

University Of Traditional Medicine



INTERNAL QUALITY ASSURANCE MANUAL

YEREVAN 2018

The publication is ensured
by Scientific Council
of the University of Traditional Medicine

The manual was published in order to introduce quality assurance university system and improve that in the future.

Quality assurance manual, Yer. University of Traditional Medicine, 2018-75 pages.

The approaches to the internal quality assurance manual are the result of the work of the University of Traditional Medicine Quality Assurance Working Group, which reflects the approaches to the problem of European similar universities. Similar studies will promote the matching of educational processes with European standards and guidelines at the University.

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Abbreviations

HEI	Higher Educational Institution
EHEA	European Higher Education Area
QFEHEA	Qualifications Framework of European Higher Education Area
EGS	European Guidelines and Standards
PIU	Center for Education Projects
ECTAS	European Credit Transfer and Accumulation System
EQAS	Educational Quality Assurance System
MES	Ministry of Education and Science
RA	Republic of Armenia
ANQF	Armenian National Qualifications Framework
PEP	Professional Education Program
PE	Professional Education
QA	Quality Assurance
EQF	European Qualifications Framework
ANQA	National Center for Professional Education Quality Assurance
IQAS	Internal Quality Assurance System
IQA	Internal Quality Assurance
EQA	External Quality Assurance
NQF	National Qualifications Framework
IQAU	Internal Quality Assurance Unit
IQAS	Internal Quality Assurance Subdivision
PDCA	Plan, do, check, improve(act)
PDSA	Plan, do, study,improve(act)
SNPO	State Non-Profit Organization
ENQA	European Association for Quality Assurance
ECTS	European System of Credit Accumulation and Transfer

Introduction

Reforms in the education sector basically have two goals: resisting global challenges, maintaining the foundations of the national school, and being part of the European educational system to ensure the development, competitiveness and internationalization of the Armenian education system.

The 21st Century introduces new requirements to professional education. Along with globalization, economy and business development, reforms are also urgent in the sphere of medical education.

The UTM processes are aimed at training competent, competitive and qualified specialists actualization of accumulated professional knowledge and the ability to practise them during professional activities. Based on the UTM strategy, taking into account European standards and guidelines, the University continues the policy of improving, actualizing and implementing the entire process of existing educational programs.

The transition to a new system of higher professional education involves new approaches, principles and standards for the quality of education.

Taking the above into account, the University's Department of Quality Assurance has begun implementing European standards and quality assurance guidelines at UTM.

Based on the quality of education as a fundamental goal of educational activities, the University of Traditional Medicine has taken steps to invest European standards and guidelines for the quality of higher education in the university. Currently the University has a formed and functional system of internal quality assurance, the establishment and continuity of which stems from the University's strategic goals and objectives.

The manual includes comprehensive information about the University Quality Assurance System, QA policies, procedures and process.

MAIN CONCEPTS USED IN THE MANUAL

- ❖ **Criteria** are statements that, in the verifiable terms, define the characteristics of the institution's activities or the educational projects.
- ❖ **Standards** are statements that define the conditions necessary for impartial assessment and extent to match of each criterion.
- ❖ **Stakeholders** is the term is used to describe people with an interest in, or related to higher education institutions. Internal stakeholders are students, academic staff and administrative staff, university management. External stakeholders are graduates, parents, employers, state and private institutions.
- ❖ **Assessment** is the process of the systematic gathering, quantifying, and using of information to describe educational efficiency and content adequacy of the University (Institutional Assessment) or Programme (Programme Assessment) to the goals.
- ❖ **Self-assessment** is a systematic assessment of the University's activities, to check the current situation, to identify the areas in which the issues and objectives need to be improved.
- ❖ **Educational programme** is a core component of higher education that includes all processes in a particular area (development, organization, management, learning, learning and research) and leads to educational qualifications.
- ❖ **Project Monitoring** is a process that considers the effectiveness of the program in terms of achieving its goals and expected educational outcomes and identifies learning quality issues for dissemination of best practices in implementing the necessary measures.
- ❖ **Periodic review** of the project, with the help of which the University evaluates the achievement of the criteria and goals of the project, as well as the quality of the actual implementation, based on the results of its full implementation cycle and decides on the continued expediency of the program or changes to the plan.
- ❖ **Benchmarking** is a method and process for collecting and presenting operational data that allows to combine the performance of various institutions or programs to learn best practices and identify key issues and strengths.
- ❖ **Expert assessment** is an assessment process conducted by external experts on the quality and effectiveness of a university or educational program, personnel-resource.
- ❖ **Program Approval** is a process by which the HEI assesses the quality of the new educational programme and the capabilities of the **program** team to implement it in accordance with established standards.
- ❖ **Qualification descriptors** are formulas that define final qualifications results at appropriate levels of higher education and describe the main differences between them.
- ❖ **Educational Standards** are requirements for the level and extent of knowledge, capacities and skills that are required from the student within the framework of the program for awarding the requested qualifications.

- ❖ **Quality** is a multi-dimensional degree that relates to institutional mission and goals as well as accepted standards within the framework of HEI, programme or course. There are various quality definitions Depending on the purpose of use, "quality as an excellence", "quality as a suitability goal", "quality as an improvement" and so on.
- ❖ **Quality assurance** is a continuous process of assessing, controlling, maintaining and improving the quality of a HEI or educational programme.
- ❖ **Quality audit** is a quality assurance process through which the competent external body checks the availability of the internal quality assurance procedures of the higher education institution or educational programme, its equivalence to the goals and their actual implementation.
- ❖ **Internal quality assurance system** is a management system by which HEIs implement its quality assurance policies and objectives with the help of established procedures and mechanisms.
- ❖ **Quality improvement** is a process of continuous quality improvement through quality management.
- ❖ **Quality expertise** is an actual process of external assessment of the HEI or educational programme quality.
- ❖ **Quality management** is a combination of regular activities at the HEI or at the level of educational programme to improve quality.
- ❖ **Quality control is an internal or external process for checking the quality of the university or educational programme.**
- ❖ **Quality policy** is the official statement of the general policy and principles of the HEI in the field of quality assurance.
- ❖ **Quality culture** is a system of consistent and integrated principles of quality that is typical of the university's organizational culture or management system.
- ❖ **European Quality Assurance Standards and Guidelines** have been developed by the European Association for Quality Assurance (ENQA) The Pan-European document adopted at the Bergen Summit, which includes relevant standards and guidelines for quality assurance at the university, both internally and externally, as well as for quality assurance agencies.
- ❖ **Accreditation** is a process by which a state or(non-) governmental Authorized Body evaluates the quality of higher education institution or educational programme in order to formally recognize their compliance predetermined minimum standards or criteria. It consists of three consecutive stages: self-assessment and the preparation of relevant reports, experts study visit and assessment, preparation of assessment report.

TRADITIONAL MEDICINE UNIVERSITY DEVELOPMENT STRATEGY PROGRAM (2017-2022)

The University of Traditional Medicine (hereinafter referred to as "University") 2017-2022 in its Strategic Development Plan sets out the main directions to follow the University's long-term mission and its core strategic goals by providing quality education, high-quality research and quality public services.

To achieve the goals of the Strategic Plan, it is necessary to create an effective quality assurance (QA) system.

The mission of the University quality assurance system is to foster confidence in key areas of the University (education, science and public services) and to ensure that the quality and current standards of the qualifications awarded by the University are maintained, continuously improved and effectively managed.

The QA general policy of the University is implemented in the context of the vision, mission and core values of the University. It is based on the principle of acquiring and maintaining high quality standards.

The purpose of the UTM's QA policy is to support the University's mission and strategic goals in line with national and international standards.

The strategic plan includes all the activities of the university, the necessary steps to be taken in the field of educational reform, ensuring the high quality of education and competitiveness in the international arena.

The program provides an opportunity to effectively organize the future of its activities on the basis of accumulated experience, contemporary challenges and reforms, initiate a more favorable and competitive future of the University both in the Republic of Armenia and in the field of medical education, medicine and healthcare.

THE UNIVERSITY'S MISSION

The University of Traditional Medicine is a leading school of medical education, medical science and health care, which activity is aimed at training who are aware of their role in a physician-patient relationship, with a high level of morality, in accordance with the requirements of the labor market, unique and unprecedented for national and regional medical education.

THE UNIVERSITY'S VISION

The University of Traditional Medicine (hereinafter the University or UTM) strives to become an institution that:

- offers educational, ideological, research progressive and curricular educational programs, which are in line with the international educational principles of modern medical education,

- has effective and efficient management and administration, the necessary infrastructure, modern technologies, training and laboratory facilities, which contributes to the constant and continuous improvement of the quality of education,
- will ensure the preparation of future national, educated and highly respected physicians who will fully recognize their role in a physician-patient relationship,
- will be available, affordable and preferred educational institution for various layers of society, regardless of age, gender, race and nationality, beliefs and political preferences,
- to adapt the proposed curriculum with the fundamental principles of the European Medical Higher Education Area, with special approaches to contemporary and traditional medicine integration,
- provision of medical science-education programs in line with modern requirements with the introduction of own opportunities
- will be a high quality educational service provider for the training, re-training and re-qualification of medical personnel in the region
- education and scientific research will be able to implement a coordinated development strategy.

The Permanent values of the University of Traditional Medicine

At the threshold of the 21st century, medical education faces new challenges, both in the world and in our country, which is conditioned by the problems in the field of education. Medical education is particularly important in terms of global educational reform and the creation of a common educational field.

In 2002, the World Health Organization (WHO) proclaimed the strategic ways to integrate modern and traditional medicine as a policy of the XXI century. According to the WHO strategy, the national policies of member states should be aimed at addressing a number of issues, including the preparation and qualification of relevant traditional medicine practitioners, the development of scientific research, the allocation of financial and other resources.

Today, the reforms in the medical education system are up-to-date in Armenia and the sooner we start the implementation of the reforms, the faster we can state that the Armenia's medical education system has duly joined the global educational system. The characteristic peculiarity of each university is determined by the values that its stakeholders adhere to. These values for The University of Traditional Medicine of Armenia are the basic principles that are laid in the basis of its activities.

1.Educational Reforms: the implementation of credit system

Today, as a targeted provision, the establishment of the European Area of Higher Education and Scientific Research is considered.

The legal, normative and methodological documents have been reviewed, revised and processed at UTM for this purpose. New curriculum appropriate to the credit system, as well as the rules for transferring, removal and restoration of students based on credit accumulation has been developed for the implementation of the reforms smoothly.

The University is committed to continuing its traditions and values. During its activity, the University has followed a major course: teach the graduates the theory of medical education and traditional medicine skills, achieve sustainable success through methodological and practical applications, gain recognition not only in Armenia, but also beyond its borders. Constantly expanding its professional orientations the University incorporates new educational tools that will maintain and develop this issue.

2. The Current State of The University

Currently, there are two faculties in the University: General Medicine and Stomatology. The form of education is daytime, in per turn.

The structural subdivisions are: Rectorate, Scientific Council, Quality Assurance Committee, Quality Assurance Department, Faculties of General Medicine and Stomatology, Educational Part, Scientific Part, Department of External Relations, Human Resources and General Department, Scientific-Medical Center, Library, Reading Room, Accounting, Economic Part, Professional Chairs;

- humanitarian and socio-economic subjects,
- natural sciences,
- medical-biological subjects,
- eneral and private therapeutic subjects,
- general and private surgical subjects,
- special and professional and clinical subjects,
- traditional medicine named after E. Minasyan,
- stomatology.

These administrative and educational subdivisions have their statutes, regulations, work plans, and the relevant documentation required for the university work.

The university is one of the unique non-state educational institutions in the country, which has had considerable achievements in creating its own logistics base for 21 years of its operations.

The past decade has a special significance in the short history of the University's development. During that period, despite the serious difficulties inherent in the transitional period, the University has been in the process of preserving the educational process, reforming, technical equipment and international cooperation.

In order to implement the educational, laboratory and practical activities of the University, own resources are primarily used, as well as rented clinics, laboratories and research centers.

Clinical subjects are held in premium eight rented clinical bases in Yerevan, where clinical professional chairs are located, equipped with auditoriums, cabinets and wardens, educational didactic accessories, modern equipment.

Since 1999, the University has started the construction of a 50-bed multi-profile "Scientific Medical Clinic" with a total area of 5,000 square meters, the goal of which is to improve the university's own training base, which will simultaneously contribute to the effective implementation of research work. Due to insufficient funding, the construction works have been temporarily interrupted. Modernization and renovation of educational building, auditoriums, cabinets and laboratories is underway.

3. Management System

The management of the university is implemented in a complex manner, which is aimed at increasing the effectiveness of the university departments. The University Management System has ensured the sustainability of the University in previous years, guaranteed successful implementation of previously adopted strategic development programs. In recent years, the main directions of the university management system have been:

- educational and training programs,
- development of scientific activity,
- students' admission,
- quality assurance,
- financial management,
- logistics bases,
- improvement of subdivisions' work.

4. Educational activities

The University attaches importance to the ability of every capable individual to get higher education and provides its students with a high quality and affordable educational experience, provides a variety of consulting and financial support. The University cooperates with a number of foundations and non-governmental organizations. All professional education programs at the University are periodically monitored and necessary improvements are implemented. Relevant teaching and learning programs and procedures are being developed.

The university has a multi-functional system of regular testing and evaluation of students' knowledge. At present, guidelines and subject curricula and descriptions of the PEPs are being developed.

5. Research activities

Scientific research is primarily aimed at achieving the goals and objectives of the University's strategy.

In 1998 at the international conference organized in Cyprus the scientific-pedagogical experience of the University was highly appreciated and evaluated as the first and advanced experience of preparing specialists for Integrative Medicine.

Periodically, republican, international and institutional conferences, seminars are organized. Many of the published theoretical and practical scientific works have been introduced in practical medicine.

Traditional methods of diagnosis and treatment have been restored and put into action, by focusing on an integrated approach to treatment (integrating traditional and modern methods).

Traditional medicine curriculum and traditional science and modern medicine integration programs have been developed and processed.

The unique method of diagnosing, complex treatment of diseases, individual choice of herbs and medicines, according to modern and traditional traditional medicine, developed by the Head of the Chair of Traditional Medicine, PhD E. Minasyan has been recognized as an invention and has been given a copyright by The Patent Office adjunct to the Government of the Republic of Armenia.

Further improvement of the University's scientific-research activities is carried out.

6. Human resources development

The university's human resource potential is largely consistent with the license requirements. Not only the highly-qualified specialists of the republic, but also the graduates of the university are included in the process of implementation of educational programs. The University faculty members are mostly staffed by key personnel, the choice of which is made by the recommendation of the members of the Academic Council and the Rector. Great attention is paid to skilled professionals in the selection of lecturers.

7. Teaching quality by the European standard

The quality of teaching continues to be the main preference of the University. For Learning Quality Assurance we see to integrate into the European Higher Education Area, therefore, the European standards for the quality of education are a benchmark for us. For this purpose there is a quality assurance department for the quality assurance and evaluation of the University.

"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 department 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 supports 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 University 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

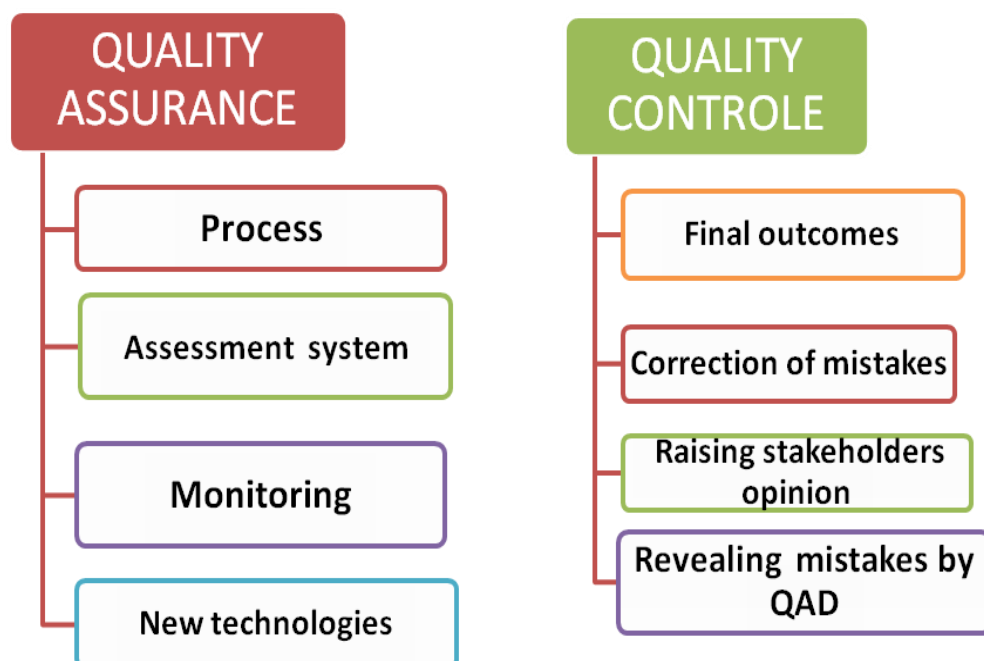
There are different perceptions and approaches regarding the concept of "quality". It is perceived as an excellence, a service that complies with a paid sum, a transformation.

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.

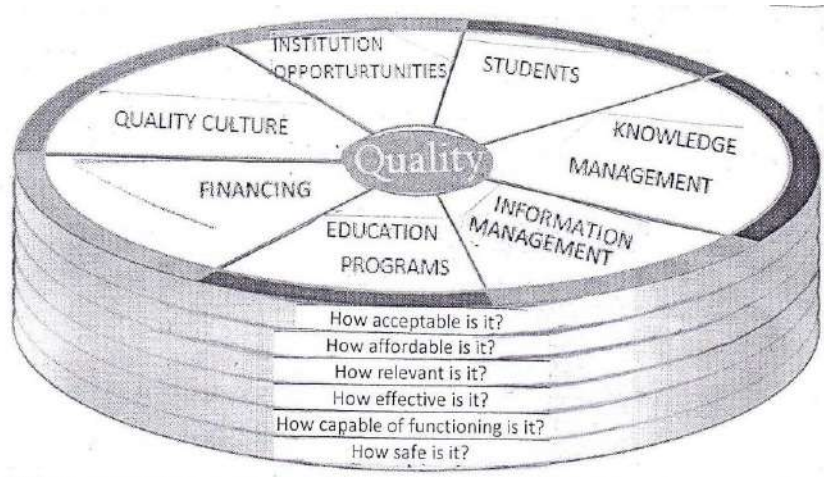
The UTM quality of education is a complex of processes in the field of education, research and management aimed at the implementation of the strategic goals of the university.

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.
- ❖ **Quality control** 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.



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 developments 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 Medicine 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 institution 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.

2.1. THE AIMS OF QUALITY ASSURANCE

The main aim of 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.

2.2. THE OBJECTIVES OF QUALITY ASSURANCE

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 department 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

2.3. THE PRINCIPLES OF THE INTERNAL QUALITY ASSURANCE

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.

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 management;
- ✓ 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 classes 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.

7. STUDENTS KNOWLEDGE TESTING AND ASSESSMENT PROCEDURE

There is a multifunctional system of student assessment at UTM, which main objectives of the application are:

- to organize a balanced study process of systematic testing and evaluation of students' knowledge during the academic semester, to promote students' progress, to ensure competition in the learning process, to encourage the independent work of a student, to improve attendance,
- to use the assessment results of the lecturers and students through regular checks as a feedback for continuous improvement and performance enhancement of teaching and learning, to improve the validity and credibility of the productive assessment of the course, taking into account the different components of learning in knowledge assessment process,

2.1. The students' assessment includes the following components:

- student's participation in the training with the help of class registration,
- performance and development of training /training module/ subdivisions and individual assignments provided by the program,
- summary assessment of the learning module during examination,
- assessment of independent individual work /essay, presentation, speeches at student conference within the framework of the course program/.

Table 1

Assessment components

	COMPONENTS	POINTS
1.	Attendance	20 points
2.	Development of knowledge acquisition, capacity and skills	70 points
3.	Individual work	10 points
Total		100 points

Table 2

The Assessment Rating Scale

Mark	Mark's point	Assessment's letter mark
excellent	96-100	A+
	90-95	A
good	80-89	B+
	70-79	B
satisfactory	60-69	C+
	51-59	C
unsatisfactory	50 և ցածր	D
tested	≥51	S
untested	< 51	U

➤ **Standards of individual assessment of students' knowledge**

“Excellent” /A+, A/- student freely possesses material, gives clear and complete answers to questions, easily combines different components of the training material, successfully completes all the tasks provided by the curriculum, the student has excellent skills in practical work.

“Good” /B+, B/- the level of theoretical training is very high, the student knows a significant amount of study material at the level of textbooks or lectures, but analytical skills are not enough to master the learning material.

“Satisfactory” /C+, C/- although the student has mastered a significant part of the presented material, but is unable to answer the lecturer's questions clearly, completely, the student's knowledge corresponds to the minimum requirements of the course curriculum.

“Unsatisfactory” /D/- the student has not mastered the main material, the student's knowledge does not meet the minimum requirements of the course curriculum.

“Tested” /S/- the student has some knowledge of the given course, which the lecturer considers sufficient for the level of learning, the student provides the minimum requirements for the course curriculum. The student earns academic credits for the given course.

“Untested” /U/- the student's knowledge does not meet the minimum requirements of the course curriculum. In that case, the student will not get the academic credits for the course.

2.5. The Assessment Forms of the Students' Knowledge

➤ **Current testing**

- Is a form of knowledge acquired by students, which is written or oral /inquiries, performing a practical task, solution of situational problems, laboratory work, etc./.

➤ **Mid-term exam**

- Is an assessment form of student's knowledge, which is held on test courses, twice in a semester according to the approved timetable. It is carried out Oral, written-oral, Test, checking practical skills and abilities.

➤ **Final test**

- The final test is held in the second interim testing date /the last class of the course/.

➤ **Final exam**

- Is the final result of mastering quality of the course by the student, which is held during the 18-20 weeks of the academic semester according to the approved timetable. It is carried out orally, written and orally, checking practical skills and abilities.

➤ **Independent individual work**

Is a component of assessment, which is done by the student during the semester and includes the following components:

- ✓ Essay, at least 5 pages, title sheet, list of literature, purpose, problems, conclusion,
- ✓ Preparation of a presentation within the topic of the day given by the lecturer /with the help of Power Point, PDF or other programs/ and presents during practical lessons,
- ✓ Participation in the student scientific research and/or student conferences within the framework of the training program as a talk.

3. STUDENT'S ACADEMIC RECORD

- 3.1. To document the results and performance indicators of the student's learning activities during the entire study period a computer specific program is being developed by the Quality Assurance Department of the University. From the moment the student is admitted to the University the Dean's office conducts the academic record, where immediately after each exam session student-acquired trainings and learning modules, earned credits, and the received productive assessments are recorded according to educational modules and semesters. The record reflects the volume of educational work done by the student and the average qualitative rating /AQR/.
- 3.2. The credits earned by the students are recorded and gathered in his/her academic record and remains in effect throughout his/her study regardless of learning interruption or future possible changes in the curriculum.
- 3.3. The final data that summarizes the student's progress in the given semester and the current time of study is mentioned in the academic record for summarizing the results of the student's learning progress, which includes the following 4 quantitative indicators;
 - ✓ Quantity of total credits,
 - ✓ Number of assessed credits,
 - ✓ Rating points,
 - ✓ Average quality score.

See all information

In the "Order of "Students Examination and Assessment System of the University of Traditional Medicine".

REGULATION ON CLASS ASSESSMENT OF THE TRADITIONAL MEDICINE UNIVERSITY

I. General provisions

- 1.1 This Regulation defines the rules of class assessment and discussion in the UTM.
- 1.2 The Regulation is approved and changed by the Scientific Council of the UTM.
- 1.3 The class assessment of the chair's lecturers and the organization of their discussion are included in the mandatory duties of the Chair's Head.

II. The Purpose and Objectives of class assessment

- 2.1 The purpose of the class assessment is to improve the pedagogical and methodological preparation of the lecturers of the chair, the use of modern methods of organizing and conducting the class.
- 2.2 The objectives of the class assessment are:
 - 2.2.1 assessment of the use of modern methods of pedagogical and methodological preparation of the lecturer, organization the class,
 - 2.2.2 find and share best practice of the class assessment result,
 - 2.2.3 assist beginner lecturers in organizing and conducting lessons.

III. Procedure for class assessment results and their discussion

- 3.1 Classes at the University are held in accordance with the pre-approved schedule at the Chair's session.
- 3.2 The head of the responsible chair, the lecturer and / or other lecturers of the department, and, if necessary, the representatives of the studying support staff of the University participate in the sessions.
- 3.3 Each class assessment is recorded on the relevant sheet (Attachment 1) by the conclusion, comments and suggestions made by the Chair and / or other participants of the Chair.
- 3.4 The results of the lecture sessions of the faculty lecturers are discussed at the chair's sessions.
- 3.5 The results of the discussion are recorded and assessed on a professional, pedagogical and methodological basis of the lecturer, the ability of organizational, making "student-lecturer" relations, the use of modern methods of organizing and conducting lessons, etc.
- 3.6 During the signing of the contract of faculty staff the results of discussion and evaluation of lecturers' class assessment are taken into consideration.

REGULATION ON THE QUALITY ASSURANCE DEPARTMENT OF THE UNIVERSITY OF TRADITIONAL MEDICINE

I. GENERAL PROVISIONS

- 1.1. The Quality Assurance Department(hereinafter Departmet) is a subdivision at The University of Traditional Medicine (hereinafter the University), which works on the basis of the University regulation, this regulation and other regulatory documents.
- 1.2. The main mission of the department is to establish a culture of higher professional education quality in accordance with the European standards and guidelines at the University, and to create the necessary preconditions for its continuous development.
- 1.3. The department is created, reorganized and terminated by the rector's order.
- 1.4. The department carries out functions of internal quality assurance of higher professional education, studies based on its activities, as well as other actions within the authorization and jurisdiction provided for in this regulation to implement the functions, tasks and goals of the Department.
- 1.5. The functions, tasks, goals, authorization and jurisdictions, responsibility, operation and termination procedure of the department are defined by this regulation.

II. Goals and objectives of the department

2.1. The main goals of the department are:

- Development and implementation of comparable policies and mechanisms with the European Higher Education Area Vocational Education Quality Assurance Process.
- Supporting the University's institutional capacity accreditation process.
- Assistance to the University in creating the foundations and prerequisites necessary for project accreditation.

2.2. The main objectives of the department are:

- Development, implementation and continuous development of policies, procedures, mechanisms and tools for internal quality assurance of higher professional education based on European standards and guidelines at the university,
- Establishment and implementation of policies and procedures for the quality assurance of education programs and qualifications,
- Establishment and implementation of educational programs and qualifications, creation and implementation of periodic review and monitoring mechanisms and tools,
- Improvement of evaluation criteria, principles and category,
- Improving the quality assurance mechanisms of the faculty,

- Improvement of students support system assessment mechanisms,
- Improvement of information accessibility level rating system,
- Providing publicity and transparency in quality assurance processes and improving its evaluation mechanisms,
- Periodic review and improvement of the internal quality system,
- Implementation of research and other necessary work to fulfill these objectives,
- Improvement of mechanisms and tools for identifying stakeholders' needs.

III. The department features

The department performs the following main functions:

- 3.1. Creates workgroups, scheduling and coordinating their work, providing methodological and ongoing support,
- 3.2. Evaluates the effectiveness of the educational programs, analyzes the activities of the University, introduces relevant recommendations and development programs,
- 3.3. Provides to the Rector's approval the draft annual work program,
- 3.4. Reports to the Rectorate and the Scientific Council,
- 3.5. Cooperates with quality assurance institutions of Armenia and foreign universities, provides an exchange of experience,
- 3.6. Cooperates with relevant state structures, participate in quality assurance trainings and seminar discussions organized by them,
- 3.7. Organizes trainings for members of the department,
- 3.8. Provides publicity and transparency of quality assurance processes.

IV. Department management:

- 4.1. The department management implemented by the Head of the Department.
- 4.2. The head of the department is appointed by the rector.
- 4.3. The Head of the Department is responsible for solving the problems faced by the Department, also responsible for the quality assurance functions and their implementation.
- 4.4. The head of the department is accountable to the Rectorate and the Scientific Council.
- 4.5. The Head of the Department is responsible for the implementation of the goals, objectives and functions of the Department.
- 4.6. Submits Working Program and Schedule of Implementation to the Rector's Approval.
- 4.7. Submits proposals to the Rector, Scientific Council and other subdivisions.
- 4.8. Within its jurisdiction, requires and receive to the University departments to provide quality assurance information.
- 4.9. **Cooperates with state, local and other strucutes.**

**PROCEDURE ON THE
TRADITIONAL MEDICINE UNIVERSITY
RECTOR'S ELECTION**

1. The University is governed by the University regulation, on the basis of self-management principles of the work collective and economic use of its property, on the basis of combination of founding members' rights.
2. The rector is responsible for managing academic, scientific-methodological, scientific-research, educational and other activities of the University.
3. The Rector is appointed in the General Meeting of Founding Members and accountable to them.

The election of Dean

The dean is responsible for the management of the faculty.

The dean is appointed by the rector after his / her receiving a guarantee at the General Meeting of Founding Members.

The election of Chair Head

The Chair Head is appointed on a contractual basis by the order of the rector, after his/her candidacy receiving a guarantee at the meeting of the Scientific Council or Rector.

Election of Lecturers

The university lecturers are selected by the Rector, after the discussion of candidacy in relevant chairs.

**RULES ON THE INTERNAL DISCIPLINE OF
THE UNIVERSITY OF TRADITIONAL MEDICINE
I. GENERAL PROVISIONS**

- 1.1 These internal rules of discipline define the employment of citizens, transferring employees to another job, encouraging, subjecting disciplinary responsibility, including dismissal procedure, the means for encouragement and disciplinary sanction, the main rights, responsibilities, work and leisure regime of the employees and the students, as well as other issues related to labor relations at the University of Traditional Medicine (hereinafter the University).
- 1.2 These rules apply to all the employees and the students of UTM, including joint and hourly-paid workers.

- 1.3 These rules do not apply to the rector of the University on accepting a job, encouraging employees, and subjecting them to disciplinary liability.
- 1.4 Certain provisions of this procedure refer to the persons within the University who are in civil law relations with the University, use the University's services or works, collaborate with the University or its structural units, as well as for other purposes, they are temporarily in the University's territory.
- 1.5 Issues relating to the maintenance of internal disciplinary rules are regulated by the University administration within the limits of its rights.
- 1.6 Internal disciplinary rules are approved and all modifications are made by the Academic Council of the University and enter into force by the order of the rector.
- 1.7 The employees of the University are informed about the internal disciplinary rules by the head of the relevant unit.

II. PROCEDURE FOR RECRUITMENT, TRANSFER AND DISMISSAL OF WORKERS

- 2.1 Hiring, transfer to another job, dismissal from the University are carried out in accordance with the labor legislation of the Republic of Armenia.
- 2.2 Working relationships with employees start with the employment contract with the rector of the University.
- 2.3 At the time of hiring, the general manager of the University must request from the employer the following documents,
 - a/ workbook,
 - b/ identity card, social security card or a certificate of non-availability,
 - c/ reference on health status /health book/, if the employment contract is concluded for those works, in which case primary and periodic medical examination is required,
 - d/ a document certifying appropriate education or training,
 - e/ other documents defined by the law or other normative legal acts,
 - f/ relevant reference to the RA citizens who are not enlisted for military service, exempted from military service or deferral from military service in the manner prescribed by RA legislation.
- 2.4 When hiring a worker in the prescribed manner, the University administration must:
 - ✓ introduce labor conditions,
 - ✓ introduce the university's internal disciplinary rules,
 - ✓ give information on keeping safety instruction, sanitary and fire safety rules instruction:
- 2.5 At the time of employment, an employee must familiarize himself / herself with the internal legal acts of the University and comply with their requirements.
- 2.6 Transferring the employee to another job must be carried out in the manner prescribed by the Labor Code of RA.
- 2.7 Transferring to another job at the University is made on the basis of the contract for the transfer to other work to be signed with the employee by the order of the rector.

- 2.8 Labor relations with the employee terminate through the settlement of the employment contract in the manner prescribed by the RA legislation.
- 2.9 The termination of the contract and the final settlement is formulated by the order of the rector.

III. THE COLLECTIVE DUTIES OF THE UNIVERSITY

3.1 The University administration is obliged to

- ✓ ensure the normal work of the teaching staff, administrative and economic staff,
- ✓ provide logistics, furnishing of premises and provision of educational materials necessary for the educational process within the University's financial resources,
- ✓ provide the methodological support of the educational process, confirm the volume of educational work,
- ✓ ensure the well-being of the premises, heating, lighting and furnishing,
- ✓ provide the salaries of the University's employees in the defined timeframes,
- ✓ timely allocate a vacation in accordance with the RA legislation,
- ✓ create conditions for the professional development of the teaching staff,
- ✓ contribute to the creation of a practical, creative atmosphere in the collective, to discuss the collective proposals in time, to improve the University's performance,
- ✓ maintain labor legislation and labor protection rules / technical safety rules, sanitary norms, rules and etc./,
- ✓ perform other duties provided for by the legislation of RA.

3.2 The Lecturer must:

- ✓ Implement education in accordance with state educational standards;
- ✓ Ensure high efficiency of the educational process, to develop the capacity of students to work independently, creative and initiative;
- ✓ Use the most effective methods, tools and forms of teaching, modern pedagogical technologies that contribute to the development of analytical work skills, to contribute to the better mastering of the necessary theoretical and practical knowledge to students,
- ✓ Contribute to the formation of students' professional skills, to prepare them for the practical usage of the gained knowledge,
- ✓ Participate in the development of educational programs, apply them in accordance with the curriculum and timetable,
- ✓ Conduct Lectures,
- ✓ Conduct practical exercises, seminars, final interviews, test interviews, practical games, tests,
- ✓ To check the tests, research papers
- ✓ Conduct exams and tests,
- ✓ Plan and manage students' scientific and independent work,

- ✓ Conduct consultations with students,
- ✓ Participate in the Dean's office and Chair's sessions and other educational-methodological activities;
- ✓ Participate in the preparation of educational programs, as well as other methodological and educational materials;
- ✓ Provide educational discipline, control classes, attendance of students,
- ✓ Maintain the university Regulation, the internal disciplinary rules and the obligations assumed under the employment contract,
- ✓ Care about the spiritual and material values of the university;
- ✓ Improve professional qualifications, pedagogical skills and practical experience,
- ✓ Respect the rights and freedoms of students, their dignity;
- ✓ Fulfill the assignments of the rector, the head of the chair and the dean.

IV. THE WORKING TIME

- 4.1 The working time is the period, during which the employee is obliged to perform the work stipulated in the employment contract, as well as other periods equated to it.
- 4.2 The work at the university starts at 09:00 a.m. and ends at 17:30 p.m.
- 4.3 The university study process is organized within 5 days of the week, from Monday to Friday. In some cases, tutoring is permitted according to a pre-approved schedule and timetable on Saturday, from 09:30 a.m. to 14:00 p.m.
- 4.4 The break at the University is carried out at 12:30 p.m. to 13:30 p.m. Depending on the nature of work, each subdivision may change the break time.
- 4.5 The University employees are provided with a six-day working week, with a total duration of 40 hours.
- 4.6 The work of the university library, specialized cabinets is organized from 09:00 a.m. to 17:30 p.m.
- 4.7 The duration of the working day on the eve of non-working, festive and memorable days is reduced to one hour with the exception of the professorial staff and short-term employees.
- 4.8 Shorter working hours are defined for mothers who have up to 3 years old and upbringing their children, which in each case is defined by an order.
- 4.9 Employee involvement in overtime work is permitted only in the cases and in the manner prescribed by the Labor Code of RA:

V. Vacation

- 5.1 Leisure time is free time from work regulated by law, collective or employment contract which the employee uses his/her discretion.
- 5.2 The paid and unpaid annual leave is provided to the employees in accordance with the Labor legislation of RA:

- 5.3 The head of the university's general department establishes the sequence of provided leave. The annual leave for the faculty members is usually provided during the summer holidays.

VI. ENCOURAGING AND DISCIPLINARY LIABILITY OF EMPLOYEES

- 6.1 For exemplary performance of work duties, increasing labor productivity, continuous impeccable work, work innovations and other achievements, scientific-research and social activities the following incentives for the employees and the students are defined
- a/ declaration of gratitude (written or verbal),
 - b/ one-time cash reward,
 - c/ reward of a certificate,
 - d/ reward of a souvenir,
 - e/ disciplinary sanction removal,
 - f/ additional paid vacation.
- 6.2 The encouragement is announced by the order of the rector and is informed about it by the staff of the University.
- 6.3 In some cases, taking into consideration the long-term work at the University and the services provided to science and education, a petition may be submitted to the superior bodies for awarding a medal, a diploma and awarding honorary titles in order to encourage the University employee.
- 6.4 All the awards and bonuses in the University are defined in the relevant regulation.

VII. THE RIGHTS AND RESPONSIBILITIES OF UNIVERSITY'S STUDENTS

- 7.1. The University student has the right to:
- a) receive relevant knowledge of the modern level of professional development,
 - b) according to preferences, participate in student scientific research activities at the University,
 - c) participate in the functions that test the quality of the training and assess the effectiveness of the teaching staff,
 - d) get free access to the university library, internet halls, laboratories, information databases, educational, scientific, medical and other subdivisions, participate in scientific researches, conferences, seminars and youth conferences,
 - e) create student non-governmental organizations for solving student-related problems,
 - f) to participate in the activities of the relevant management bodies of the University in the manner prescribed by the Charter,
 - g) receive information on the calculated marks and settlement principles,
 - h) get acquainted with the University Charter and other legal and academic documents relating to his/her rights and obligations, sign a contract with the University on study conditions,

- to receive an academic leave, if necessary, as prescribed by the authorized body up to one year (excluding cases defined by law),
- on his/her own request to interrupt his/her studies and conscript army, and restore student rights within a month after being discharged,
- The students who have completed the curriculum are awarded with the appropriate qualification and the state sample certificate is issued.
- The graduation certificate identifies the studied courses and the speciality, according to the approved academic credits and academic performance assessments. The students who have special achievements in education are given a diploma of excellence.

7.2. The University's student must:

- a) maintain the provisions of the University Charter and internal disciplinary rules,
- b) keep the University honor and reputation,
- c) attend lectures, practical, laboratory classes and participate in the internships,
- d) carry out the designed curriculum overload within the defined period.

7.3. Students' financial rights and responsibilities and the way they are implemented;

- a) take advantage of the annual tuition fee or partial compensation,
- b) the criteria and procedure for partial compensation (discounts) of university tuition fees at the expense of University funds, based on the student's high academic performance and social standing, are defined by the University in accordance with the current legislation of RA,
- c) students are required to pay university tuition fees for each semester of study. In case of failure to pay the tuition fee, the student may be dismissed from the University,
- d) tuition fee is constant for the whole period of study - the type of training provided by the contract, in case of continuous learning of the courses,
- e) the tuition fee is to be paid by the student at the lump-sum or with the rector's permission, by semesters in the first two months of each semester,
- f) paid tuition fee is not a subject to return, except for a case of interruption of education due to a health condition. The amount to be refunded should correspond to the non-teaching time,
- g) if the student has been dismissed for not paying tuition fees, he / she must pay the previous debt and the tuition fee for that semester,
- h) tuition fees paid by the student as a prepayment are transferred as a next-year tuition fee or must be returned,
- i) after paying tuition fees, the student must inform the Dean's office about his / her payments,
- j) in connection with the departure of the military service and in case of termination of education due to deferment and restoration of the student rights in the established order, the tuition fee shall be paid to the extent prescribed by the former contract,

k) tuition fee is paid in cash at the university cash desk or by transferring to the current account opened in a bank serving a university.

7.4. The students are obliged to take care of the University property (property, study guides, books, equipment, etc.). The student is responsible for material responsibility for the damage caused to the University's property in accordance with applicable law.

7.5. Students without permission from the university administration are prohibited from taking out various equipments from laboratories and educational buildings.

7.6. Students must be disciplined and clean in the educational institution as well as in the streets and public places. Proper cleanliness and discipline at the University, based on self-service, in accordance with established rules, provide technical staff and students.

7.7. Students who fail to fulfill their curriculum demonstrate academic insufficient progress, break down educational process schedule,

the university charter provisions and internal disciplinary rules may be subject to disciplinary penalties up to university exemption (dismissal) by the decision of the rector and by the order of the rector or by the person authorized by him/her.

7.8. The following disciplinary penalties can be applied to students:

- a) remark,
- b) reprimand,
- c) strong reprimand,
- d) removal from the University (dismissal).

7.9. The student is dismissed from the university;

- ✓ according to his/her application,
- ✓ transfer to another university,
- ✓ due to the lack of academic achievement, when having 13 credits during the semester,
- ✓ violation of the obligations stipulated by the University Charter and these Rules, including within 120 hours or more during a month,
- ✓ in case of not paying of tuition within the period defined by the University.

It is forbidden to dismiss students during sickness, vacations, academic leave, or maternity leave.

VIII. THE RESPONSIBILITY IN CASE OF VIOLATION OF WORK AND EDUCATIONAL DISCIPLINE

8.1 Violation of working discipline, that is, the failure to perform or improper performance of labor duties provided by RA legislation, the University Charter and the internal legal acts by the employee or by his/her fault imposes disciplinary penalties imposed by law.

8.2 The University Rector applies disciplinary sanctions for the breaks of the discipline;

- a/ reprimand,
- b/ strong reprimand,

c/ settlement of the employment contract on the basis of Articles 121 and 122 of the Labor Code of RA.

The university disciplinary penalty is notified to the staff of the University.

8.3 Before applying a disciplinary penalty, a written explanation is required from the worker. The absence of an explanation should be confirmed by an appropriate act of refusal of the employee to submit it.

8.4 Disciplinary penalties shall be applied immediately after the discovery of a violation without the employee's sickness or vacation period. Disciplinary penalties cannot be applied if 3 months have passed since the date of violation. If the violation is detected during the financial and economic activities, during the inspection/inventory of the sum or other values, a disciplinary penalty may be imposed if the violation has not exceeded one year from the date of its execution.

8.5 Only one disciplinary sanction may be imposed for each violation of the discipline.

8.6 If, within a year after the disciplinary sanction was imposed, the employee did not undergo a new disciplinary sanction, it is considered to be invalid.

8.7 Those students who demonstrate academic insufficiency, violate the requirements of the legislation of the Republic of Armenia, the Charter of the University, the internal legal acts of the University, the internal disciplinary rules of the University, by the order of the rector can be subjected to disciplinary penalties up to university removal.

8.8 The following disciplinary sanctions are applied to the student in the event of violation of the duties provided by the legislation of the Republic of Armenia, the University Charter, internal disciplinary rules: a) reprimand, b) strong reprimand.

The disciplinary sanction is applied to the staff of the University.

8.9 Before applying a disciplinary penalty, a written explanation is required from the student. The absence of an explanation should be confirmed by the corresponding act of the student's refusal to represent it.

8.10 A disciplinary penalty can be applied not later than within one month of the disclosure of the act, excluding the period of student's illness or vacancy.

8.11 If, within a year after the disciplinary sanction has been exposed, the student has not been subjected to disciplinary penalties, it is considered to be invalid.

8.12 The student may be dismissed/exempted from the University in the cases stipulated by legislation of RA, The University's Charter and regulations.

8.13 It is not allowed to remove a student during sickness, vacations, academic leave, or maternity leave.

IX. ORGANIZATION OF TRAINING PROCESS

- 9.1 The academic year begins on September 1, consists of two semesters and ends in accordance with the curriculum.
- 9.2 The following types of training courses are offered at the University: lecture, practical, seminar and laboratory training, production practice, test works.
- 9.3 The schedule is approved by the Vice-rector on Educational Affairs and are posted at least 7 days before the start of classes.
- 9.4 All kinds of lectures are 80 minutes. As a rule, one tutorial combines 2 academic hours. The training course is 10-20 minutes.
- 9.5 In order not to disturb the course of study sessions, there should be silence and discipline in the educational building after the classes start. It is not allowed to interrupt classes, enter into the classroom and leave it during this period.
- 9.6 The start and end of the training are approved by the Rector at 09:30 a.m. to 15:30 p.m.

X. THE PROCEDURE OF USE OF EDUCATIONAL BUILDING AND PROPERTY

- 10.1 The head of the economic office is responsible for the availability and maintenance of the property and educational equipment, the normal temperature and lighting at the university's premises.
- 10.2 It is forbidden to implement activities prohibited by public law of the RA legislation in the University's building, adjacent to the surrounding area.
- 10.3 During the training sessions, the use of mobile phones or other modern means of communication is prohibited if it is not used as an educational tool.
- 10.4 The entrance to the University territory, as well as movements, withdrawals and imports of workers, students and other persons, are permitted in a specially designated manner.
- 10.5 The University staff and students are prohibited to move the property without permission.
- 10.6 A special work mode can be established at the University on weekends and holidays, as well as in extreme conditions.
- 10.7 The keys to the university's premises as well as classrooms, laboratories and cabinets should be handed over to duty employees,

XI. CHANGES AND ADDITIONS TO THE RULES

- 11.1. The changes and additions to the Rules are implemented and enter into force in the manner prescribed for the approval and enforcement of these Rules.
- 11.2. The changes and additions made to the Rules are an integral part of these Terms and will enter into force upon signing.

XII. FINAL PROVISIONS

- 12.1. Those labor relations that are not regulated by the rules, are regulated by the Labor Code of the Republic of Armenia and other normative legal acts containing norms on labor law.
- 12.2. in case of adoption of legal acts with higher legal force during the validity of the Rules, the provisions of these Rules are applicable to a non-contradictory legal act with higher legal effect.
- 12.3. The violation of the rules causes responsibility in accordance with RA legislation.

REGULATION ON

TRADITIONAL MEDICINE UNIVERSITY

QUALITY ASSURANCE COMMITTEE TO THE SCIENTIFIC COUNCIL

1. GENERAL PROVISIONS

- 1.1. This Regulation defines the main tasks and functions, rights and duties of the Quality Assurance Commission (hereinafter QAC) attached to the Scientific Council of the Traditional Medicine University (hereinafter UTM).
- 1.2. The regulation is based on the UTM Charter and the quality assurance policy of the UTM.
- 1.3. This regulation is a document regulating processes of internal quality assurance of the university.
- 1.4. The Quality Assurance Commission is a body that regulates quality assurance processes at the University, the main goal of which is the formation and development of quality culture, the improvement of the education system and gradual compliance with the requirements of state accreditation standards, organization of solving problems arising from SP in quality assurance.
- 1.5. The Commission is guided by following activities:
 - 1.5.1. RA laws regulating education sector and other legislative normative acts
 - 1.5.2. Accreditation of educational institutions implementing professional educational programs with RA state standards
 - 1.5.3. European Higher Education Area Quality Assurance Standards and Guidelines:
 - 1.5.4. Regulation of the UTM
 - 1.5.5. Orders and decisions of the UTM Rector
 - 1.5.6. Quality assurance policy of the UTM
 - 1.5.7. The commission is formed and dissolved by the order of the UTM Rector
 - 1.5.8. Changes and additions to this Regulations may be proposed by any member of the Commission, but must be implemented by the order of the rector

2. The Committee staff

- 2.1. QAC staff at the University is determined on the basis of the effective implementation of the quality assurance process of the UTM Strategic Plan.
- 2.2. Apart from the members proposed by the Scientific Council, the Committee also includes:
 - 2.2.1. Head of the QA department
 - 2.2.2. One authorized representative of the faculties represented by the dean of the faculty
 - 2.2.3. Student Council President
 - 2.2.4. One student from each faculty selected by the Student Council
 - 2.2.5. Minimum two external stakeholders (from sectoral organizations, institutions and public associations)
- 2.3. The Committee shall have a Secretary, elected by the Committee at its first session, through open voting.
- 2.4. Heads of the university department and other specialists can participate in the Commission's work, if it necessary, by invitation of the President.

3. The Committee Chairman

- 3.1. The President of the committee is the Rector of the UTM,
 - 3.1.1. Approves the working plan of the commission and sessions,
 - 3.1.2. invites and carries out the sessions of the Committee,
 - 3.1.3. coordinates the decision - making process of the Committee,
 - 3.1.4. invites relevant experts and experts to discuss individual issues,
 - 3.1.5. presents to the Scientific Council the projects developed by the Commission,
 - 3.1.6. carries out other functions by the UTM internal legal acts and other powers envisaged by this Procedure.

4. THE COMMITTEE SECRETARY

- 4.1. Secretary of the Commission:
 - 4.1.1. elaborates and forms the working plan of the commission and the agenda of the sessions;
 - 4.1.2. prepares the necessary materials for sessions and provides the members of the committee;
 - 4.1.3. informs the dates of the sessions and the issues under discussion, takes part in discussions and decision-making process;
 - 4.1.4. records the process of sessions and the decisions made;
 - 4.1.5. together with the President, prepares and submits information on the decisions of the Committee to the relevant structures.

5. The Commission Member

5.1. Member of the Commission:

- 5.1.1. participates in the sessions invited by the Commission and discussions on issues raised,
- 5.1.2. represents the projects elaborated by the Commission at the UTM Scientific Council
- 5.1.3. carries out other functions by internal legal acts of the University and by this procedure

6. THE COMMISSION MAIN TASKS AND FUNCTIONS

- 6.1. The main tasks of the Commission's activities are the study, preparation and presentation of proposals to the Scientific Council on the quality assurance problems.
- 6.2. The Commission's main functions are:
 - 6.2.1. develop the main directions of the university policy in the field of quality assurance,
 - 6.2.2. develop the assignment for the development of the University's educational system quality,
 - 6.2.3. listen to and discuss the reports of the authorized representatives of the relevant subdivisions in the field of internal and external quality education,
 - 6.2.4. evaluate the effectiveness of the university's quality assurance system,
 - 6.2.5. invest in quality assurance the best practices of foreign and local universities,
 - 6.2.6. elaborate and examine the draft normative documents on quality assurance,
 - 6.2.7. participate in the discussions of the results of the exam at the university and make suggestions,
 - 6.2.8. facilitate the University in organizing conferences, seminars and round tables on quality assurance,
 - 6.2.9. prepare proposals for the organization of strategic development and quality assurance activities at the University,
 - 6.2.10. timely make additions and changes in existing quality assurance documents to further enhance the quality of the university and the effectiveness of key functions,
 - 6.2.11. find out the factors that negatively affect the quality assurance process and take appropriate measures,
 - 6.2.12. inform the staff and students about the decisions made by the Commission on quality assurance.

7. THE RIGHTS AND RESPONSIBILITIES OF THE COMMISSION

7.1. Based on the need to fulfill the tasks, the Commission has the right:

- 7.1.1. Submit questions to Rector and Scientific Council of the University on the works subject to the jurisdiction of the Commission,
- 7.1.2. Check reports of heads of separate subdivisions on quality assurance issues,
- 7.1.3. Discuss and approve the Financial Expenses Estimates: for the quality assurance processes and its implementation report,
- 7.1.4. To receive relevant documents, reports and other materials from the University and relevant officials on the current quality assurance situation,
- 7.1.5. Create permanent and temporary working groups to carry out their functional duties, approve their staff at the Commission's meeting, and, if necessary, involve other interested persons in the work,
- 7.1.6. Submit suggestions and mediation to the university rector to encourage more prominent lecturers in quality assurance during the reporting period,
- 7.1.7. To receive documents from the QANC, Ministry of SE and other agencies to implement the quality assurance process.

7.2. The duties of the Commission are:

- 7.2.1. Timely and actively carry out the tasks and requirements set out in this Regulations;
- 7.2.2. Fulfil the functional duties in accordance with the approved work plan in the University for the quality assurance,
- 7.2.3. To cooperate with separate groups of structural subdivisions of the University and to show them practical and theoretical support,
- 7.2.4. At the end of each year, submit to the Scientific Council a report on the achievements of the University in quality assurance.

8. ORGANIZATION OF THE WORK

- 8.1. The organizational and technical support of the commission's work is provided by the rector of the university.
- 8.2. The activity of the Commission is carried out in accordance with the working plan approved by its President.
- 8.3. The President organizes the work of the committee and holds the sessions (in case of his absence, the Deputy Chairman).
- 8.4. The Commission session is convened in accordance with the working plan no later than once in a semester. Sessions are considered legitimate if most of the staff are present there.
- 8.5. Decisions on matters under discussion should be taken by majority vote of the session participants, by open voting, and approved by the chairperson of the commission.

In case of equality of votes, the vote of the Chairman of the Commission should be considered decisive. The decisions made at the Commission meeting should be recorded and signed by the President or Deputy Chair and the Secretary of the Commission.

8.6. The decisions taken by the Commission to ensure quality assurance are mandatory for all managers, individual structural subdivisions and other employees of the University.

8.7. Execution of decisions made by the Commission controlled by the Chairman of the Commission, up to their final end.

RATING QUESTIONNAIRE ON THE UTM LECTURERS STAFF ASSESSMENT

(according to the last 5 years)

The questionnaire is composed of the ABC Quality Assurance and Improvement Committee.

Dear Colleagues,

You are participating in the UTM Training Quality Assurance and Improvement Efficiency Assessment survey.

1.	Name, surname, father's name, birth date				
2.	Academic degree, academic rank, position				
3.	Chair				
4.	Academic subject:				
5.	Professional work experience				
6.	Work experience at the UTM				
7.	Knows the following foreign languages:	Russian <input type="checkbox"/>	English <input type="checkbox"/>	German <input type="checkbox"/>	Another <input type="checkbox"/>

5 points – 3 and more languages

4 points – English and 1 more language

3 points – Russian or another foreign language

1. Educational and methodological activities

	Educational Program	Year	Lectures	Practice	Total
1.					
2.					
3.					

5 points – lectures and practice

4 points – Practice

3 points – Lectures

1.1.

Educational-methodological works / specify quantity /		Number			Total
		Armenian	Russian	English	
Printed	textbook				
Published	manual				

	Methodical indication				
	tests (prepared by you)				
	Methodological developments (ac. year)				

5 points – book / manual / or methodological development, guide / test /

4 points – manual /book /

3 points –methodological guide /test, methodological development/

1.2.

				Total
Overview of programs and lectures				
Create new subjects programs				
Create new lectures				

4 points –overview of programs and lectures

2 points – Create new subjects programs

1 points –Create lectures

1.3.

<p align="center">Head of Educational Practice</p> <p align="center">(for clinical subjects)</p> <p align="center">/ specify the dates /</p>	
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3 points – yes

1.4.

Educational-methodological organizational activities	Number		Total
	University	Republican	
Chairman of the Subjective Methodological Commission			
Secretary of the Subjective Methodological Commission			
Member of the Subject Methodical Commission			

3 points –Chairman of the Subjective Methodological Commission

2 points – Secretary of the Subjective Methodological Commission

1 points – Member of the Subject Methodical Commission

1.5.

	Number	Total
Head of the Student Scientific Group (specify dates)		
/ Head of student scientific works / specify number/		
Research paper		

2 points – Head of the Student Scientific Group (specify dates)

1 points – Head of student scientific works / specify number

1 points – Research paper

2. Scientific activity

2.1. Scientific and methodical works (attach documents)

Printed scientific works (specify numbers)	Number			Total
	Republican			
	Armenian	Russian	English	
Monograph				
Article				
Thesis				
Copyright, Patent, Rationalist Proposal				

5 points – monograph / or 10 and more articles, at least 3 of them in English /

4 points – 10 and more articles

3 points – articles / 5-10 / or copyright, patent

2.2.

	Number								Total
	University			Republican			International		
	Arm.	Russ.	Eng.	Arm.	Russ.	Eng.	Russ.	Eng.	
Participation in conferences (Specify the conference date and name)									

5 points – 10 and more times participation in conferences / 3 republican, 1 international /

4 points – 5-10 Participation in conferences / 3 republican /

3 points – up to 5 participations in conferences

2.3.

Special funded scientific program (Specify date)	Number			Total
	University Basic	Republican Thematic	International	
Head				
Participant				

3 points – Head

1 points – Participant

2.4.

	Number	Total
Dissertation defense (Specify date)		
PhD (permanent)		
Doctoral (permanent)		

5 points – Doctoral (permanent)

4 points– PhD (permanent)

2.5.

	Number	Total
Supervision of Dissertation / Scientific Consultant (specify number)		
Dissertation's Opposition (specify number)		
Dissertation Plan – annotation review (specify number)		
Dissertation examination, Reviewer		
Dissertation review (specify number)		
Review of monographs (specify number)		
Textbook Review (specify number)		
Review of Methodological Manual		

5 points – Supervision of Dissertation and 3 and more Dissertation’s Opposition or Review

4 points – Supervision of Dissertation / Scientific Consultant / and 3 and more Dissertation’s Opposition or Review

3 points – Review 3 and more

2 points – Dissertation’s Opposition, or Review less than 3

2.6.

Titles	Professor	Associate Professor

4 points – Professor

3 points – Associate Professor

2.7.

Business trips <i>(specify number)</i>	Number		Total
	in the republic	abroad	
Participation in seminars and trainings conducted by various organizations			

3 points - 5 and more business trips, of which at least 2 abroad

2 points – 5 and more business trips

1 points – less than 5

2.8.

Participation in requalification courses <i>(last year)</i>	Number		Total
	Time interval /Year, Months/		
University			
Republican			
Internatioanl			

3 points –International

2 points –Republican

1 points –University

3. Social activity

3.1.

The Scientific Council Membership	
--	--

If available – 5 points

3.2.

Professional Association Membership	
--	--

If available – 3 points

3.3.

Membership to the RA National Academy of Sciences	
Membership to the RA Medical Academy	

5 points – **Membership to the RA National Academy of Sciences**

3 points – **Membership to the RA Medical Academy**

3.4.

Editorial activity	Number			Total
	University	Republican	International	
Journal editor /3,4,5/				
journal responsible /2,3,4/				
Member of the Journal Editorial Board/1.2.3/				
Book, manual editing (Specify number) /3.4.5/				
Professional edition of books and manuals (<i>Specify number</i>) /1.2.3/				

3.5.

Honors (<i>Specify number</i>)	Number			Total
	University	Republican	International	

5 points – Republican

4 points – Republican

3 points – University

3.6.

Speeches on the media: / publicly available/ (specify number, month, date)		Number	Total
	oral		
	printed article		

2 points – printed article

1 points – oral

Note: Facts of the answers to all questions must be submitted in the form of copies.

Please specify your suggestions and additional information that have not been found in the questionnaire:

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Rating assigned by the head of the department (0-5 points)

Calculation of numbers

52–70 points–excellent

35–51 points –good

20–34 points –satisfactory

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Appendix 7

ASSESSMENT OF THE COURSE EFFICIENCY QUALITY INDICATORS

Dear UTM student,

At the end of each semester, a course assessment is conducted with the aim of improving the educational process and providing quality education,

Please take part in the survey, which will help to identify the strengths and weaknesses of the course. Your opinion is important to us. The survey is anonymous and the received data will only be used in a generalized form.

Specify only one box for each attribute with V.

Course Assessment Questionnaire

<i>Qualitative Features of Training Efficiency</i>		Excell.	Good	Satis.	Unsatis.
1.	Compliance of Learning Outcomes with Course Objectives				
2.	Practical and laboratory works that contributes to the course to mastering the course.				
3.	Saturation of course training cabinets and laboratories with modern technical equipment and didactic supplies				
4.	The usefulness of the literature and educational methodological materials offered for the course.				
5.	The compliance of course lectures summaries and other educational materials (including electronic) with the content of the course.				
6.	The level of the usage newest technical equipment during the teaching.				
7.	Practical exercises and tasks that contribute to the formation of applied skills in the course.				
8.	The course promotes the formation of professional knowledge and practical skills.				
9.	Clinical course is provided by the appropriate base.				
10.	I assess the complete course.				

To what extent does the UTM class meets the following criteria?

	Criteria:	Fully complies	Rather it complies	Rather it doesn't complies	Generally does not complies
1.	Students learn to get information on their own and turn it into knowledge.				
2.	The course is assessed by the students, and it helps the lecturer to correctly understand the effectiveness of the training.				
3.	Students are active participants, not just audiences for lectures.				
4.	Students are trained and assessed not only for individual participation, but also for teamwork.				
5.	The lecturer directs the student to critical thinking, helping to formulate problematic and determine the most effective ways to solve them.				

6.	The lecturer coordinates and directs the usage of information sources, he/she is not the only provider of information.				
7.	The student-lecturer relationship is characterized as equal to equal and it contributes to the development of students.				
8.	Students' participation and involvement in the classes is essential.				

Questionnaire on Lecturer survey

Dear UTM Lecturer,

To find out the strengths and weaknesses of university services and find solutions, please take part in this anonymous survey and provide objective answers.

1. Do you know the rights and duties of university faculty staff?

Specify only one box for each attribute with V.

	Yes	No	Partially
Rights			
Duties			

2. Are the lecturer rights protected at the university?

Specify only one box for each attribute with V.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

3. Do you know about the forms of participation of the lecturers in the university management?

Specify only one box for each attribute with V.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

4. Please, specify how the lecturers can participate in the management of the University.

1. _____
2. _____
3. _____

5. Is the opinion of the lecturers taken into account at the University?

Specify only one box for each attribute with V.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

6. How did you develop your subject program?

Specify only one box for each attribute with V.

Subject program development			
<i>Independent</i>	<i>Team work</i>	<i>I used ready-made program</i>	<i>I have studied international experience</i>

7. How often do you review the subject programs?

Specify only one box for each attribute with V.

Frequency of Review			
<i>If necessary</i>	<i>Once a year</i>	<i>2 times a year</i>	<i>3 times a year</i>

8. What do you take into account when revising object-oriented programs (specify up to 3 options)

1. Last year successes and failures associated with mastering the subject.
2. Changes in the university strategy
3. Changes in the educational system of Armenia, reform requirements
4. Labor market requirements

9. Are the university's requirements to professors clear?

Specify only one box for each attribute with V.

1. Yes	<input type="checkbox"/>	2. Partially	<input type="checkbox"/>	3. No	<input type="checkbox"/>
--------	--------------------------	--------------	--------------------------	-------	--------------------------

9. How are the professors' professional qualities assessed at the university?

10. Specify only one or several boxes for each attribute with V.

1. Rating Questionnaire ☐
2. Checking classes ☐
3. Assessment of qualitative features of the lecturers by the students ☐

11. How do you get informed about the various educational issues?

Specify only one box for each attribute with V.

	Information source	
1.	Dean	<input type="checkbox"/>
2.	Educational Department	<input type="checkbox"/>
3.	Chair	<input type="checkbox"/>
4.	Announcements	<input type="checkbox"/>
5.	University Website	<input type="checkbox"/>

12. Have you participated in professional trainings?

1. Last 5 years	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2. Last 3 years	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

13. Does the Training contribute to your professional growth?

Specify only one box for each attribute with V.

1. Yes	<input type="checkbox"/>	2. Partially	<input type="checkbox"/>	3. No	<input type="checkbox"/>
--------	--------------------------	--------------	--------------------------	-------	--------------------------

14. Does the University provide possibility professional growth?

Specify only one box for each attribute with V.

1. Yes	<input type="checkbox"/>	2. Partially	<input type="checkbox"/>	3. No	<input type="checkbox"/>
--------	--------------------------	--------------	--------------------------	-------	--------------------------

15. Your scientific activity over the past five years.

Specify only one box for each attribute with V.

	Scientific work	
1.	Participation in the scientific conference	<input type="checkbox"/>
2.	Monograph	<input type="checkbox"/>
3.	Article	<input type="checkbox"/>
4.	Other	<input type="checkbox"/>

16. The University supports the publication of scientific works and manuals.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

17. Are you aware of the University's academic activities?

Specify only one box for each attribute with V.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

18. Who and where do you apply to the educational process matters?

Specify one or several boxes for each attribute with V.

1. Educational Department	<input type="checkbox"/>	2. Chair (Head, laboratory assistant)	<input type="checkbox"/>	3. Dean	<input type="checkbox"/>
4. Lecturer	<input type="checkbox"/>	5. Rector	<input type="checkbox"/>	6. Quality Assurance Department	<input type="checkbox"/>

19. Are the University students informed about your scientific activity and achievements.

Specify only one box for each attribute with V.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

20. Are there sufficient conditions for full-time working activities at the University?

Specify one or several boxes for each attribute with V.

	Content	Yes	No	Partially
1.	Building conditions:			
2.	Audiences equipped with the necessary equipment			
3.	SMTC			
4.	A Laboratory equipped with the necessary equipment to effectively organize laboratory trainings			
5.	Computers, display devices			
6.	Internet			
7.	Professional literature			
8.	Conference hall			
9.	Providing Medical Services at the SMTC			
10.	Caffeteria			
11.	Heating			
12.	Lighting			
13.	Fitness halls			

21. Are you satisfied with the work of the university administrative subdivisions?

		Yes	No	Partially
1.	Chairs			
2.	Dean's Office			
3.	Educational department			
4.	Scientific Council			
5.	Rectorate			
6.	General department			
7.	Library			
8.	Accountancy Department			

22. The University provides an opportunity to exchange experience with foreign lecturers and medical doctor specialists.

1. Yes		2. Partially		3. No	
--------	--	--------------	--	-------	--

23. Who are you applying for the Who are you applying for proposals and complaints on the university's resources.

Specify one or several boxes for each attribute with V.

1. Rector	
2. Dean	
3. Head of chair	
4. Head of the Quality Assurance Department	
5. Head of Educational Department	
6. Colleagues	

24. How do you being infomed about the current activities of the University?

/Specify one or several boxes for each attribute with V.

1. University Website	
2. Chair Sessions	
3. Scientific Council Meeting	
4. University announcements	
5. Social Media	
6. Another	

25. Have you been faced with dishonesty in the educational process?

/Specify one or several boxes for each attribute with V.

	Manifestation of dishonesty	Yes	No
1.	The biased attitude by the lecturers		
2.	Intervention by a friend for getting desired mark		
3.	Givng money for the desired mark		

26. Do these surveys help improve the quality of the university?

/Specify one or several boxes for each attribute with V symbol.

1. Yes	<input type="checkbox"/>	2. Partially	<input type="checkbox"/>	3. No	<input type="checkbox"/>
--------	--------------------------	--------------	--------------------------	-------	--------------------------

27. The university management provides you with the appropriate salary.

1. Yes	<input type="checkbox"/>	2. Partially	<input type="checkbox"/>	3. No	<input type="checkbox"/>
--------	--------------------------	--------------	--------------------------	-------	--------------------------

28. Specify your suggestions and questions that you would like to include in the next survey.

Social demographic issues

Specify your gender _____, Specify your age _____,

Specify your profession _____

Specify your degree and title _____

Describe your work experience _____ year,

How many years do you teach at the University? _____

Are you engaged in other work activities, besides teaching?

1. If so, please specify where _____

2. No

Assessment inquiry of the faculty by the student

Dear student, UTM gives importance to organise your educational system impartial and effective. To evaluate and to improve professor- lecturer staff professional and personal qualities we ask you to answer the below questions completely and freely. Each question is estimated at 1-5 points, please rate your score with V conventional symbol.

Section _____ lecturer _____

Content	1	2	3	4	5
1. The lecturer begins and finishes the lesson on time					
2. The lecturer presents the description of the subject completely, explains the purpose and expected outcomes clearly.					
3. Uses modern technical resources during teaching.					
4. The lecturer treats the students in a respectful way.					
5. The lecturer evaluates the student fairly and transparently.					
6. Provides the material simple and affordable.					
7. Works with the students in a personal way.					
8. Helps the students to use professional materials and					
9. Keeps discipline of students during the class.					
10. Can create interest to her/his subject.					
11. Practical trainings and assignments help to develop applied skills.					
12. Stimulate students to work independently.					
13. The lecturer has necessary knowledge to answer the students' questions even not about his/her subject.					
14. He/She is an interesting person and you can learn from him/her many things.					

Questionnaire for Lecturers on The Students educational level survey

Dear lecturer, your answers and opinions help us to improve the process of testing and evaluating students' knowledge at UTM. The aim of inquiring is to assess the effectiveness of current assessment system as well as easiness of using the exam journals.

Note put one answer with V symbol or highlight it.

Faculty_____

Section_____

1. Forms and methods of evaluation

1.1. Used assessment methods allow students to measure the level of achievement of educational outcomes in the assessment course.

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

1.2. Are the semi-final exams allow students to display their knowledge completely?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

1.3. Are the final exams allow students to display their knowledge completely?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

1.4 Are the tests allow students to display their knowledge completely?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

1.5. Is it easy to work with current newsletter?

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

1.6. Can be productive if active thinking compliments amplified education and compliments overloaded education.

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

2. Assessment on Feedback.

2.1. Do you compliment on results or give it as advice.

- ☐ Yes
- ☐ No

2.2. The results of assessments can be used for improving the teaching and education processes.

- ☐ Yes
- ☐ No
- ☐ Partly yes
- ☐ No answer

2.3. Student protesting is progressive.

- ☐ Yes
- ☐ No
- ☐ No comment

3. Mention complimentary strategies the most positive sides.

4. Mention assessment strategies the most negative sides.

5. Suggestions: what you would like to change in students' knowledge evaluation system. You can choose several options.

- Simplify rating scale
- Change attending score
- Rate student's activity
- Rate independent study
- Other _____

QUESTIONNAIRE ON THE FACTORS PROMOTING IN CHOOSING UNIVERSITY AND SPECIALISM

Dear Student,

The UTM Quality Assurance Commission implements a survey on factors affecting the professions choice at the university.

Your honest and objective reviews will help to raise the efficiency of organizing the learning process. This research is anonymous and the received data will only be used in a generalized form.

Please rate your satisfaction with the publicly available information on educational programs in the "Yes", "Partially", "No" scales specifying V for each attribute in one box.

Educational Program _____

Course _____

Faculty _____

Date _____

- Factors affecting the professions choice at the university/specify only one box with V.

speciality preferences	
the reputation of the university	
family and/or friends' recommendation	
the university alumni recommendation	
another answer	

	2. The reliability of the information provided	Yes	Partially	No
1.	Is the information provided by the University to the public, a reality?			
	1.1. The importance of the speciality			
	1.2. High demand for profession in the labor market			
	1.3. An opportunity to acquire practical abilities and skills			
	1.4. Student Support Services for Learning Resources			
2.	In general, you are satisfied with the education you receive in the UTM			
3.	Would you recommend your friends and relatives to apply to UTM?			

3. Student Satisfaction with Relations with UTM Administration, Lecturers, Staff and Students		Yes	Partially	No
1.	Are you satisfied?			
	1.1. With your relationship with the Faculty management.			
	1.2. With Your Relationship with Faculty Lectures.			
	1.3. With your relationship with the faculty supportive staff.			
2.	Who do you mainly apply for consultation?			
	2.1. Rector			
	2.2. Dean			
	2.3. Head of The Education Department			
	2.4. Head of Quality Assurance Department			
	2.5. Lecturer			
3.	2.6. Supervisor			
	To receive a positive or high score, at least once for a lecturer you have made a service, money or other donation.			
4.	Are the procedures and mechanisms for expressing students' applications and complaints understandable and transparent?			

4. Please indicate your additional suggestions and wishes:

European standards and guidelines on internal quality assurance

European standards and guidelines on the internal quality assurance of higher education institutions are:

- ✓ **QA policies and procedures.** The educational institution should develop policies and procedures to ensure quality and standards of PEPs and educational levels, and implement processes related to them.
- ✓ **Approval, monitoring and periodic review of the PEP's and educational degrees.** The educational institution should have established mechanisms for approving, periodically reviewing and monitoring the PEP's and educational degrees.
- ✓ **Assessment of students' learning.** Students' learning should be assessed according to accepted standards, rules and procedures.
- ✓ **Quality assurance of the lecturer staff.** The educational institution should have qualified and competent staff who should participate in external analysis and preparation of reports.
- ✓ **Learning Resources and Supports Students:** The educational institution should provide students with resources provided by subject programs.
- ✓ **Information Systems:** The educational institution should guarantee that they collect, analyze, and use proper information for their own PEPs and other functions effective management
- ✓ **Publicity.** The educational institution should regularly publish both quantitative and qualitative updated, impartial and impartial information on the degrees of the PEPs and education.

PEP's annual review report form

Professional Educational Program _____

Faculty _____

Chair _____

Title and rank of the profession: " _____

Form of the study (full-time) _____

Qualification in(" _____"profession Bachelor's / Master's Degree /

Continuous Integrated _____

1. Admission and students total number

1.1 Remark the number of applicants and compare them with the corresponding indicators at the university and professional level.

1.2 Compare the students' total number with the previous year's total number, according to the quantitative and qualitative indicators, and highlight observed trends.

2. Students' academic progress each year

2.1 Comparison of academic achievement indicators with previous year indicators.

2.2 Indicators of transition to the next year, transferings, expulsions.

3. Statistical data on the employment of graduates of the previous year

3.1 Data on graduates continuing their education at the next level of education (residency).

3.2 Comparison of students continuing their education in the residency with previous year results.

3.3 Data on surveys from university graduates who are studying in residency.

4. Curriculum development and changes

4.1 Has the Curriculum Changed? If so, why?

4.2 Are the structural features of the student community have had any impact on the structure and content of the program?

4.3 Problems raised by students related to the curriculum and individual courses.

4.4 Questions raised by external stakeholders (experts) regarding the project's curriculum and individual training courses.

5. Project Learning, Teaching and Evaluation Processes

- 5.1 Comment on current developments and trends (new teaching methods, innovative ways of presenting, new forms of knowledge assessment).
- 5.2 Assess how and to what extent the program reaches the intended outcomes and formulated goals.
- 5.3 Discuss the deviation cases from the planned learning process according to the problems raised by stakeholders.
- 5.4 The impact of the total number structural features on teaching and learning outcomes.

6. Training resources and support services

- 6.1 Compliance of faculty members with program objectives.
- 6.2 Accessibility, relevance and compliance of other training resources and support services to the program requirements.
- 6.3 The impact of total number structural features on the proposed support services;
- 6.4 The problems raised by stakeholders in this direction

7. Quality management process

- 7.1 Compliance of the student's learning process with the terms and learning in the contract and student guide.
- 7.2 The discussion of the quality management process includes the following questions:
 - 7.2.1 students' involvement in the quality assurance process;
 - 7.2.2 external expert conclusion on project quality management;
 - 7.2.3 project self-assessment, review reports and recommendations

8. Collaborative links and their management

- 8.1 External partnership, involvement of external stakeholders in the implementation and improvement of the project.
- 8.2 Collaboration with other subdivisions, forms and results of their participation in the program.

References

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