educational module) assessment based on students' participation level, the current and final assessments;
3. Based on the coarse (educational module) workload, type of classes, teaching methods intended for the professional educational plan and taking into account the course

importance in building professional knowledge and skills, the courses are divided into two groups according to their type of assessment:

- a) Courses with final assessment;
- b) Courses without final assessment.

6.2. Assessment Methodology

6.2.1. All the courses involved in Master's study program are accomplished with final assessment.

1. Along with the final examination taken during the exam period the course intends 2 current (midterm) exams, at least one of them is based on a student's written work and the other on the oral presentation assessment. The type of the final exam is approved by the Head of the Chair based on the course teacher's recommendation.
2. The student's final (semi) assessment (Gr_{eff}) received for the course (module) during the semester is formed according to the following components:
 - a) The activity level of a student participating in the classroom learning process of the course. In case of fully participation a student earns 2 grades. The student's course participation Gr_{part} is determined according to the scale requirements shown in Table 1 (the number of grades given to a student with an individual timetable for his learning course participation is based on his individual work performance).

TABLE 1.

Participation Level (%)	Grade
91-100	2
81-90	1,5
71-80	1
61-70	0,5
< 60	0

Example 1. If a student has 32 classroom hours of learning workload, out of which 15 hours are missed, then his/her participation level will be:

$$\square 1 - 15/32 \square \square 100\% = (1 - 0,47) \square 100\% = 53\%$$

According to the Table $Gr_{part} = 0$.

Example 2. If a student has 12 hours of excused absence and 4 hours of unexcused absence out of 64 classroom hours of learning workload, then his participation level will make up:

$$\square 1 - 12/(64 - 4) \square \square 100\% = (1 - 0,2) \square 100\% = 80\%$$

According to the Table $Gr_{part} = 1$

- b) The results of a student for 2 current (midterm) exams (written work and oral presentation) of the taught subject ($\square Ex_{mid}$), the maximum number of points is 8;
- c) The final exam results (Ex_{fin}) accounts for 10 points.

The course (learning module) final assessment grade is calculated as the amount of points earned as separate assessment components:

$$Gr_{eff} = Gr_{part} + \square Ex_{mid} + Ex_{fin}$$

Accordingly, the course involved in the Master's study program has the following grading scale, where the possible maximum points for separate components are given. All the components are evaluated in whole units³.

Table 2

The assessment component	Gr_{part} .	$Ex_{mid.1}$	$Ex_{mid.2}$	Ex_{fin}	Gr_{eff} .
Points	2	8		10	20

3. The quantitative correlation between the current assessment forms on the distribution of points determines the lecturer delivering course, which is recorded in the course description of the Master's program student learning guide (after the publication of the guide any amendment to the current assessment structure of the course is forbidden).

³The assessment value of one task of the midterm exam is equal to 1 point, and the assessment step - 0.5 point

4. The assessment method described above is applied for only component courses of the educational structure (except for the additional courses). The modules of the research block, including internships, are evaluated in the form of tests. The Master's thesis is evaluated according to the 20-point scale in accordance with the evaluation criterion of the given Rules.

6.3. The Organization of the Current and Final Evaluation

1. The content of the educational material subject to examinations/tests, the examination forms, questionnaires and the schedule, as well as the evaluation methods and criteria are given to students in advance (within the first 2 weeks of the semester);
2. The schedules of current and final exams are drawn up by the Chairs and approved by the Head of the Educational Department. One copy of the approved exams schedule is submitted to the Educational Department;
3. The midterm (current) exams are held in week 7÷8 and 15÷16 of the academic semester;
4. The current tests (mid-term exams) for additional courses are held every 8 weeks. They are held by the lecturer delivering the course in compliance with the approved schedule (student is exempt from classes);
5. The final exams are held during the exam period of the semester - within 17÷20 weeks;
6. After the exam/test the lecturer presents the course exam summary sheet to the Chair;
7. From the moment the examination scores have been publicized the student has the right to appeal the grade to the lecturer or the exam committee. In case of disagreement with the latter, s/he can apply to the Head of the corresponding Chair or the Head of the Educational Department.

6.4. The Evaluation Scale

1. For the assessment of the student learning outcomes a 20-point scale is used in the Center, which is shown below in Table 3:

Table 3

Efficient Grade Point	Mark
18-20	"Excellent"
13-17	"Good"
8-12	"Satisfactory"

0-7	“Unsatisfactory”
0	“Absent”
	“Passed”/“Not passed”

Together with the efficient grade point the corresponding mark is also indicated in brackets in the student’s record book and on the course exam summary sheet. For instance, 18 (excellent).

2.If a student’s efficient grade point for the given course is lower than 8 points or “not passed”, then he is not given credits. For “Passed” student doesn't earn *rating points*⁴, but it does not influence the student’s Grade Point Average (GPA).

6.5. Student Academic Bulletin

1. In order to validate the results of a student’s academic activities and performance for a specific period of time or throughout the study period the Educational Department of the Center together with the corresponding Chair run a student *academic bulletin*⁵ for each student from the day of their admission, where after each examination period the studied courses, modules, earned credits and received final grades are recorded according to their educational modules and semesters. The bulletin reflects the academic achievement quality of a student and the implemented educational workload (the copy of the academic bulletin is attached to the given Rules, Appendix 3).
2. The student’s earned credits are accumulated and signed in his/her academic bulletin and remain in effect throughout the study period, regardless of the fact whether or not the student continues studies or possible changes in the study program.
3. For the purpose of presenting the generalized results of the student’s academic performance, after the semester results they enter the complete academic data in the Bulletin for the given semester and also the complete final data of the preceding period including the following 4 quantitative indicators⁶:
 - Credits towards program (CTP);
 - Credits towards degree(CTD)
 - Honor points (HP)

⁴See Point 6.5 hereof for rating points

⁵The sample of academic bulletin is attached to these Rules (Appendix 3).

⁶See Academic Bulletin in Appendix 3.

□ The Grade Point Average

4. The credits towards program are the amount of the student's earned credits to meet the graduation requirements.
5. Credits towards degree is the sum of credits estimated in numerical values

$$CTD = \square \text{ Credit}$$

6. Honor points are calculated as the sum of the products of the CDP of individual courses (modules) and their efficient grades.

$$HP = \square (\text{Credit} \square G_{\text{eff}})$$

Where G_{eff} is the efficient grade the student earned from the module or the course.

For example, if a student has earned 12, 16 and 19 points from a 5, 4 and 6 credit-bearing courses, respectively, then the student's HP earned from that set of courses is equal to:

$$HP = 5 \times 12 + 4 \times 16 + 6 \times 19 = 238 \text{ 'out of } 300 \text{ possible } (5 \times 20 + 4 \times 20 + 6 \times 20)$$

7. Grade Point Average (GPA): a weighted average indicator of student's progress calculated by the formula: $PA = HP/CTP$

For example, Grade Point Average for the previously observed set of courses will be

$$GPA = 238/15 = 15.87 \text{ out of possible } 20$$

8. Semester (calculated for the given semester separately) and efficient (calculated for the given study period) grades and GPAs are recorded in the Academic Bulletin.

6.6. Academic performance

1. According to the academic performance, students are classified as follows:

Performing, students on probation and students subject to expelling.

2. A student is considered performing if:

- a) has 30 credits from average learning workload (10% permissible deviation);

- b) Has earned all the compulsory course credits intended for the given semester in compliance with the curriculum⁷
- 3. A student is considered on probation, if he has not met any of the conditions specified in the previous clause and is allowed by the Educational Department to participate in exam resitting session.
- 4. A student on probation is granted a chance to correct the drawbacks and gabs and improve the academic performance according to the program requirements.
- 5. According to Master's program students may also be given additional time to resit the course.
- 6. A student on probation is considered to be subject to expelling if he doesn't overcome the probation status within the specified time period. The restitution of the student is done in the same semester keeping all the credits earned during the previous studies.
- 7. The academic performance of students with the same study load is compared by means of their GPAs (when assigning students' allowances, state and other types of scholarships), while the academic performance of students with different study load of the same study program is compared by their honor points.

8. Resitting Examinations and Course Repetition

- 1. According to the established order when determining the student's course participation level, the excused missed class hours are not taken into account, if a medical certificate attesting his/her excused missed classes is submitted within two working days after resuming his attendance;
- 2. Not sitting an exam or a test is considered excused, if according to the established order within 2 working days a medical certificate or an application is submitted to the Educational Department.
- 3. Re-examination of current (mid-term) exams or tests are not allowed during the exam resitting session;
- 4. If a student has not attended the midterm exam or the test for some excused reasons, he can take it within the period before the next midterm exam/test starts (accordingly, the second midterm exam is taken before the start of the final exam, and

⁷ see A) set of courses, point 3.3

the second midterm test before the beginning of the exam session) agreeing with the Educational Department and the course lecturer in advance;

5. If a student has attended the final exam for an excused reason, then he can take it during the exam resitting session;
6. Students not attaining the minimum threshold of 8 points in the final evaluation of the given course should re-take the final exam during the exam resitting session with the chance of earning 10 points according to the set order.

For example, if a student has earned 2 points for the course attendance, accordingly 1 and 2 points for the midterm exams, and 2 points for the final exam, then the efficient grade of the course will be:

$$Gr_{eff.} = 2 + 1 + 2 + 2 = 7,$$

which is below the minimum threshold requirement (8 points). In this case during the exam resitting session the student retakes only the final exam for the purpose of earning 10 possible points with the change of the efficient grade for the final exam. For example, if after the re-examination the 2 points of the final examination increases to 5 points, then

$$Gr_{eff.} = 7 + (5 - 2) = 10$$

7. If the efficient grade of the Master's program is between 5-7, then the re-examination is possible according to the requirements laid down in the previous point. It should be noted that a student may have only one chance to resit the exam for each academic course. Students having earned only 4 or even lower points have to repeat the course of the Master's program;
8. A student, not having passed 2 courses during the first semester of the study program, is given a chance to repeat the courses according to the individual program to continue his study next autumn semester. Those not having passed any of the courses during the second and the third semesters are expelled from the Center;
9. Successfully earned credits are accumulated in the student's academic bulletin regardless of the termination of the study due to poor academic performance;
10. Thanks to the credit accumulation function there is no need to repeat the whole semester for those who have discontinued the study for some reasons and want to continue it.

8. Procedure for Organizing the Educational Part of Master' Degree Program

1. At the beginning of the first semester the student studying in Master's degree program receives from the head of the program an individual study form, where the courses and

modules of teaching and research parts have already been completed with the exception of elective courses.

2. The individual program lists the courses according to academic years and semesters and credits they earn. Master's student's individual study form is in Appendix 1.
3. In the first week of his/her studies the student together with his/her educational consultant completes elective courses in the individual study form, which is then approved by the head of the program and is submitted to the chair.
4. The enrollment of the students on the elective courses for the particular semester is carried out in the relevant chair. All the students must be enrolled till the end of the second week of the semester. After the deadline all sorts of enrollments are stopped.
5. During next semesters, if needed, the student can make amendments to his/her individual study form with the prior consent of the educational consultant and the head of the program. The amendment sheet of the individual study form is in Appendix 2.
6. The amendment to the course can be made upon the initiative of the educational division implementing the Master's degree program, if the sufficient number of students hasn't enrolled on the course.
7. The amendment to the individual program assumes non-attendance of the course, selection of a new course (addition) on the list, the implementation of which is as follows:
 - The consultant cannot attend the selected course with the consent of his/her educational consultant till the end of the second week of the studies,
 - For non-attendance from the third week to the end of the fourth week of the given semester the student must also receive the consent of the course lecturer and head of program,
 - The student can add a new course with the consent of his/her educational consultant and the course lecturer till the end of the second week of the studies.
8. If the students have changed the specialization they got in their Master's degree program, complementary courses can be completed in the first week of the studies. The matter of complementary courses is proposed by the head of Master's program and is agreed with the subject-specific educational division.
9. The student is responsible for the accurate and complete implementation of his/her individual study during the studies.
10. The Center is entitled to withdraw any course in the particular semester, if a sufficient number of students is not enrolled.

9. Organizing Procedure of Master's degree program research component

1. During the first two weeks of the studies, the head of the master's program draws up and provides to students the research plan for the particular semester (the schedule of organizing research modules laid down in the research component of the program).
2. Attestation is applied for checking the performance of research modules laid down in the research component of the program. The attestation of the scientific supervisor's seminar, autonomous research work and internships are carried out by Master's student's scientific supervisor, who hands in the attestation sheet to the chair in person.

3. At the end of the first semester of the studies, the student having failed the attestation of the research module is granted an opportunity to continue his/her studies in the second semester, meanwhile completing the workload laid down in the module. The student having not attested in any research module in the second and third semesters is expelled from the Center.

10. Handbook of courses

1. For each academic year the Center publishes the Center's handbook of courses, (printed or in electronic version on the Center's website), which is also the guidelines of studies with credit system.
2. The handbook of courses plans to make available the information on the study programs implemented at the Center to the students, faculty and administrative staff, as well as public at large, which contains:
 - a) general information about the Center – its status, educational divisions, proposed study programs, the schedule of the educational process, main internal rules (especially on the accumulation of credits, official recognition and transfer, etc.),
 - b) Information about the study programs,
 - General description - awarded qualification, threshold requirements of the entrance, the objectives of the program and planned learning outcomes, opportunities to continue education, the general layout and content of the program, examination rules and assessment procedure, final attestation forms, information about internships etc.,
 - The description of the individual course – name and identification code, teaching semester, credits (including classroom hours per week according to study modes), the tasks of the course expressed in learning outcomes and expected professional and/or transferable knowledge and skills, the brief description of the course (content in brief/ topics), prerequisites, teaching and assessment methods and criteria, language of instruction etc.,
 - c) general information for students
 - Opportunities for financial aid, terms and conditions of reducing tuition fees and compensations, existing student services, learning and laboratory facilities available for students etc.

11. Final attestation of study programs

1. The student's acquiring of professional knowledge and skills relevant to the learning outcomes of the Master's degree program is approved by the implementation and defense of the Master's thesis.
2. The appointment of the scientific supervisor of the Master's thesis and the approval of the thesis topic is carried out in the first semester. The relevant procedure includes:

- Conducting consultations with the head of the study program, where the Master's student's research interests are specified, meetings are held with the thesis supervisors of the particular Master's degree program,
 - Conducting consultations on the selection of the topic with the scientific supervisor,
 - The agreed Master's theses topics and candidacies of scientific supervisors are submitted to the relevant chair (intra-chair committee) for approval, appointment of scientific supervisors and issuing decrees.
3. Preparation and submissions to the chair the Master's thesis topic proposal as agreed with the scientific supervisor by the Master's student for the discussion and approval (in intra-chair committee), which is carried out in the second semester. The proposal shall contain the status quo in the field, the objective of the work, putting forward and defining derivative tasks, their probable solutions, researching methods and list of literature. The work on the thesis is continued in the third and fourth semesters.
 4. The last four weeks of the studies are allotted for organizing the defense of Master's thesis, when it's planned to do as follows:
 - a) the submission of a Master's thesis to the educational division implementing the study program for discussions four weeks prior to the defense. The scientific supervisor's opinion is submitted with the Master's thesis, which shall include the positive opinion on the carried out work,
 - b) the initial discussion of the Master's thesis in the specialized chair (intra-chair committee) with the compulsory participation of the Master's program head, Master's student's scientific supervisor and the Master's student within one week /first week/. In case essential observations are available, the seeker of a Master's degree must supplement and amend the work within two weeks and submit it for additional discussions. As a result of additional discussion and issuing a positive opinion, the educational division implementing the Master's degree program recommends for defense,
 - c) organizing an external review of the thesis by the educational division implementing the Master's degree program and submitting to the intra-chair committee not later than three days before the defense,
 - d) Public defense of the master's thesis at the meeting of final committee and awarding a Master's degree.
 5. The defense of the Master's thesis is carried out in compliance with the procedure set out by RA Ministry of Science and Education.
 6. The assessment of the Master's thesis is carried out by 20-point scale laid down in Fig. 4.
 7. The following scales of assessment scores are laid down in the general qualitative criteria of Master's thesis assessment.

Fig. 4.

Number	Criteria	Maximum Score
1	Scientific novelty	6
2	Extent of Autonomy	6
3	Quality of Formulation	4
4	Quality of Presentation	4
	Total	20

8. The members of the final attestation committee assess the Master's theses in compliance with the sample form (see Appendix 4).

12. Transfer of Credits

- From other HEIs to International Scientific-Educational Center of NAS RA credits of Master's degree programs are transferable for individual courses, set of courses and certain terms of studies (semesters, academic years). The transfer is carried out based on the student's application with the reciprocal agreement of both HEIs adhering to rules of ECTS credit transfer rules.
- From other study programs the credits can be transferred to International Scientific-Educational Center of NAS RA, if the contents are similar or content differences are available, but final learning outcomes are adequate.
- If the Center's student shall study in other HEI a certain period of studies (semester, academic year), the study program for the certain period is the subject of three-party agreement – student, International Scientific-Educational Center of NAS RA and accepting HEI.
- For the transfer of credits and intra-academic mobility of students, the International Scientific-Educational Center of NAS RA appoints an ECTS coordinator, whose main activities and functions are regulated in a separate document (if needed).

13. Service of Educational Consultants

- To support students in studying with credit system the chair organizes the service of educational consultants, which includes specialists well informed about master's degree program(s).
- The number of educational consultants for Master's degree program(s) is set by the Center based on the correlation of the number of students enrolled on study program and the potential of the faculty staff.
- The educational consultant provides educational services for one or several specializations and controls the academic progress of the students during their studies.

8. The consultant presents the educational interests of the students, organizes group and individual consultations in regard with various educational matters, helps them to select courses and draw up individual study programs.

14. Student's rights and obligations

1. The student shall
 - read this regulation on studies with credit system and strictly adhere to its requirements,
 - perform the requirements set for courses and examinations,
 - regularly attends all the courses included in his/her study program.

2. The student is entitled to:
 - select elective courses offered by the Center for the particular Master's degree program in compliance with the requirements of the study program,
 - internal and/or academic mobility for a certain period of time (semester, academic year) to study in another HEI (including foreign HEI),
 - transfer to another HEI (including foreign HEI) as set by the Armenian Government,
 - continue his/her education at International Scientific-Educational Center of NAS RA in compliance with the procedures,
 - apply and receive his/her academic record on substantiated ground for completed or incomplete part of his/her study program,
 - receive a diploma supplement in two languages – Armenian and English together with the final document (diploma) certifying awarded Master's degree and relevant qualifications.

15. Final Provisions

These rules are in force starting from 2012 to organize the education of the students enrolled on the study programs at International Scientific-Educational Center of NAS RA.

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

28 February 2014 no 57 meeting

CHAIRPERSON

_____ A. SARGSYAN

STRATEGY FOR SYLLABUS DEVELOPMENT AT INTERNATIONAL SCIENTIFIC-
EDUCATIONAL CENTER OF NATIONAL ACADEMY OF SCIENCES OF RA

Yerevan, 2014

This strategy (hereinafter the Strategy) has been developed based on the package of the learning materials and is a part of the documentation package, which is used for student-lecturer communication in teaching the particular course. A student shall make an idea from the syllabus about the content, structure, objectives, tasks, methods, “knowledge, skills and abilities” (generic and professional), learning outcomes expressed in terms and assessment methods and criteria. For this reason, the syllabus shall contain exhaustive information about the lecturer, his/her contact data (telephone number, e-mail, web-site) and office hours.

The syllabus is a document of the study presented to student audience, which is prepared by the lecturer given the requirements of the main approved working plan.

MAIN TASKS OF SYLLABUS:

- Defining knowledge, skills and abilities, as well as competencies that a student shall acquire in studying the particular course,
- Prerequisites needed to study the course (to list the courses, which are required to take in prior to taking the particular course, the knowledge, skills and abilities of which are fundamental to study the particular course),

- Defining learning outcomes (knowledge, skills and abilities, as well as competences shall be laid down to describe learning outcomes that will be formed after studying the particular course),
- Course structure and content description,
- Distribution of teaching hours,
- Defining course assessment strategy.

SYLLABUS QUALITY

Syllabus shall

comply with at least the minimum requirements of state educational criteria for higher professional education:

- Reveal the sequence of units of course to be studies and proper deduction units,
- Comply with up-to-date requirements of science, education and teaching,
- Define learning objectives of the course and its place in course system.

SYLLABUS STRUCTURE

- The syllabus structure shall comply with the requirements and criteria of the working program of the course,
- The title page of the syllabus shall contain the following data:
 1. Reference number
 2. Name of Chair,
 3. Name of course,
 4. Index and name of syllabus and specialization,
 5. Author (s), first name, last name, academic degree and title.

SYLLABUS SHALL CONTAIN THE FOLLOWING:

- Short description of course, its features, role and place as a component of professional degree in higher education,
- Level of knowledge and skills a student shall possess to study the particular course,

- Learning objectives and tasks of the course,
- Level of course mastering requirements as a learning outcome,
- Extent of course and student work modes: lectures, seminars, lab and practical works, term papers, essays, home assignment, tests etc, which are laid down in the working plan of the course,
- Assessment modes – current, midterm and final,
- Assessment methodology for current, midterm and final grades,
- Other explanations,
- The syllabus shall contain a learning map in the form of a table, which shows thematic distribution per weeks, teaching methods, learning and assessment forms,
- The course content shall be divided into modules with their sections and topics,
- The syllabus shall contain list of literature, as well as software and technical facilities needed to learn the course,
- The list of literature shall be divided into main section and additional section.

The syllabi are approved in the meetings of the Chairs, all approved syllabi shall be available for student in printed and electronic versions within the week prior to the start of the course and shall be published on the website of the Center.

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

28 February 2014 no 57 meeting

CHAIRPERSON

_____ A. SARGSYAN

EXEMPLARY REGULATION OF CHAIR ACTIVITIES AT INTERNATIONAL SCIENTIFIC EDUCATIONAL CENTER OF NAS RA

I. GENERAL PROVISIONS

1. “_____” Chair of International Scientific-Educational Center of NAS RA (hereinafter the Chair) is guided by RA Constitution, RA Civil and Employment Codes, RA Laws “On Education”, “On Higher and Postgraduate Professional Education”, the Charter of the Center, as well as other legal acts adopted within the competences of the administration of the Center and other relevant legal acts for its activities.
2. This regulation regulates the educational, teaching and research activities of the Chair.
3. The Chair is an individual educational and scientific division of the Center. The Chair organized learning and methodological works with the learners and carried out research within its competences.
4. The Chair ensures teaching process of courses in the specialization of “_____”, coordination of scientific-pedagogical and scientific-research internships of students, organization and implementation of student’s knowledge assessment.
5. The Director and Deputy Directors of the Center, as well as the Dean within his/her competencies control the activities of the Chair.
6. The regulation of the Chair is adopted, amended and supplemented by the decision of the Center’s Scientific Council.
7. The Chair has its own name, as well as it may have its own letter head and symbol.

MAIN TASKS AND FUNCTIONS OF CHAIR

8. The main tasks of the Chair are as follows:
 - To organize and implement teaching and scientific activities,
 - To carry out research in line with the interests of the Chair,
 - To increase the quality of the research works of the faculty,
 - To ensure the integrity of the research, teaching and innovative processes in the Chair,
 - To expand cooperation with other educational institutions in line with the research priorities of the Chair,

- To expand learning resources and to make them available for the stakeholders,
- To establish an electronic database of research, methodological and teaching and learning materials at the Chair,
- To participate in scientific programs,
- To promote running the policy by the Center,
- To increase education quality and to establish effective conditions for student-centered learning.

9. The main functions of the Chair are as follows:

- To hold lessons in line with the syllabi, to coordinate students' internships and master's theses,
- To submit draft curricula for the approval of ISEC Scientific Council,
- To design and approve syllabi,
- To cooperate with the Fundamental Scientific Library of NAS RA to ensure the students with the literature needed,
- To develop and to recommend textbooks, methodological handbooks, guidelines and other necessary teaching and learning materials in line with the specialization of the Chair, as well as to give opinions to the textbooks, guidelines and other necessary teaching and learning materials developed in the cooperation with other Chairs,
- To ensure the participation of the Chair faculty in events in line with their specialization,
- To organize auditions of the lessons and their discussions,
- To implement programs aimed at management, improvement and development of the faculty's scientific potential, professional interests and theoretical-practical research capacities,
- To discuss quality assurance matters in the Chair,
- To study and disseminate the advanced experience of the faculty,
- To hold scientific conferences and theoretical-practical seminars,
- To plan and organize other measures to implement the tasks undertaken by the Chair,
- To submit reports and programs of the Chair activities and letters on the matters of educational process organization to the proper divisions of the Center for each academic year, (on the candidacies of Chairpersons for Final Attestation Examination Committees, rewarding employees, disciplinary liability etc.).

STRUCTURE AND MANAGEMENT OF CHAIR

10. The Chair is presided by the head, who is elected as set by the Center's Scientific Council. The faculty of the Chair comprises of professors, assistant professors, assistant lecturers and lecturers. The administrative staff is also included in the chair. The employment of the faculty, the employment relations between them and ISEC are regulated by RA employment legislation. The regulations between the faculty and ISEC can also be regulated through civil contracts as set by the Armenian legislation.

11. The Head is in charge of the activities of the Chair. The Head organizes and administers the teaching, research and other works of the Chair, represents the staff of the Chair in the relations with the Center and other divisions, as well as with other organizations.
12. The Head
 - Develops the strategy of the chair, its development directions and tasks,
 - Organizes educational process in line with the curriculum and syllabi,
 - Monitors educational process, knowledge assessment, self-study and other works carried out by the faculty,
 - Supervises the procedure of knowledge assessment,
 - Ensures the application of new education technologies in teaching process and exercises proper supervision,
 - Signs proper documents within his/her competences,
 - Ensured the increase in the professional properties of the faculty, organizes reciprocal auditions of the lesson, discussions about new professional literature,
 - Supervises researching process,
 - Projects Chair research priorities according to the curriculum and research interests of the faculty,
 - Organizes the consultation for Master's theses, participates in their defence as set by the procedure.
 - Discusses and submits the annual work plan of the Chair for the approval of the Center's Director,
 - Organizes the admission process of Master's program applicants in line with their specializations,
 - Performs other functions rising from RA legislation and legal acts adopted by the Center administration.
13. Given the extent of teaching and research for the Chair, develops the teaching workload of his faculty in line with the set criteria and submits for the approval of the Center's Director.
14. The educational and scientific issues of the chair are discussed at the meetings, which are held upon the initiative of the Chair or lecturers of the Chair upon demand, but not fewer than five times per academic year. During the meetings of the chair any matter relating to the activities of the chair are discussed and decisions are reached.
15. Only the representatives of the faculty are entitled to vote in the meetings of the chair, where each has one vote and votes either "for" or "against". The administrative staff of the chair and invited people take part in the meetings as deliberative voice. The meeting of the chair is considered to be legally qualified, if over half of the members attend it. The decisions of the chair are adopted with a simple majority of votes. In case of equal votes, the Chair's vote is decisive. The decisions of the Chair can be adopted through questioning the participants (distance voting). The meetings of the chair are recorded by the secretary and signed by the Chair and secretary.

CHAIR COOPERATION

15. During its activities the Chair cooperates:
- with the proper divisions of the Center to organize joint events (conferences, meetings, workshops or other events) and educational process,
 - with relevant chairs of other educational institutions for the implementation of joint programs and for other purposes based on the Center charter, decisions adopted by administration, this regulation and other legal acts or within their frames,
 - with governmental bodies and organizations based on this regulation and other legal acts, as well as given working needs.

FINAL PROVISIONS

16. The rights and obligations of the chair are laid down in the employment contracts and civil contracts, Center charter, this regulation internal disciplinary rules and other legal acts.

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

20 January 2014 no 66 meeting

CHAIRPERSON

_____ A. SARGSYAN

RULES ON ASSESSING QUALITY OF CHAIR ACTIVITIES AT INTERNATIONAL- SCIENTIFIC EDUCATIONAL CENTER OF NAS RA

I. General Provisions

1. These Rules lay down the procedure of assessing the activities of the specialized chairs, the main structural division at the Center (implemented in the frames of regular monitoring of education quality and annual internal audit).
2. The assessment of the chairs is carried out for the purpose of summarizing the outcomes of each academic year aimed at increasing the effectiveness of organizing and implementing educational process, teaching, research and organizational works, training of specialists and faculty staff, updating their qualifications and re-qualification, ensuring learning quality and modernizing educational content.
3. Assessment process is carried out in compliance with the Center's charter and regulations of the chairs, the requirements of legal acts and normative documents and criteria set in this document.
4. Each faculty staff member's work is encountered when assessing the activities of the chair.
5. A report is submitted to the Center's director on the outcomes of the assessment.

I I. Assessment procedure

1. For the assessment of the activities of the chair, at the end of the academic year the Head of the Chair submits to the QA Department the following:

- Chair regulation (if it's the first time),
- Amendments made to it,
- Faculty staff under Table 1

Table 1

----- CHAIR FACULTY STAFF

N	Last Name, First Name	Qualification according to higher education diploma (if scientific degree or title is not available)	Scientific degree	Scientific title	Position	Annual load in hours
1						
2						
3						
4						

- Certificate about the activities of the chair

CERTIFICATE

on activities of -----chair

- Availability of annual working plan of the chair-----
- Annual load of the chair has been drawn up and approved-----
- Number of meeting during one academic year -----
- The content of matters discussed at the meetings:
 - ~ Discussion of curricula-----
 - ~ Development and discussion of new syllabi -----
 - ~ Proposals to make amendments to curricula -----
 - ~ Proposals to establish new faculty staff positions-----
 - ~ Discussions aimed at increasing the effectiveness of teaching process -----
 - ~ Seminars in the frames of public defences -----, reports -----
their discussions-----/if such function is planned/
 - ~ annual reports and discussions of the faculty staff,
- Information about trainings, qualification update, requalifications of the faculty staff
- Scientific reports-----, reports-----, articles -----
- Published papers-----, articles-----, textbooks-----, handbooks----- ,
methodological guidelines-----, monographs-----, journalistic articles ----
- The participation of the faculty staff in conferences -----
- Methodological and scientific seminars -----
- Studying the increase in the effectiveness of internships and making proposals-----
- Studying advanced experience-----
- Lesson auditions, reciprocal lesson auditions-----
- Studying the formulations of the syllabi -----
- Developing and introducing state-of-the-art research methods -----

- Measures aimed at management and supervision of the educational process-----
--
- Creative relations with other departments of RA HEIs-----

2. For the thorough assessment of the activities of the chair, documents are examined at the chair given the submitted certificates:

- Availability of the working plan of the chair,
- Availability of the rating sheets for the faculty staff members, their validity and impartiality,
- Availability of the minutes log on the chair meetings,
- Legal grounds of the chair meetings, statements of the discussed matters and the decisions,
- Quantitative and qualitative amendments and supplements to the curricula,
- State-of-the-art of the syllabi,
- Adherence to the procedures of recommending reports, methodical and scientific papers, academic handbooks, textbooks, professional literature and monographs for publishing, intra-department contests and rewarding of lecturers,
- Availability of individual development plans of the faculty staff and measures taken by the chair in this regard,
- Involvement and active participation of the faculty staff members in internal and public structures,
- Creative-sabbatical ties with Armenian and foreign HEIs,
- Initiatives to organize conferences and scholarly journals.

3. The thorough assessment of the activities of the chair makes up 100 band score, out of which the positive assessment counts for 60 and over. The scores are earned as shown below:

N	ACTIVITIES	Maximum Score	Earned score
1	<i>Availability of working plan</i>	5	
2	<i>Syllabi</i>		
	- availability	2 - in case all syllabi are available	
	- state-of-the-art nature	5 – if it refers to all syllabi	
3	<i>Faculty staff members' rating sheets</i>		
	- availability	5 - if all sheets are available	
	- their validity and impartiality		
4	<i>Log for the minutes of chair meetings</i>		
	- availability	3 – if all minutes are available	
	- Statements of chair meetings and matters discussed	2 – if all statements are available	
5	<i>Proposals and their submission</i>		
	- On making amendments and supplements to the curricula	3 - if at least 2 proposals are available	
	- proposals on modernizing the syllabi	3 - if at least 2 proposals are available	
6	<i>Reviewing, opponent and expert work implementation</i>	3	
7	<i>Increasing teaching and learning quality</i>		

	- research	3	
	- experimental use of outcomes	5	
8	<i>Discussion of papers and recommending them for publishing</i>		
	- short reports	1 – if at least 10 are available	
	- reports	1 – if at least 10 are available	
	- methodological article	2 – if at least 10 are available	
	- research article	3 – if at least 10 are available	
	- academic handbook	4 – if at least 3 are available	
	- textbook	5 – if at least 2 are available	
	- professional literature	5 – if at least 1 is available	
	- monograph	6 – if at least 1 is available	
9	<i>Interdepartmental contests, adherence to rewarding lecturers</i>	2	
10	<i>Availability of the individual development plans of the faculty staff, measures taken by the chair in this direction, staff training, updating qualifications and requalification</i>	5	
11	<i>Involvement and active participation of the faculty staff in the internal (academic) and public structures</i>	2	
12	<i>Creative ties with Armenian and foreign HEIs</i>	5 - at least one Armenian and one foreign HEI	

13	<i>Initiatives to organize conferences and publish scholarly journals</i>	5	
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4. The activities of the faculty staff members are assessment based on the rating sheets, their validity and impartiality.

III. Final Provisions

- The thorough results of the chair assessment are discussed with the head of the chair, and, if needed, are presented at the meeting of the chair.
- Assessment results and relevant proposals are submitted to the Center's Director.

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

23 January 2014 no 56 meeting

CHAIRPERSON

_____ A. SARGSYAN

REGULATION

STUDENT SURVEY ON TEACHING QUALITY AND EFFECTIVENESS AT INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER OF NAS RA

Yerevan 2014

1. General provisions

1.1. The regulation on the student survey on teaching quality and effectiveness (hereinafter the survey) lays down the procedure of conducting surveys by ISEC Master's students about the Center's faculty teaching quality and effectiveness and the way to use the survey results.

1.2. The student survey is carried out based on the requirements on RA Law "On Education" and the ISEC Charter and is considered to be the exercise of ISEC Students' right to take part in the functions ensuring teaching quality and the effectiveness of the activities of the faculty staff.

1.3. The student survey procedure and the amendments and supplements to it are implemented and approved by QA Department of ISEC NAS RA.

2. Student Surveying

2.1. Full-time students are surveyed after the end of the exam session each semester, while part-time students are surveyed based on the data of the previous academic year. In the second semester second-year students are surveyed after the end of the exam session before the defence of their Master's theses.

2.2. Student surveying is carried out by QA Department of ISEC NAS RA.

2.3. The student survey is carried out with the questionnaires laid down in Appendix 1, where the student assesses on a scale of five points and answers to questions "yes" or "no".

2.4. The assessment results are submitted to each lecturer (for each course) in mathematical average⁸.

2.5. The student surveying is carried out without mentioning any names.

2.6. The student surveying is carried out in line with the schedule submitted by the chairs in advance and approved by the QA Department during lesson hours with minimum student participation of 70-90%.

2.7. The survey at ISEC NAS RA is carried out in electronic format.

3. Processing and preservation of survey results

3.1. Student surveys are processed at the QA Department of ISEC NAS RA.

Student survey results are kept for 5 years, while completed questionnaires are kept in the ISEC electronic database for 3 years.

4. Using student survey results

4.1. The QA Department submits student survey results to the relevant chair, if needed, to other divisions.

4.2. Student survey results are discussed at the relevant chair. The written opinions of the students are discussed at the chair meeting, which result in developing proper proposals and recommendations aimed at increasing a lecturer's teaching qualities.

4.3. The Chair is obliged to organize the discussion of the survey results among the lecturers and the students within one month. The lecturer is entitled to read the students' opinions about him/her in the chair's presence.

4.4. The individual results of the student survey are publicized only in the particular chair

4.5. Student surveys are used:

- To support the lecturers to analyze and develop their teaching approaches and applied methods,
- For positioning, promotion and rewarding of the lecturers.

⁸Mathematical average is calculated based on individual courses and question, where obtained high value shows the particular lecturer's high rating among the participants.

ISEC NAS RA
COURSE ASSESSMENT SHEET⁹

Dear student, you are participating in the regular student survey carried out by ISEC NAS RA for teaching quality and effectiveness. Your honest and impartial evaluations and opinions will promote to a more efficient participation of the educational process.

This survey is incognito and the obtained data will be used only in generalized forms.

We would like to ask you to read carefully and to complete the sheet thoroughly, which lists the pedagogical qualities of your lecturers having taught you in the previous semester.

You should evaluate each of these qualities in a scale of five, where five is the highest grade and 1 is the lowest.

Thank you for your participation and support.

⁹ISEC NAS RA has developed, introduced and effectively operates electronic student surveying system.

Questions										
1. Whether you bribed your lecturer to get your grade (test)?	<input type="checkbox"/> yes <input type="checkbox"/> no									
2. Whether you were forced to take private classes with the lecturer during the exam session to get your grade (test)?	<input type="checkbox"/> yes <input type="checkbox"/> no									
3. Evaluate your coordinator's work (educational consultant) and the activities of the educational department.	1 2 3 4 5									
4. Evaluate you Chair's activities with the students.	1 2 3 4 5									
5. The lecturer presented the course structure, teaching, learning and assessment methods.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6. The material was presented in a simple, understandable, interesting and accessible way. The lecturer supported digesting the content.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. If needed, the lecturer used multimedia means.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8. The lecturer manages time and plans course delivery.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. The lecturer uses interactive methods of teaching.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. The lecturer was available for students to clarify course-related questions out of class.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5	4 5
11. The lecturer encouraged self-study of the students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12. The lecturer is objective and assesses the students in line with the set criteria.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13. The discipline in the class was of proper level.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14. The lecturer demonstrated kind and respectful attitude towards the student.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15. Generalized grade of the course.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16. Whether you would like to take part in the particular lecturer's another course?	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input type="checkbox"/> no

YOUR OPINION AND PROPOSALS

(Please, mention the factors, which will promote to the effective organization of the educational process.)

Chair	
Specialization (full-time part-time)	
Year, semester	

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

23 January 2014 no 56 meeting

CHAIRPERSON

_____ A. SARGSYAN

REGULATION**ON GRADUATE SATISFACTION SURVEY ON STUDY PROGRAM BY
INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER OF NAS RA
YEREVAN 2014****1. General Provisions**

1.1. The regulation on graduate satisfaction survey from the education provided by ISEC NAS RA (hereinafter the graduate satisfaction survey) lays down the procedure of assessing the effectiveness of the education and the quality of the educational processes by ISEC NAS RA graduates.

1.2. Graduate satisfaction surveying is one of the most important components of ISEC internal quality assurance system.

1.3. Graduate satisfaction surveying regulation is approved, as well as amended and supplemented by QA Department of ISEC NAS RA.

2. Conducting graduate satisfaction survey

2.1. Graduate satisfaction survey is conducted at the end of the final academic year at Master studies.

2.2. Graduate satisfaction survey is conducted by QA Department of ISEC NAS RA.

2.3. When receiving a diploma, the graduates receive the questionnaire from QA

Department, complete it and hand it to QA Department.

2.4. Graduate satisfaction survey is conducted with the questionnaire attached to this Regulation (Appendix 1 and 2), where the graduate circles the answer, which reflects his/her opinion most correctly and adds comments, if needed.

2.5. Graduate satisfaction survey doesn't mention any names. If graduates want, they can write down their names.

3. Processing and Preserving Graduate Satisfaction Survey Results

3.1. Graduate satisfaction survey results are processed by the leading specialist of QA Department of ISEC NAS RA.

3.2. Corrections made in the questionnaire are not taken into account.

4. Using Graduate Satisfaction Survey Results

4.1. The results of student satisfaction survey are discussed at the chairs, if needed, also in other divisions to develop and implement measures aimed at improving quality in different aspects of the activities of the International Scientific-Educational Center of NAS RA.

INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER OF NAS RA

GRADUATE SATISFACTION SURVEY ON STUDY PROGRAM (FULL-TIME)

Name of study program (specialization)	
Graduate's current employment place	
Graduate's current employment nature	

ISEC NAS RA seeks to continuously review and improve its teaching and learning quality. The aim of this questionnaire is to give an opportunity to the faculty staff of ISEC NAS RA to take into consideration the graduates' opinions when reviewing the curriculum. Your answers are very important and valuable for us, while completing the questionnaire will take only several minutes.

Comments (Points 14-16) should be constructive and reliable. The summarized information of the survey will be discussed at the chairs and Center's relevant structures to ensure the feedback with the graduates.

When answering to questions 1-13, please select the answer which reflects your opinion most closely.

Please, write comments to questions 14-16.

After each question you can make additional comments, if needed.

1. Study program and teaching methods enable obtaining sufficient theoretical knowledge needed for professional activities				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional comments				
2. Study program and teaching methods enable obtaining practical skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional comments				

3. Study program and teaching methods enable forming practical problem-solving skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
4. Study program and teaching methods enable forming organizational skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
5. Study program and teaching methods enable obtaining sufficient skills to use software and applied				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
6. Study program and teaching methods enable obtaining sufficient knowledge in foreign languages, as well as to use them in their professional activities				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
7. General courses have staff with sufficient qualifications				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
8. Subject-specific courses have staff with sufficient qualifications				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
9. Student knowledge assessment methodology is objective				

Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				

10. Internship enabled improving professional knowledge and practical skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				

11. The profile of the enterprise selected for the internship was relevant with the topic of Master's thesis and professional orientation				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				

12. Laboratories/specialized classrooms are sufficiently equipped with equipment				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				

13. The study program has sufficient professional literature and lecture notes (including electronic) and other learning materials				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				

14. What were you most satisfied in your study program?				
(courses, teaching methods, assessment system, teaching and laboratory bases, application of information technologies, the level of the				
Comment1)				
Comment2)				

15. What were you least satisfied in your study program?				
(courses, teaching methods, assessment system, teaching and laboratory bases, application of information technologies, the level of the faculty				

Comment1)	
Comment2)	
16. What kind of amendments would you suggest in this study program?	
Comment	

If you wish, you can mention your first name and last name

Date ' ____ ' _____ 201 .

Thank you for participating in the survey.

INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER OF NAS RA

GRADUATE SATISFACTION SURVEY ON STUDY PROGRAM (PART-TIME)

Name of study program (specialization)	
Graduate's current employment place	
Graduate's current employment nature	

ISEC NAS RA seeks to continuously review and improve its teaching and learning quality. The aim of this questionnaire is to give an opportunity to the faculty staff of ISEC NAS RA to take into consideration the graduates' opinions when reviewing the curriculum. Your answers are very important and valuable for us, while completing the questionnaire will take only several minutes.

Comments (Points 14-16) should be constructive and reliable. The summarized information of the survey will be discussed at the chairs and Center's relevant structures to ensure the feedback with the graduates.

When answering to questions 1-13, please select the answer which reflects your opinion most closely.

Please, write comments to questions 14-16.

After each question you can make additional comments, if needed.

1. Study program and teaching methods enable obtaining sufficient theoretical knowledge needed for professional activities				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional comments				
2. Study program and teaching methods enable obtaining practical skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional comments				
3. Study program and teaching methods enable forming practical problem-solving skills				

Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
4. Study program and teaching methods enable forming organizational skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
5. Study program and teaching methods enable obtaining sufficient skills to use software and applied				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
6. Study program and teaching methods enable obtaining sufficient knowledge in foreign languages, as well as to use them in their professional activities				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
7. General courses have staff with sufficient qualifications				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
8. Subject-specific courses have staff with sufficient qualifications				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
9. Student knowledge assessment methodology is objective				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all

Additional Comments

10. Internship enabled improving professional knowledge and practical skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
11. The profile of the enterprise selected for the internship was relevant with the topic of Master's thesis and professional orientation				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
12. Laboratories/specialized classrooms are sufficiently equipped with equipment				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
13. The study program has sufficient professional literature and lecture notes (including electronic) and other learning materials				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
14. What were you most satisfied in your study program?				
(courses, teaching methods, assessment system, teaching and laboratory bases, application of information technologies, the level of the				
Comment1)				
Comment2)				
15. What were you least satisfied in your study program?				
(courses, teaching methods, assessment system, teaching and laboratory bases, application of information technologies, the level of the faculty				

Comment1)	
Comment2)	
16. What kind of amendments would you suggest in this study program?	
Comment	

If you wish, you can mention your first name and last name

Date « ____ » _____ 201 .

Thank you for participating in the survey.

APPROVED

BY ISEC NAS RA SCIENTIFIC COUNCIL

06 January 2014 no 64 meeting

CHAIRPERSON

_____ A. SARGSYAN

RULES

ON

EMPLOYER SATISFACTION FROM RA NAS ISEC GRADUATES

Yerevan 2014

General Provisions

- 1.1 The regulation on employer's satisfaction survey from the study program provided by ISEC NAS RA (hereinafter the employer's satisfaction survey) lays down the procedure of assessing the effectiveness of the education and the quality of the educational processes by ISEC NAS RA graduates.
- 2.2 The employer's satisfaction surveying is one of the most important components of ISEC internal quality assurance system.
- 3.3 Employer's satisfaction surveying rules are approved, as well as amended and supplemented by QA Department of ISEC NAS RA.

Conducting employer's satisfaction survey

Employer's satisfaction survey is conducted at the end of the final academic year at Master studies.

- 2.2. Employer's satisfaction survey is conducted by QA Department of ISEC NAS RA.
- 2.3 Employer's satisfaction survey is conducted with the questionnaire attached to this Regulation (Appendix 1 and 2), where the employer circles the answer, which reflects his/her opinion most correctly and adds comments, if needed.

2.4 Employer's satisfaction survey is public, i.e. employers mention their names and other information.

2.5 During completing the survey the employers can submit their proposals and comments, which serve as a basis later when developing a curriculum.

Processing and Preserving Employer's Satisfaction Survey Results

3.1 Employers' satisfaction survey results are submitted to the QA Department of ISEC NAS RA and processed by the leading specialist for further examination.

Using Employer's Satisfaction Survey Results

The results of employer's satisfaction survey are discussed at the chairs, if needed, also in other divisions to develop and implement measures aimed at improving quality in different aspects of the activities of the International Scientific-Educational Center of NAS RA.

APPENDIX 1.

ISEC NAS RA seeks to continuously review and improve its teaching and learning quality. The aim of this questionnaire is to give an opportunity to the faculty staff of ISEC NAS RA to take into consideration the employers' opinions when reviewing the curriculum. Your answers are very important and valuable for us, while completing the questionnaire will take only several minutes. The summarized information of the survey will be discussed at the chairs and Center's relevant structures to ensure the feedback with the employers.

When answering to questions 1-8, please, select the answer which reflects your opinion most. After each question you can leave additional comments.

Question 9 should be commented in writing, while should be constructive and reliable.

When commenting questions 10-11 an expanded list of professional skills of the particular study program is laid down.

Name of study program (specialization)	
Graduates of which academic year are taken for consideration	
Qualification degree	
The number of ISEC NAS RA graduates employed at your company	
Company name	

1. Graduates' theoretical knowledge are relevant with the requirements posed at the workplace				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
2. Graduates possess practical skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
3. Graduates are able to identify, form and solve problems put forward				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				

4. Graduates possess organizational skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
5. Graduates possess necessary knowledge of computer software and applied programs				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
6. Graduates have sufficient knowledge of foreign languages				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
7. Graduates are able to demonstrate creative approach in their professional activities				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
8. Graduates have team-building and team player's skills				
Completely agree	Agree	Difficult to answer	Don't agree	Don't agree at all
Additional Comments				
9. What kind of amendments would you propose to make in the particular study plan to increase professional level?				
10. What are, in your opinion, the most important 8 generic and professional skills ?				
11. Which are the most important five professional skills in the particular study program?				

Company Head/ _____ /

Stamp Date “ ____ ” _____ 2014

Thank you for participating in the survey.

**RATING SHEET FOR ASSESSING LECTURER'S RESEARCH AND TEACHING ACTIVITIES AT
CENTER ***

Lecturer _____ <small>(First Name, Last Name, Father's Name)</small> Chair _____	Scores	Earned scores
1. RESEARCH ACTIVITIES		
<input type="checkbox"/> Doctor of Sciences	4	
<input type="checkbox"/> PhD	2	
<input type="checkbox"/> Professor	4	
<input type="checkbox"/> Associate professor	2	
<input type="checkbox"/> Supervision of PhD candidates	1-4	
<input type="checkbox"/> List of research and methodological works for the last five years	1-4	
<input type="checkbox"/> Participation in research grants	1-3	
<input type="checkbox"/> Participation in local and international conferences	1-4	
<input type="checkbox"/> Participation in local, international and online trainings	1-4	
<input type="checkbox"/> Participation in degree-awarding council works	2-4	
2. TEACHING AND METHODOLOGICAL ACTIVITIES		
<input type="checkbox"/> Participation in educational reforming processes	1-3	
<input type="checkbox"/> Member of editorial staff of scholarly journals	1-2	

<input type="checkbox"/> Participation in Center's research activities	1-3	
3. ORGANIZATIONAL ACTIVITIES		
<input type="checkbox"/> Participation in republican and international conferences	1-3	
<input type="checkbox"/> Organization and supervision of research and teaching works together with students	1-2	
<input type="checkbox"/> Employment disciplinary performance	1-4	

FOR SIGNIFICANT ACTIVITIES TO DEVELOP EDUCATION AND SCIENCE **

<input type="checkbox"/> Medals, rewards, prizes of the Republic of Armenia	5	
<input type="checkbox"/> Membership to the National Academy of RA and National Academies of other countries	5	
<input type="checkbox"/> International prizes, medals and rewards	5	
<input type="checkbox"/> Honorary titles, membership to branch academies	2-5	

Note

* Completed by lecturer, Head of Chair and Dean.

** Additional scores added to the main score.

Educational Department

RATING SHEET ON LECTURER'S TEACHING ACTIVITIES AT CENTER*

20__ - 20__ academic year _____ semester

« _____ » « _____ » 20__.

Lecturer _____

Chair _____

Course _____

Year _____

No	Question	Score
1	Students are provided with lecture package	
2	Key points in the material are covered	
3	The theoretical and practical significance of the material are covered	
4	The material is laid down in a simple, understandable and professional manner	
5	The feedback with the audience is ensured	
6	The students are encouraged for professional debates, students' viewpoints are discussed	
7	Students are prepared for research	
8	Class hours are used effectively and efficiently	
9	Discipline at class is adhered to	
10	Demanding, friendly and respectful	
11	Has proper behavior and manners	
12	Knowledge is assessed impartially	

Note

* Each question on the sheet is awarded 1-5 scores.