"UNIVERSITY OF TRADITIONAL MEDICINE"
INTERNAL QUALITY ASSURANCE POLICY

1. Introduction

Today, radical reforms are occurring in all spheres of society, as well as in education, for which quality control and the assessment of the quality of the education system are required.

The quality assurance policy of the University of Traditional Medicine (hereinafter referred to as the UTM or University) is to continually increase the effectiveness of the training, research and management processes, and ensure their implementation in accordance with the accepted quality standards.

The University in the QA processes is guided by the following points:

- RA Law on Education
- RA Law on Higher and Postgraduate Professional Education
- UTM Regulation and Development Strategy Principles
- Quality Assurance European and national quality standards
- Accreditation procedure for educational institutions implementing professional educational programs in Armenia and their specialties

Quality internal assurance policy is the Declaration of Goals, Objectives, and Strategic Principles and Values of the UTM in the field of education quality.

2. QUALITY CONCEPTS AT UTM

The UTM is guided by the principle of "compliance goal", which emphasizes the need to comply with the standards accepted by all stakeholders. The application of the principle is based on the effectiveness of the university or its educational programs. The main guidelines for this definition of quality are the mission, strategic goals and objectives of the UTM, as well as the pretentiousness of the institution in various fields of activity.

3. THE AIMS OF THE QUALITY ASSURANCE POLICY

The main aim of the internal quality assurance in UTM is to develop and disseminate the quality of the internal quality that is in line with European standards and guidelines, and to implement the mission of the University in accordance with strategic goals and objectives.

The purpose of quality assurance is also to form the basis for external quality assessment.

4. The OBJECTIVES OF QUALITY ASSURANCE POLICY

Quality assurance policy objectives are:

- develop and/or improve policies and procedures for continuously improving the quality of education at the University
- elaborate and/or improve the PEP periodic review and monitoring toolkit at the university
- Toolkit

- establish a basis for the evaluation of the PEP
- strengthen the internal quality assurance departament of the university
- ensure the participation of external and internal stakeholders of the university in internal quality assurance processes
- assure the collection, processing and analysis of information needed for QA external evaluation
- ensure publicity and transparency of QA processes
- ensure periodic review and improvement of the QA internal system.

5. THE PRINCIPLES OF INTERNAL QUALITY ASSURANCE POLICY AND THEIR REALIZATION

The quality of internal quality assurance in the UTM is based on a number of general and specific principles that govern the University's QAD and all departments of the University.

The general principles are:

a. Transparency and publicity

According to this principle, internal and external stakeholders should be involved in the decision-making process in quality assurance processes.

The entire process of implementing QA processes, their quantitative and qualitative results and decisions made as a result of this process should be available to interested parties and / or internal and external stakeholders.

b. Accountability

Subdivisions based on QA in UTM must, in accordance with internal rules, report and / or analyze work performed in the field of QA, its results and further actions.

They should be available to internal and external university stakeholders.

c. Responsibility for the quality of the educational services provided

The main responsibility for the quality of the services provided is the University, which compliance with the requirements set out in the RA Education Legislation with the minimum standards of education.

d. Continuity of QA processes

According to the internal rules of the university, the UTM management, the relevant subdivisions' heads, and other employees ensure the regular implementation of QA processes.

e. periodical attestation of the quality of educational programs and qualifications provided;

The University is responsible for regular and quality assurance of its educational programs and qualifications in front of external and internal stakeholders. The quality of education is ensured in the manner prescribed by the RA Education Legislation.

The private principles are:

a. Decentralization of QA processes

For the QA processes of educational standards, qualifications and PEP are directly responsible the university's professional chairs and the relevant subdivisions based on their functions.

b. QA centralized regulation

QA processes are regulated in the UTM. All divisions of the university are guided by common evaluation criteria.

c. **Involvement of internal and external stakeholders in QA processes**

The University must ensure the involvement of internal and external stakeholders in the QA processes, with the responsibility of the UTM management as well as the managers of relevant departments.

6. THE INTERNAL QUALITY ASSURANCE RESPONSIBLE STAFF

Internal quality assurance is the responsibility of every member of the UTM academic and administrative staff and is an integral part of their everyday activities.

Below is the QA's internal management system.

Rectorate

- Directs the university's education quality assurance policies and develops appropriate strategies, and upports their implementation,
- Provides a harmonized functioning of the quality assurance system, regulating system interconnection and collaboration with other university departments.

The QA commission adjunct to the UTM Scientific Council

- is responsible for reviewing and analyzing the policy and conceptual recommendations of the QA, reviewing regulatory, procedural, standard documents and educational programs and submitting them for approval by the Scientific Council.
- Conducts discussion and approval of the results of quality assurance processes.
- Carries out monitoring and evaluation of Universuty quality assurance processes.

Quality assurance department

- Responsible for the implementation of the QA policies and concepts, monitoring, review and improvement of the QA processes.
- Develops and / or improves the University QA structures.
- Evaluates the effectiveness of PEP and awarded qualifications.
- Evaluates the organization and conduct of the educational process in accordance with European standards and guidelines.
- Coordinates and carries out self-analysis works of the University.
- Provides the development and dissemination of quality culture at the university.
- Ensures publicity and transparency of quality assurance processes.

Dean's Office and Educational Departments

- Provide educational processes organization in accordance with educational standards and QA requirements.
- Coordinate and control the implementation of the educational programs' quality assurance functions and procedures in educational units.
- Organize and carry out the development, implementation monitoring, periodic review and improvement of educational programs in accordance with quality assurance procedures.
- Participate in the university self-analysis processes.

Chairs:

- Organize and perform all functions of quality assurance and control at the subdivision level.
- Ensure the implementation of the quality assurance policy and strategy of the UTM within the subdivisions.

- Provide the necessary resources and learning support services for the educational programs in accordance with the standards of the programs.
- Organize the subdivision's self-analysis within the self-assessment process and participate in the university's self-assessment process.

Student Council

- Provides student participation in learning quality assessment processes (participation in student surveys).
- Provides the participation of students as representatives of student self-management bodies in university quality assurance processes.
- Ensures students participation in UTM self-analysis processes.

Student Scientific Society

- With other subdivisions of the UTM, it implements scientific research in accordance with quality assurance standards.

Bookkeeping

- Provides financial allocation by the University's QA strategic directions.

7. THE ESTABLISHMENT AND CHANGES OF THE INTERNAL QUALITY ASSURANCE POLICY

1. The UTM quality assurance policy can be approved and changed by the University's Scientific Council.
2. A proposal to change the UTM quality assurance policy,can be made by following units:
a. University's Rector
b. The QA commission adjunct to the Scientific Council
d. Head of the quality assurance department

1. THE QUALITY CONCEPT AND DEFINITIONS

There are different perceptions and approaches regarding the concept of "quality It is perceived as a excellence, service that is complain with paid sum, transformation.
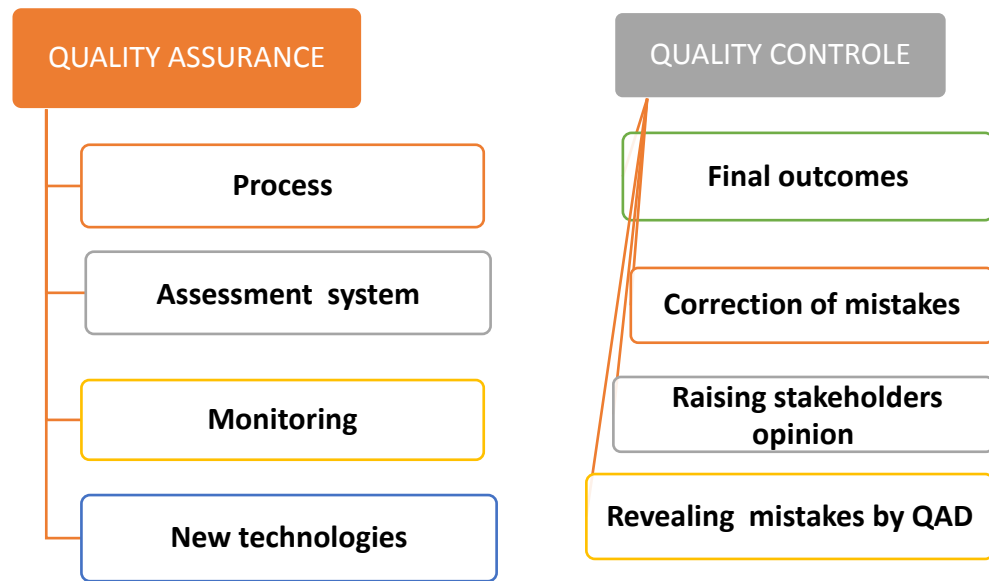
The UTM has adopted the quality as a conformity approach, according to which all the processes in the University's educational, research and management areas, all educational services are aimed at implementing the University's strategic goals and objectives.

The UTM quality of education is a complex of processes in the field of education, research and management aimed at the implementation of the strategic goals of the university.

Depending on what type of quality assurance the institution adopts, two quality management features can be defined:

- ❖ **Quality assurance** refers to the processes implemented by the institution. Within this framework, monitoring and assurance of quality are designed to ensure that the processes and systems operating at the facility are developed and applied to achieve high quality assurance results.

❖ <u>**Quality control**</u> refers to the final results, it checks whether the final results comply with the requirements and quality specifications established by the stakeholders. Correction of errors is carried out by the quality control staff.

QUALITY ASSURANCE	QUALITY CONTROLE
Process	Final outcomes
Assessment system	Correction of mistakes
Monitoring	Raising stakeholders opinion
New technologies	Revealing mistakes by QAD

In any case, based on final results verification can prevent the identification of problems related to the processes. In addition, in order to understand the dynamics of an institution's development, it is necessary to analyze and manage the improvement processes. Thus, the closest approach to the vocational education system provides for in-depth analysis both at the final results and at the process levels. In addition, in order to ensure proper implementation of processes, it is also important to consider investing in these processes. Therefore, the most acceptable version to quality management in the vocational education system is the investment-process-final result approach.
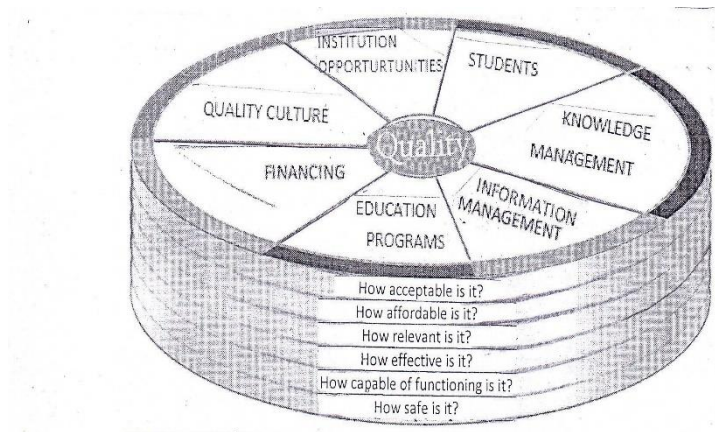
Quality Management

Model. Continuous improvement is an intervention aimed at preventing the deterioration of the process and improving the quality. To continually improve the quality of the educational institution and all its processes it is guaranteed to adopt an approach based on the well-known Deming's P-D-C-A stage of process regular improvement, the main steps of which are:

- **_P (Planning)_** planning processes based on data collected from problem identification to provide possible solutions to these problems,
- **_D (Do)_** the planned plans are implemented, usually all the developents are tested beforehand,
- **_C (Check)_** evaluated and analyzed the quality of the implemented processes, as well as the compliance of the results with the intended goals and achievements. If necessary, appropriate adjustments are made,
- **_A (act)_** based on the results of the "verification" phase, are implemented developments for the improvements and appropriate planning.

2. Quality Assurance of educational system at the University

The main mission of the quality assurance system is to ensure continuous improvement of the University's subdivisions. Continuous improvement can be realized due to the commitments of all possible involved parties, while at the same time guaranteeing the capacity building of the participants through the continuous development of the staff.

The University's commitment to creating an internal quality assurance and performance system is set out in the Regulation of the Traditional Medicie University, the Strategic Program and the Quality Assurance Regulation The University reaffirms its commitment to the development and enhancement of the maintenance and valuation of the traditional university medicine base by its mission in its strategic plan. In particular, as part of its mission, UTM seeks to be an instituation which becomes the part of the international and national education system, which meets the ever-changing demands of the labor market, creates a civil and moral quality environment, prepares highly qualified specialists with deep knowledge and practical skills.

The basis of the university's problems is ensuring compliance with the requirements of education and the labor market, without which quality education and research are impossible. University level of education quality assurance requires the formation of quality culture and the formation and functioning of the internal quality system for its provision. As stated in the strategic development plan of the UTM, it has a high priority to preserve and strengthen its stable place in the higher education system of Armenia, while at the same time integrating and becoming a competitive and viable international higher education system.

It is necessary to set out the objectives of the strategy aimed at ensuring the internal and external quality, the problems and measures that arise from it.

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3. INTERNAL QUALITY ASSURANCE AT THE UNIVERSITY

The QA process planning is directly related to the strategic direction of the university. The subdivisions of the university make up annual work plans, after which the staff of the University undertakes appropriate work.

The quality assurance department is responsible for the Quality of University.

❖ *Annual self-evaluation report preparation:* Internal quality assurance is one of the key elements of the education management process. Faculties and departments of the university should systematically and periodically implement quality assurance processes. As a result, the QA section should prepare an annual report. This report should be accessible and transparent for a wide range of society. Further, internal quality assurance responsible persons should review and evaluate the quality of all subdivisions in accordance with the quality assurance framework and mechanisms adopted by the institution.

❖ *raising awareness of the quality issues;* One of the most important tasks faced by quality assurance officers is to inform staff of all departments and subdivisions about the situation, which will contribute to the development of quality assurance programs that, in turn, will contribute to the achievement of the stated goals. Supports the departments, education subdivisions or other relevant units to identify and realize their strengths and weaknesses, elaborate actions in line with the proposals received; continually develop the strengths and improve the weaknesses.

❖ *trainings and development:* Quality policymakers should also engage in the development of functional faculty, supportive and administrative staff on quality issues.

The best practice, registered by the universities of the European Union, is expressed in the presence of an independent Quality Assurance Office, which reports directly to the _rector_. This is the guarantee of the success of the quality assurance of the UTM, as this position of the department prevents the subjective results of the quality assurance process. The quality assurance department functions:

1. _Assistance and expertise:_ Each department regularly invites the head of the Quality Assurance Department to conduct an expertise in order to develop the quality assurance process,
2. _Coordination:_ Particularly important is the quality assurance process is mainly implemented at department level, or when the quality assurance process is organized at the whole university,
3. _Interpretation_: One of the tasks of the Head of Quality Assurance Unit is to comment on the national and European quality assurance requirements so that they are accessible to all and easily adapted to the facility's conditions,
4. _Monitoring_. The Quality Assurance section collects information, raises problems, but does not engage in their resolution,

Thus, the quality assurance department effective managers are those who successfully combine all of these functions and are able to disseminate the quality assurance responsibility to the whole university. This is a multifaceted position that requires a range of sophisticated social skills and personal qualities.

Based on the functions and competence of the UTM subdivisions, the Rector, the Scientific council, the Chairs Heads, in order to clarify the process and effectiveness of the implementation of the work programs, they carry out monitoring and evaluation through reporting, analysis, and meeting-discussions.

The degree of fulfillment of planned activities, their quality, satisfaction of internal and external stakeholders is determined as a result of surveys conducted by QAD.

4. QUALITY CULTURE FORMATION STAGES

As a rule, sectoral cultural changes are going very slowly, involving a rather long period of time and passing through certain stages. For the formation and development of a quality culture of the educational system, the following steps are envisaged:

- ❖ transition period
- ❖ quality culture formation period
- ❖ full management of quality

1. Transition period: The transition period is envisaged by the strategic plan of the university, the implementation of conceptual provisions on the reform and quality of education. It is envisaged to conduct the necessary content and structural reforms at the university during the transitional period by preparing cultural transformations.

   During the transition period it is necessary:

   increase the quality and effectiveness of all the departments of the University by making it more transparent,

✓ modernize transparent and transparent accountability systems at all levels of managment;

- ✓ digitize and regulate the document base,
- ✓ increase the level of awareness of internal and external stakeholders,
- ✓ make analyze and monitoring of infrastructural abilities,
- ✓ review the student knowledge assessment system in line with modern requirements,
- ✓ form a student-centered system,
- ✓ train basic faculty and administrative staff,
- ✓ improve the experience exchange and internationalization with other universities,
- ✓ activate the scientific-research activities of the teaching staff;
- ✓ introduce a system of quality management systems.

1. Quality culture formation: Forming a culture of quality, we understand the adoption of a work style at the university, which generally excludes bad quality of work, development of strategic thinking based on a SWOT analysis of university activities, high responsibility for self-management and self-assessment, adequate financial and human resources (including regular staff trainings).

2. Full management of quality The task of the university is not only the training of qualified graduates, but also the quality organization of all activities at the university, which includes:

- Training of qualified personnel;
- organization and implementation of high quality processes;
- constantly improvement of staff qualification;
- The result of a complete quality management process should be:
- meeting the requirements of stakeholders;
- improvement of material and technical condition;
- Employee satisfaction with work.
- Full quality management involves two processes:
- quality control: which implies quality training;
- quality control which implies a constant increase of quality.

    Steps to verify the full quality management system are:
- Clarification and publication of Purpose. The goal should be accessible to the University staff.
- Work with the PDCA model that will promote to improve all processes and reduce costs.
- To form a constant approach that the quality assurance process is endless.
- Continuously train the administrative and teaching staff. It is preferable, the training be conducted by highly qualified specialists.
- Strengthen cooperation between all subdivisions.

5. QUALITY ASSURANCE OF THE FACULTY

There are clear methods for determining the professional quality and knowledge of the staff involved in the learning process. These methods are understandable for the faculty staff and accessible to the external expertise committee.

In the university is encouraged to be self-improvement and the lecturers are given the opportunity to improve their professional qualifications. Lecturers who want to improve their knowledge are given the opportunity to improve their abilities and reach them at an acceptable level.

1. **The main directions of the Faculty QA**
   - Quality Assessment Mechanisms for the Faculty staff.
   - Organization of lecturers' activities (planning, load counting, report, etc.);
   - Professional assurance development and improvement of the faculty professional knowledge;
   - Development of the system of self-improvement and creativity of lecturers, promoting their social protection.

Quality assurance of the faculty depends on the successful solution of these problems as the most important means of guaranteeing the quality of human resources in the university.

2. **The procedure for the selection and appointment of the Faculty**

The principles of a lecturer selection are the same for all Armenian higher education institutions, including non-state ones. The requirements for a Candidate for a University Lecturer's position correspond to the core, official, meaningful / personal / indices.

Official indices are:

- certificate of higher education profile (vocational guidance), the presence of a certificate, pedagogical experience, work experience in the specialty at the university, academic title and academic degree
- the presence of scientific and educational works and honorary titles
- absence of prosecution and other vicious qualities of the lecturer person
- the presence of documents confirming the degree of the education and scientific status, workbook

The above mentioned indicators partly speak about the quality of the future lecturer. However, when hiring it is necessary to know not the usual capabilities of the lecturer, but the opportunities and abilities corresponding to the specific pedagogue's title.

It is important that the lecturer first of all know his / her profession well and be able to introduce the methodologically and pedagogically correctly to the learners. This is the minimum character of the lecturer's quality that should be known during the selection. For this reason, it is more important lecturer's personality for making decision which usually can't be know in hiring, or can be learned from the opinions of those who know the candidate. In the case of equal conditions, the advantage is usually given to those who are guaranteed by those persons.

The most important thing is the availability of professional knowledge of the lecturer (full knowledge of object-oriented learning, methodological, psychological and pedagogical qualities). It is important interview with lecturer, but it is more effective to ask the candidate to hold first training. In any case, it is important to find out how well the candidate will be able to fulfill the duties of the lecturer, to teach, to educate the students, to conduct practical and research work.

Elections of the Dean and Chairmen are special. Candidates for the post of the Dean of the Faculty or Candidates of the Chair are discussed in the Rectorate, based on their professionalism,

organizational, administrative and managerial capacities, moral qualities of the person. Rector gives conclusion with guarantees for each candidate to the University Scientific Council for discussion. On the basis of the positive results of the elections, an employment contract is concluded with them, which is the basis for publishing the procedure for his appointment to an elected position. The specific term of the employment contract shall be determined by agreement of the parties, taking into consideration the opinion of the Rectorate and the Academic Council.

6. MECHANISMS AND CRITERIA FOR QUALITY ASSESSMENT OF FACULTY ACTIVITIES

The quality of the lecturer's activities depends on a number of key factors. There are:

- the status of the university as a scientific and educational center,
- University's Self-Development readiness (First of all Innovative),
- the unity of the pedagogical collective based on the modern education system,
- the scientific-pedagogical potential of the University,
- the Faculty's Mastering the modern technologies,
- the Faculty's professional culture level.

The last factor is coordinating and at the same time acting as a result of University's development and self-development standards.

Measurement of pedagogical activity assessment can be considered as performance of full-scale operations. That is the logic of pedagogical performance criteria. As a rule, the university lecturer carries out several types of activities: educational, scientific-methodological, research, organizational. These are all interconnected, but the level of development is not the same for different professors and depends on each individual's individuality.

In fact, it is about creating a professional level research system for the university faculty. It includes several levels: mutual expert evaluation of the leading professors of the chair, assessment of pedagogical activity by the chair's management, and survey of students.

6.1. Organization of the lecturer's activities

An important factor in controlling the work of the lecturer and managing the work orientation is the organization of work (planning, educational records, reporting). For this purpose, the University has developed and implement a regulation, "Norms for calculating the academic burden of the University's faculty". The Regulation establishes the procedure and structure of the plan of the faculty.

The working hours of the faculty within the framework of the approved labor legislation (40 full hours a week), which includes educational and non-academic work.

The work of the faculty includes classroom workshops (lectures, seminars, practical classes, laboratory work, scheduled consultations), management of practice, review of quizzes and essays, managing methodological commissions and student scientific works.

Non- academic work includes educational-methodological, organizational, scientific-research and scientific-methodological works. The list of above mentioned works is determined by the annual order of the rector on "On putting in practice the pedagogical load and hourly pay norms of Faculty."

Planning of the curriculum and the final calculations of the departments are carried out according to the curriculum on the basis of working curricula of specialties, as well as the annual calendar curriculum and training hours.

6.2. The faculty work planning

The planning of work of the faculty at full-time provides for a working week of 40 hours, which can be up to 900 hours per year. All the planned work of the lecturer is recorded in his personal plan for the whole year, which is confirmed by the head of the the head of the educational unit and the vice-rector on the study.

The lecturer's workload is confirmed by the head of the chair, the dean, the head of the educational unit. Supervision of the implementation of the personal plan of the faculty is carried out by the head of the chair and educational unit. The planning of the academic work of the faculty is carried out by the head of the chair within the limits of the academic load received for the chair and assigned to the faculty. The distribution of academic workload between professors should be based on their qualifications and the complexity of the assigned educational work.

The lecturer's annual workload should not exceed 900 hours and, as a rule, not less than 700 hours. For non-full-time lecturers, the amount of academic workload is reduced compared with part of the course.Non-academic work is mandatory for a faculty member and it is included in a personal work plan, maintained by the makers limits depending on the position. Limits are allocated by the Rector's annual orders. At the end of each academic year, the lecturer reports on the implementation of the individual plan. Failure by the lecturer to perform the work provided for by the individual plan is considered a violation and leads to the adoption of appropriate measures.

6.3. Improving the professional capacity building system of the faculty

The professional development of the faculty is organized once in 5 years, in the system of qualification improvement of educational institutions and training of specialists in the higher educational institution and leading foreign scientific organizations.

Relevant norms have been worked out at the university, "Training Procedures for the Faculty and educational aid staff ", "Faculty Rating Report Questionnaire".

Qualification enhancement is conducted in the form of teaching.

The continuous upgrading of qualifications is the duty of the lecturer and the most important task of the chair.

6.4. The most important tasks of the qualification's development are:

- Upgrading the knowledge of the faculty staff and enhancing their knowledge on the basis of present-day achievements in science, technics and technology in the field of scientific subject, psychological-pedagogical and professional activities,
- Mastering advanced teaching methods, tools and technologies,
- Expanding the horizons and raising the general culture,
- Studying of domestic and foreign experience.

The professional development of the teaching staff is carried out in accordance with the annual and perspective plans developed at the chairs of the University. Qualification enhancement is planned for work out of work, at work, in individual learning.The time and the form of learning is determined by the Chair, marked in the appropriate plan and agreed with the dean and the academic part.

The professional development and qualification improvement plan of the lecturers includes:

- Self-study of pedagogy and psychology basics and teaching methods;
- Attending in educational workshops conducted by leading lecturers of the chair,
- Participation in training sessions with students,
- Participation in open and pilot classes, chair conferences, as well as scientific-methodological conferences and methodological seminars of the University,
- Participation in pedagogical experiments in the university and the chair,
- Participation in the research work of the chair, publication of studying methodologies.

Particular attention is paid to the improvement of qualification of young lecturers, including former students of the University.

An important factor in raising professional knowledge and qualification of the lecturer is the improvement of the methodological work of the chair and the activation of the self-improvement of pedagogues aimed at their work and self-education.

Participation of professor-teaching staff in the Chair, University's methodological and innovative activities contributes to the formation of individual pedagogical system, the formation of individual workstyle of pedagogical activity.

Besides the abovementioned, the QAD conducts surveys based on the policies and procedures approved by the SC, with appropriate methodology. Quantitative surveys can also be done through the electronic system for cultivating, applying and analyzing quizzes. Surveys are conducted among internal and external stakeholders and are aimed at assessing the quality of the internal quality assurance.

The aim of the meetings with the quantitative and qualitative surveys and focus groups conducted among the internal and external stakeholders is to identify the degree of fulfillment of the work programs, the degree of their implementation, the relevance of the results to the stated objectives, as well as the problems emerged.

From the point of view of quality assurance, an important way to examine the processes, record the results and identify problems is the self-analysis presented by the university subdivisions every two years to QAD. This process reveals the degree of PEP implementation and outlines ways to improve them.

QAD of UTM develops, analyzes and coordinates the received data and provides concrete ways to improve processes on the basis of which new goals are identified, which are subsequently reflected in action plans.

The University and the QAD provide the publicity of the reports and analysis for the stakeholders.

The main objects of internal quality assurance in UTM

The main objects of internal quality assurance in the UTM are:

- **The quality of the implementation of the goals and objectives of the UTM Strategic Program**

Implementation of the UTM Strategic Program is carried out according to 2017-2022. SDP Implementation Plan-Schedule. The toolkit used for this purpose makes it possible to evaluate and clarify the goals and objectives of the current strategy in all areas of the strategy, as well as their results in qualitative and quantitative terms.

- **The quality of the PEP and its components (teaching and learning methods, student assessment, student educational outcomes).**

The quality of the PEP and its individual components is assessed on the basis of the existing documentary, which is a separate tool for the organization and implementation of the process. The PEP quality data, indicators, are obtained by comparing and analyzing the results of implementing different mechanisms. The surveys are conducted among students, alumni and heads of internships. At the end of each semester, all trainings and professions are evaluated for all courses. After completing internship in high courses, qualitative and quantitative surveys are conducted among students.

The PEP and its individual components are evaluated by listening clasess also with discussions and meetings with focus groups. The PEP assessment is also a yearly review of the PEP, according to the PEP review form (attachment 6).

Professional qualities of the faculty

Assessment of the professional qualifications of the faculty is carried out on the basis of approved policies and procedures. Once a year, a survey is conducted among the lecturers, and at the end of each semester an effectiveness evaluation is conducted.

- **Educational and research environment, learning and research resources**

Assessment of learning and research environment and resources is carried out both at institutional and EP levels. According to the current QA regulations, are conducted survey among students and faculty staff which purpose is assess and learn the degree of satisfaction of stakeholders from the university's educational and research environment and resources, also their compliance with the PEP requirements.