"NATIONAL CENTER FOR PROFESSIONAL EDUCATION QUALITY ASSURANCE" FOUNDATION

EXPERT PANEL REPORT
INSTITUTIONAL ACCREDITATION OF
BRUSOV STATE UNIVERSITY

Yerevan – 2023

INTRODUCTION

Institutional accreditation of Brusov State University (hereinafter BSU, TLI or university) was carried out according to the application submitted by the institution.

The institutional accreditation process is coordinated and implemented by the "National Center for Professional Education Quality Assurance" Foundation (ANQA). Whilst carrying out its operations, ANQA was guided by the regulation on "State Accreditation of RA Institutions and their Educational Programs" set by the RA Government decree N978 of June 30, 2011, as well as by decree N959-Ա of June 30, 2011 on "Approving the RA Standards for Professional Education Accreditation".

The expertise was carried out by the expert panel formed according to the demands of ANQA Regulation on the Formation of the Expert Panel consisting of 4 local and 1 international experts.

Institutional accreditation is aimed not only at external evaluation of quality assurance, but also at the continuous improvement of the quality of the institution's management and educational programs. Hence, there were two important issues for local and international expert panel members:

1. To carry out an expertise of institutional capacities in line with the RA standards for state accreditation,
2. To carry out an evaluation for the improvement of institution's quality and for its compliance with international developments and for its integration into the European Higher Education Area (EHEA).

The report contains the results of the expertise of institutional capacity of BSU according to the RA criteria for professional education accreditation and the peer review of the international expert from the perspective of integration into the EHEA.

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SUMMARY OF EVALUATION

EVALUATION OF INSTITUTIONAL CAPACITIES ACCORDING TO RA ACCREDITATION CRITERIA

The external review of Brusov State University was carried out by an independent expert panel formed according to the requirements of “National Center for Professional Education Quality Assurance” Foundation regulation on the Formation of the Expert Panel. The evaluation was carried out according to 10 criteria set by the RA Government decree N 959–Ն of 30 June, 2011.

Whilst carrying out the evaluation, the expert panel took into consideration that the mission of BSU, which was transformed in 2019, is to "ensure the training of internationally competitive and qualified specialists in linguistic, pedagogical and other fields of humanities and social sciences, contributing to the continuous development of the person, the creation and transfer of knowledge, the formation of human potential and socio-economic development of the country".

Since the previous accreditation, the TLI has developed the "a program for elimination of shortcomings mentioned in the expert panel report of 2019 expertise carried out for the institutional accreditation of YSLU", in which actions were planned to solve more than 30 problems raised by the expert panel. In the same year, "BSU 2019-23 strategic plan and action plan" (SP) was approved. In 2019-23, the TLI, in fact, was guided by two long-term plans that could have been combined, which would positively affect the efficiency of the processes. By implementing expert panel recommendations, after 2021 the TLI has started using quantitative indicators for evaluating the results of the implementation of strategic goals and carrying out mid-term evaluations, has developed job descriptions, has implemented a mentoring system for young professors, has approved a code of conduct, has improved academic programs (AP), regulated a number of processes, increased financial stability, provided targeted funds for research activities, etc. At the same time, the expert panel finds that BSU has not been consistent in the implementation of previous institutional accreditation recommendations: a number of important recommendations planned by the program were left out and were not implemented, for example, the full implementation of the PDCA (plan-do-check-act) by the TLI managers and the QA (Quality Assurance), evaluation of the impact of quality assurance on the improvement of university processes, the introduction of clear criteria for admission to the Master's degree, the definition of the requirements for the teaching staff to conduct courses, the periodic implementation of the analyses of the quantitative and qualitative information received from external and internal sources, etc.

Finally, it should be noted that BSU did not comply with the ANQA Accreditation Commission Clause 4 of Decision No. 39 of 18 December, 2019: to submit a written report to the ANQA once every 2 years on the results of the actions carried out by the program for eliminating the deficiencies mentioned in the expert report.

The expert panel took into account that BSU is going through the process of institutional accreditation for the third time and received accreditation for a period of four years the previous two times (the last one in 2019). In addition, at the time of the expertise, BSU was in a crisis management situation, when the functions of the Board of Trustees were performed by the interim board, the management was performed by the interim rector, and changes in the structure and management personnel of the TLI were taking place.

The vision and mission, strategic goals and objectives of the TLI are formulated in the 2019-2023 SP,

which are mostly in line with the statutory goals of the TLI. After the name change, BSU clarified its mission in line with the areas of academic programs and emphasized the training of internationally competitive personnel. However, from the point of view of the clear positioning of BSU in the educational area of the RA and the complete expression of the perceptions of the stakeholders regarding the TLI, in the formulation of the mission it is also important to emphasize the advantages of the university, i.e. the specificity of teaching foreign languages, offering interdisciplinary academic programs and the reality of providing higher education.

BSU has some experience in strategic planning, but the lack of medium-term planning, unclear timing of actions, and unclear planning of financial resources can hinder the consistent implementation of the objectives. Another problem is related to ensuring the participation of stakeholders (in particular, external and students) in the processes of evaluation of the outcomes of the development and implementation of the SP.

For the second time in the last 5 years, structural changes are taking place at BSU. In 2019, a number of processes were carried out: structural changes, revisions of positions, which were mostly not deeply analyzed and justified. As a result, in 2023, the implemented reforms were already considered ineffective by the university, and BSU is now also in a period of facing changes. On the days of the site visit, crisis management had already been carried out at BSU for about 6 months without any anti-crisis action plan, new structural changes of the TLI were being approved, which were again not based on reliable data and their analyses, and the internal stakeholders were not fully aware of the implemented changes.

The BSU management system needs drastic changes, from the point of view of developing long-term, medium-term and short-term plans for the actions of various sectors and subdivisions, introducing mechanisms for monitoring the implementation of these plans, adjusting and applying the already introduced quantitative indicators for evaluating outcomes, and fully applying the PDCA cycle in various management processes.

The expert panel sees the key to increasing management efficiency in improving the work of the internal quality assurance system. In the case of clarification of internal quality assurance policies and procedures, reliable sources and quantity of periodic collection of objective data on external and internal factors affecting the activity of the TLI will be coordinated, they will be analyzed in time and it will be possible to make sound decisions based on the results of the analysis. Of course, it is also necessary to develop the positive experience of the Institute of Quality Managers, to increase the human and financial resources provided to the QA system.

BSU implements educational programs corresponding to levels 6 to 8 of the RA NQF and awards relevant qualifications that are in line with the mission of the TLI. The programs have been improved as a result of the benchmarking of the APs carried out since the previous accreditation: the final outcomes promoting the development of practical abilities were reviewed and the advanced language learning in various academic programs was emphasized, which gives a certain competitive advantage to the graduates of the TLI in the labor market. There is still a need to revise the internship programs.

The teaching and learning methods used in the educational process are presented in the course descriptions, which contribute to the formation of the expected educational outcomes of the students, the development of analytical and communicative abilities. TLI lecturers consider "the inclusion of students of different specialties in the same group or the placement of students in groups not according to their abilities", as well as "the overcrowding of streams/groups due to the scarcity of classrooms" as a problem affecting the

quality of teaching. In fact, lecture streams include 60-75 students, and practical groups - 20-25 students, no exceptions are provided for groups due to the specifics of language teaching.

Student assessment and grade appeal processes at BSU are regulated. Assessment concepts and requirements have also been developed in the chairs based on the characteristics of specialties. The main methods of student assessment (formative assessment, portfolio, summative assessment, tests, term-papers, individual and group work, etc.) are presented in the APs, and the components forming the students' summative assessment for individual courses are presented in the course description. It should also be noted that in the course descriptions it is not visible what kind of task the given final outcome will be evaluated by, the evaluation criteria and rubrics are not clearly defined. There is a need to specify the criteria for evaluating the final outcomes of the internship as well.

The awarding of qualifications at the TLI is also clearly regulated by the relevant procedures for the organization of the final certification in the bachelor's degree and the defense of theses in the master's degree and the methodological guidelines for the preparation of theses. The TLI attaches importance to the fight against plagiarism and takes steps to ensure academic honesty, providing strict action in case of revealed plagiarism. Currently, the lecturers apply more individual methods of fighting, which the TLI considers effective. At the end of 2023, it is planned to launch an electronic system of plagiarism in the Republic of Armenia as part of the Erasmus + Minerva international programs. BSU is involved in the development of this tool and believes that plagiarism will be excluded not only during the formative assessment processes, but also during the defense of graduation papers and master's theses, which will have a positive impact on the credibility of award qualifications.

As a result of the approaches used by the TLI to attract human resources, the university is provided with the necessary qualified administrative, teaching and support staffs, for the involvement of which procedures have been developed. The current regulations provide for recruitment both through competitive selection and upon the recommendation of the rector and the head of the relevant subdivision. A small number of lecturers were selected through a competition, but a relatively stable group of experienced and young lecturers was formed, whose professional abilities the students are satisfied with. Students particularly appreciate the participation of native speaker lecturers in the training process, as well as the diversity of the teaching staff, in which both representatives of the practical field and candidates of sciences and doctors are involved. The recommendation, which was not carried out after the previous accreditation, is still relevant, i.e. to define the requirements to be presented to the teaching staff for the implementation of the courses, for example, the existence of a certificate confirming the minimum level of knowledge of a language teaching specialist.

Based on the recommendation provided as a result of the previous accreditation, BSU in its 2019-23 strategic development plan, identified a number of goals and actions aimed at improving the educational environment, which were consistently implemented in order to form a multilingual and multicultural environment. As a result, lavatories have been renovated, classrooms and auditoriums have been furnished, computers and other IT equipment have been purchased, ramps have been built to ensure the movement of students with special needs, and health and safety services provide a safe environment. The lack of classrooms still forces classes to be organized in two shifts. From the point of view of improving the educational environment, there is a positive movement in the indicators characterizing the work of the library, in the directions of the development of the digital repository and digital library, providing access to

various online library networks.

From the point of view of financial stability and financial management, the university has made some progress, which is evidenced by the increase in budget revenues and educational expenses, the formation of a financial security cushion, the increase of salaries, the increase of money allocated to science, etc. In order to increase the efficiency of financial management, BSU needs an approved financial policy, based on which long-term planning can be carried out according to the areas of the university's mission (education, science and service to society) and strategic goals and objectives.

Studies of the structure, content and expected outcomes of the educational programs, the teaching, learning and assessment methods used by the teaching staff, the teaching staff and the learning environment, together with the existing problems, allow us to conclude that BSU generally provides a credible award of qualifications, while at the same time there is a need to solve the existing problems and neutralize the dangers through clear actions in a short period of time.

BSU conducts an active policy in the direction of recruitment and admission of students, which ensures a steady increase in the number of students admitted in recent years. The increase in part-time admissions and the decrease in the desire of students to study full-time, as well as at the master's level, is disturbing, the reasons for which need to be analyzed. And until then, the university should take steps to ensure the same quality of education for part-time students as for those studying full-time.

BSU implements actions to address the educational needs of students, creates opportunities for organizing additional classes and providing counseling in order to contribute to the effective learning of students. The TLI career center is active, which, in addition to the work that promotes students' careers, has a significant role in university life. TLI-labor market, TLI-alumni connections are also supported by the Career Center. Information and training courses, "Open doors" and "Career and information days at BSU", meetings with sector employers are regularly organized.

BSU has a high alumni employment rate, which may indicate that the education provided by the university provides the necessary knowledge and skills that are required by the labor market. However, the career trajectories of the alumni need additional studies: how well do the jobs match university and alumni expectations, are there career advancement opportunities, etc.?[1]

The two student structures, traditionally operating in other TLIs, need to be reconstructed in BSU. There is no Student Scientific Society (SSS) as such at all, and the Student Council (SC) is not perceived by the general student community of the TLI as a body representing and protecting the rights of students. It is necessary to activate contacts and create an atmosphere of mutual trust in terms of protecting student rights and interests.

In 2019-2023 SP, BSU expressed his ambitions in the field of scientific research, presenting research directions, identifying the problems, actions and final outcomes of the latter for implementation. At the same time, there are no medium-term and short-term plans for activities in the field of research in BSU chairs and SECs. General nature of the defined outcomes, defining 2023 as a deadline for all outcomes and the lack of measurable indicators for the evaluation of the outcomes in the field of research does not give the TLI an opportunity to evaluate the achieved outcomes.

It is positive that the financial resources aimed at science have increased, which also contributed to the introduction of internal grant programs. Meanwhile, mechanisms for evaluating the effectiveness of

[1] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

internal grant programs and their costs have not been implemented. The expert panel believes that the scientific results of grant programs and their impact on the development of the field are still not visible. It is a problem for the TLI that the teaching staff and students are not motivated to carry out research work, and the mechanisms for involving and encouraging the teaching staff and students in research work do not work effectively; one third of professors are not engaged in research at all. The TLI has work to do from the point of view of developing and implementing the policy of internationalization of research activities, as well as strengthening the connection between research and learning.

There is a stable system of internal and external accountability at BSU, which includes annual reports of the rector, structural subdivisions, faculties, as well as financial activities. In recent years, the rector's annual reports have been drawn up in accordance with the goals of the SP, which, in the case of consistent application of the KPIs, can become a good tool for evaluating the realization of the goals of the SP.

In order to ensure the transparency of its activities, BSU uses various mechanisms: website, social platforms, mass media, etc. Important and necessary information is mainly published in the Armenian language on the trilingual website of the TLI, which needs to be revised; foreign language sections and a number of pages presenting documents need constant updating. There is also a need to develop a policy of control over the social pages managed by the subdivisions and various materials published through them.

BSU considers the development of external relations and the implementation of internationalization processes as a priority, which is fixed in the preface and section 7 of the 2019-23 university development SP. The external relations and internationalization processes of the TLI are coordinated by the relevant subdivision, and the organization of mobility is regulated by a separate document. The quantitative growth of international mobility data is facilitated by the mastery of at least one foreign language by the students, teaching and administrative staff, as well as the contracts and agreements of the TLI with various international structures, the implementation of joint educational programs with foreign universities.

As a result of active international activities, BSU has acquired the unique right to conduct international exams for different levels of a number of foreign languages, namely Italian (CELI), Spanish (CELU), Greek (ELLINOMATHEIA), Korean (TOPIK), Chinese (HSK, HSKK), German (ÖSD) in the RA and award international certificates.

Strengths of the TLI:

1. The presence of a certain experience in strategic planning, the vision, mission, strategic directions, goals and objectives defined in the Strategic Plan,
2. The existence of documentary support and job descriptions regulating the activity of structural units,
3. The implementation of improved academic programs with final outcomes promoting the development of practical abilities and emphasizing in-depth language learning,
4. Targeted and effective activity of the career center,
5. The activities of motivated, dedicated and professional teaching staff representing practical and academic fields,
6. The increase of financial resources aimed at science, the introduction of internal grant programs and mechanisms for encouraging scientific activity,
7. The existence of a multilingual and multicultural learning environment, the satisfaction of internal stakeholders with the provided resources and learning environment,
8. The implementation of a stable system of internal and external accountability, ensuring the

transparency of the activities of the TLI, and various mechanisms for transferring knowledge to the society,

9. Students' and employees' knowledge of at least one foreign language,
10. High motivation of employees involved in the internal quality assurance structure.

Weaknesses of the TLI:

1. Non-uniform perception of the mission of the TLI by different groups of stakeholders,
2. Incomplete application of tools for planning, monitoring of implementation of plans, outcome evaluation, including quantitative indicators,
3. Incomplete application of the PDCA cycle in management processes,
4. Lack of clear entrance requirements in master's programs,
5. The practice of including students of different programs and abilities in the same group, forming teeming streams/groups,
6. The lack of requirements for the professional knowledge and abilities of the teaching staff for the implementation of the courses,
7. The low level of motivation of the teaching staff and students to carry out research work, the ineffectiveness of the mechanisms to involve and encourage them in research work,
8. Lack of assessment of the sufficiency and effectiveness of the resources necessary for the implementation of the proposed academic programs and the formation of their final outcomes,
9. The unclear planned and targeted nature of the processes aimed at attracting foreign applicants,
10. Lack of approved quality assurance policies and procedures.

Main Recommendations:

Mission and Purposes

1. Consider the possibility of clarifying the mission of the university, taking into account the perception of internal and external stakeholders, the characteristics of the implemented academic programs and educational environment.
2. To search and show the uniqueness of the university in the context of the new education policy of the state, showing the advantage of the university in the period of changes and contributing to the correct positioning of the university.
3. To carry out analyses of compliance of the goals and objectives defined by the university's SP with the NQF.
4. Introduce mechanisms to ensure broad involvement of internal and external stakeholders in the development, evaluation and improvement processes of the SP.
5. To develop and include in the new strategic plan qualitative and quantitative measurable clear indicators for the evaluation of outcomes, based on the already developed KPIs.

Governance and Administration

6. Develop and implement clear change management mechanisms, specify and emphasize structural vertical connections.
7. Increase management communication with internal and external stakeholders, ensuring clarity and transparency regarding future planned changes.
8. To increase the efficiency of financial management, to link allocations from the budget with the resulting indicators (program budgeting method).
9. Develop a financial policy and carry out the distribution of financial resources according to the

university's strategic goals and objectives.

10. Run the PDCA cycle in the management system, ensuring compliance of plans and their performances.

Academic Programs

11. Introduce a methodology for calculating ECTS credits, taking into account both classroom and extracurricular workload of students from the point of view of achieving the defined final outcomes.
12. To provide assignments to students in accordance with all the final outcomes defined in the subject packages of the APs, contributing to the completion of the AP package and the correct calculation of the student's workload.
13. To discuss and revise the content of mandatory courses, ensuring their connection with the programs.
14. Elaborate and implement the expected outcomes of the students' internships in the APs, contributing to the clear content of the implementation of internships.
15. Develop and implement clear criteria for the evaluation of internships, ensuring the transparency of student evaluation.
16. Provide uniform mechanisms for maintaining academic integrity in all stages of student evaluation.

Students

17. Introduce clear admission requirements for master's degree, providing adequate input to overcome the program.
18. Introduce incentive mechanisms to involve students in research activities.
19. Develop mechanisms to involve students in the activities of the SC and restore students' trust in the SC structure, based on the most active communication.
20. To study the career trajectory of the alunmi by analyzing the career opportunities of employed alumni, also contributing to the improvement of the APs.
21. To regulate and monitor the counseling provided to students (especially part-time students), ensuring the steady progress of students.

Faculty and Staff

22. To take steps in the direction of attracting native speaker professors, ensuring the powerful development of language teaching chairs.
23. In the process of evaluating the performance of the teaching staff, to emphasize the multi-factor approach, considering the effectiveness of teaching, professional abilities, ensuring student progress, implementation of innovations, scientific output, etc.
24. To create opportunities for all teaching staff to have professional trainings both in-house and abroad, ensuring the equal improvement of the teaching staff.
25. To consider the possibility of increasing the limits of allowances given to the teaching staff for the publication of scientific research results.

Research and Development

26. To study and analyze the research capacities of the chairs and educational centers, ensuring their equal development in the field of research.
27. Introduce mechanisms for evaluating the effectiveness of internal grants, also defining clear

indicators for evaluating the effectiveness.

28. To study, reveal the good experience of the chairs with serious achievements in the field of research and spread it to other subdivisions[2].
29. Encourage publications in high-ranking international journals and periodicals, contributing to the internationalization of research works.
30. Develop mechanisms to further strengthen research and learning linkages.

Infrastructure and Resources

31. To develop the mechanism of Self-evaluation of chairs or to introduce new mechanisms for the assessment of the sufficiency and efficiency of the educational environment necessary for the implementation of the academic programs of the specialties of the TLI.
32. To acquire funds for the library in Armenian and foreign languages (especially Eastern) to acquire necessary literature for the newly introduced academic programs.
33. To deepen cooperation with sector employers in order to serve their resource bases for the needs of the TLI-academic programs.
34. To introduce mechanisms for raising the needs of professors and students and meeting them in order to ensure the quality of teaching processes.

Societal Responsibility

35. Improve website performance by providing external stakeholders with information in foreign languages as well.
36. Develop mechanisms to have some control over the content of the materials published by the social platforms of the subdivisions.
37. Introduce mechanisms for disseminating and publicizing research results.

External Relations and Internationalization

38. Develop and implement measurable quantitative indicators of ensuring results in the direction of external relations and internationalization.
39. Introduce systematic mechanisms for monitoring the effectiveness of internationalization processes, providing analysis of current activities. To activate the mechanisms of dissemination of information about international programs, providing relevant information among all stakeholders.

Internal Quality Assurance

40. Finalize, approve and publish the "QA Training Manual" ensuring compliance with quality assurance policies and procedures.
41. Regulate the responsibilities of all structural units of the QA system within the framework of QA intra-university processes.
42. Provide a line in the income and expenditure forecast of the TLI for the purpose of providing financial resources for the implementation of quality assurance processes.
43. Carry out an assessment of the impact of the quality assurance system on the improvement of university processes, analyze the effectiveness of the applied quality assurance mechanisms and tools.
44. Specify the amount of information, sources and collection mechanisms needed for external

[2] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

quality assessment.

Anushavan Makaryan
Head of the expert panel
29.08.2023

PEER-REVIEW FROM THE PERSPECTIVE OF EDUCATION INSTITUTION'S INTEGRATION INTO EUROPEAN HIGHER EDUCATION AREA

With an 88-year history of language teaching, BSU has traditionally strived to create a multicultural and multilingual environment. International cooperation, including international mobility, is a priority for the university. BSU has many collaborations and agreements with international partners in various fields, including career management, education organization, quality assurance. In 2020-2021, due to the COVID-19 epidemic, a decrease in mobility was observed, but it is noteworthy that the university was able to overcome the crisis and in the last two years the participation of BSU students and staff in the "Erasmus+" international mobility programs has increased significantly (50-70 %) for both students and staff. It should also be noted that in the last 5 years BSU actively participated not only in the EU "Erasmus+" international mobility programs, but also signed agreements with 31 European universities.

According to the self-evaluation, the Department of External Relations and International Cooperation regularly disseminates information on international mobility and grant programs and their funding sources, but the site visit showed that there is a need to make these processes more transparent, as a number of internal stakeholders who can play an important role in those programs, are not fully aware of the opportunities to participate in mobility programs and the university's policy in that direction. In case of more active and targeted awareness activities, the university can have higher mobility indicators.

There are prerequisites for the internationalization of education at BSU, the most important of which is the high percentage of foreign language proficiency of students and teaching staff. It is praiseworthy that native speaker professors are also involved in the university's educational processes, meetings with students and professors showed that BSU needs to involve more native speaker professors, because it contributes to the creation of a multicultural environment in the university, language teaching and internationalization, as well as increasing the rating of the given academic programs. From the point of view of the internationalization of academic programs, the introduction of APs taught in a foreign language is also particularly important, which will contribute to the involvement of international students and will increase the visibility of the TLI. From the point of view of increasing the mobility of students, it is also recommended to increase and diversify the optional subjects in academic programs, which will prepare students to receive international education in other countries.

The European system of higher education makes a clear distinction between bachelor's and master's academic programs based on the level of qualification provided. BSU has already developed APs for both levels, however, it became clear from the site visit that the chosen format for admission to the master's degree does not fully provide an opportunity to select such students who will be able to fully cope with the final

outcomes of the academic program without additional courses or work. From this point of view it is recommended to develop clear criteria and entry requirements for the recruitment and admission of master's students, which will allow a student studying at a given level to overcome the given program and achieve all the final outcomes defined by the AP.

An important challenge at BSU is ensuring the involvement of teaching staff in research and scientific work. The site visit confirmed that the teaching staff has little time and motivation to conduct research and publish scientific works, although BSU considers research activity to be its advantage. In addition, the university does not provide sufficient financial resources for publications, which will motivate the teaching staff to provide scientific products. Mobility programs at BSU are primarily focused on teaching rather than research. BSU leadership staff and other stakeholders must determine how important research is to the institution based on mission and strategic goals.

Mobility programs at BSU are primarily focused on teaching rather than research. BSU leadership staff and other stakeholders must determine how important research is to the institution based on its mission and strategic goals.

It is praiseworthy that BSU was recognized as a full member of the European University Association (EUA) and has renewed its cooperation with the European Center for Modern Languages (ECML) of the Council of Europe and continues its close cooperation with various international institutions, such as the German Academic Exchange Service (DAAD), the Austrian Exchange Service, the British Council and the French Alliance. The expert panel also emphasizes to start a closer cooperation with English-speaking countries and organizations, which will contribute to increasing the visibility of BSU in the English-speaking environment.

Finally, it should be noted that both in the self-evaluation report and during the site visit, BSU emphasized that they implement effective health and safety measures, for example, students can receive medical care at the university in case of need, students undergo a medical examination prior to fully overcoming the subject of Physical Education, and the subject of Physical Education is aimed at maintaining the health of students. From a safety point of view, it is also noted that there are still areas at the TLI that remain inaccessible to students with disabilities.

DESCRIPTION OF EXTERNAL REVIEW

COMPOSITION OF EXPERT PANEL

The external expertise of the institutional capabilities of Brusov State University was carried out by the following expert panel[3].

1. Anushavan Makaryan: Candidate of Physical and Mathematical Sciences, Associate Professor, Acting Director of Ijevan Branch of Yerevan State University, Head of Expert panel, Republic of Armenia
2. Raula Diab: Assistant Provost for Accreditation and Academic Operations of the American University of Lebanon, Associate Professor of English/Applied Linguistics, International Expert panel Member, Republic of Lebanon,
3. Tigran Simyan: Doctor of Philology, Professor, lecturer at the Department of Foreign Literature of the Faculty of European Languages and Communication, Yerevan State University, Member of the Expert panel, Republic of Armenia,
4. Tatevik Sargsyan: candidate of economics, associate professor, head of the Chair of Tourism and Services of the European University of Armenia, Member of the Expert panel, Republic of Armenia,
5. Elen Ghahramanyan: 2nd-year student of Management Department of Eurasia International University, student-expert, Republic of Armenia.

The composition of expert panel was agreed upon with the University and was appointed by ANQA director.

The works of the expert panel were coordinated by Anahit Terteryan, Specialist at Institutional And Program Accreditation Division of ANQA, and the translation was provided by Anoush Ayunts, Associate Professor at the Department of English for Cross-cultural Communication of YSU.

All the members of expert panel have signed impartiality and confidentiality agreements.

PROCESS OF THE EXTERNAL REVIEW

Application for state accreditation

For the purpose of institutional accreditation, Brusov State University applied to ANQA by submitting the application form and the copies of the license and the appendices. The ANQA secretariat checked the data presented in the application form, the adjacent appendices.

After making the decision on accepting the application request, a bilateral agreement was signed between ANQA and BSU. The timetable of activities was prepared and approved.

Self-evaluation

According to the format defined by ANQA, the institution submitted the self-evaluation of institutional capabilities and the package of adjacent documents within the time limits set by the schedule. The ANQA coordinator reviewed the report to verify compliance with the ANQA requirements. Then, the self-evaluation and the package of adjacent documents, the electronic questionnaire completed by the university were provided to the expert panel, the composition of which was agreed in advance with BSU and approved by the order of the director of ANQA.

[3] APPENDIX 1.CVS OF EXPERT PANEL MEMBERS

Preparatory phase

Four trainings on the following topics were organized for the expert panel members with the aim of preparing the latter and ensuring the effectiveness of the activities:

1. The main functions of the expert panel members,
2. Preliminary evaluation as preparatory phase of developing expert panel report, the main requirements of writing the report,
3. Methodology of observation of documents and resources,
4. Techniques and ethics of meetings and questions to be posed.

Having observed the self-evaluation and adjacent documents of BSU, the expert panel conducted the preliminary evaluation; according to the format, the list of additional documents needed for observation was prepared, as well as the list of questions and issues for different target groups noting the respective departments or target groups. During the preliminary evaluation, members of the expert panel also conducted auditions of classes and resource reviews. Later, the expert panel summarized the results of the initial evaluation and formed a time schedule of the site-visit[4]. According to the ANQA manual on the expertise the intended meetings with all the target groups, close and open meetings, document and resource review, visits to different infrastructures and else were included in the time schedule. According to the ANQA manual on the expertise, the intended meetings with all the target groups, closed-door and open meetings, document observation, etc. were included in the time schedule.

Preliminary visit

On May 23, 2023, a meeting was held with the management staff of the university. Throughout the said visit, the plan-schedule of the site visit was agreed upon, discussions and mutual decisions were reached referring to organizational, technical, informative questions of the site visit, as well as the conduct and the norms of ethics of meeting participants. The conditions for the focus group meetings and the work of the expert panel were discussed.

Site visit

The site visit took place from June 6 to 9, 2023. The work of the site visit started with a closed meeting, the purpose of which was to discuss and agree the assessment framework with the international expert Rula Diab, the issues to be studied during the visit, the strengths and weaknesses of the TLI per criteria, the procedure of the focus group meetings, and clarify the next steps. The visit was attended by all the expert panel members, including the ANQA coordinator and the interpreter. The site visit started with a meeting with D. Gyurjinyan and ended with a meeting with the management staff of the institution. Teacher and student participants, deans, heads of chairs, employers and alumni of the focus group meetings organized for the purpose of clarifying the issues were selected from the list previously provided by the university. All scheduled meetings were held, except for the meeting with the interim board of trustees and the open meeting. During the planned visit, the expert panel also conducted a study of documents[5] and review of resources[6]. During the closed meeting of the expert panel held at the end of each working day of the visit, the intermediate results of the assessment were brought out, and at the end of the visit, the main results of the visit were summarized in a closed discussion. The assessment was carried out within the framework of

[4] APPENDIX 2. SCHEDULE OF SITE VISIT

[5] APPENDIX 3. LIST OF DOCUMENTS OBSERVED

State Criteria and Standards of Accreditation and ANQA procedures, following which the assessment has two levels – satisfactory and unsatisfactory.

Expert panel report

The expert panel prepared the preliminary expert panel report based on the electronic questionnaire completed by the university, the review of the self-evaluation, the documents attached to it, the conducted auditions and the observations during the site-visit as a result of regularly organized discussions. Based on a number of findings of the discussions, the expert panel and ANQA coordinator prepared the preliminary expert panel report. The international expert prepared a separate peer review. The documents were translated and handed over to the expert panel. The peer review is fully included in the report. After the approval of the members of the expert panel, the preliminary report was provided to the university on 29.08.2023.

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Anahit Terteryan
Expert panel coordinator
29.08.2023

BRIEF INFORMATION ABOUT BSU

History: Brusov State University was founded on February 15, 1935. Initially, BSU was established as a two-year pedagogical institute for training Russian language teachers. In 1940, the institute was reorganized, turning into the State Pedagogical Institute. In 1941, in order to provide schools with foreign language specialists, two-year courses of foreign languages (German, English, French) were opened at the institute. In 1948, The Pedagogical Institute of Russian and Foreign Languages was established on the basis of the Faculty of Foreign Languages of the Russian Pedagogical Institute of Yerevan. In 1995, The institute was renamed Brusov State University of Foreign Languages of Armenia, and 5 years later, Yerevan Brusov University of Linguistics and Social Sciences. In 2020, the university was again renamed to Brusov State University.

The activity of Brusov State University is aimed at creating and strengthening an educational and scientific research environment that provides creative thought, competitiveness, educational innovations, and continuous development of a person.

Education: The educational process at BSU is carried out by 29 Bachelor's, 31 Master's and 8 post-graduate APs in full-time and part-time learning systems. In the 2022-2023 academic year, 4388 students received education at the TLI. Two foreign languages are taught in all the APs implemented at BSU, which the TLI considers an advantage and a distinctive feature.

Research: Research activity is considered one of the university's priorities. BSU has established 8 main directions in the field of scientific research: linguistics, area studies, philology/literature, pedagogy and foreign language teaching methodology, management, political science, tourism. For the main directions, 53 related interdisciplinary directions are distinguished.

Internationalization: The expansion of external relations and internationalization is one of the strategic priorities of BSU, aimed at improving the educational and research quality of the university through effective cooperation with leading universities and international structures, creating a favorable environment for intercultural dialogue, creating new opportunities for the mobility of the university's students, administrative and teaching staff, as well as increasing the competitiveness of the university at the national and international levels.

Quality Assurance: The department of quality assurance at BSU has been operating since 2009. The IQA processes of BSU are coordinated and managed by the Center for Quality Assurance, which closely cooperates with all structural units of BSU in order to ensure the effectiveness of its activities. In 2020, the QAC was renamed from the Center for Quality Assurance and Reforms to the Center for Quality Assurance. The name change of the center was due to the decentralization of QA works in the university according to the specifics and functional scope of the departments' activities.

Source: The documents provided by the TLI (eg: self-evaluation, strategic plan, schedule, departmental plans, concepts, etc.) served as sources of fact retrieval for the above domains.

1. MISSION AND PURPOSE

CRITERION: The policies and procedures of the institution (hereinafter TLI) are in accordance with the institution's mission which is in line with ANQF.

Findings

1.1 **The TLI has a clear, well-articulated mission that represents the Institution's purposes and goals and is in accordance with National Qualifications Framework (hereafter NQF).**

The vision, mission and strategic priorities of BSU are reflected in "2019-2023 BSU strategic development plan and action plan" (hereinafter referred to as "SP"). It should be noted that the mission of the university underwent certain changes in 2019 program: first, the areas of the implemented academic programs were clarified and the training of internationally competitive personnel was emphasized. The current mission of BSU is "to ensure the training of internationally competitive and qualified specialists in linguistics, social science, pedagogy, service, as well as other fields of humanities and social sciences[6], contributing to the continuous development of the person, the creation and transfer of knowledge, the formation of human potential and the socio-economic development of the country". It became clear from the meetings with stakeholders that the current mission also does not fully express the characteristics and advantages of the university, for example, the teaching of several languages is not emphasized in academic programs, as well as the implementation of interdisciplinary programs. At the same time, the mission does not refer to the levels of the RA National Qualifications Framework (hereafter NQF) or providing higher education.

In 2020, the university changed its name to Brusov State University from Brusov State University of Linguistics and Social Sciences. After the name change, in 2021, the SP of the TLI was also revised, but it should be noted that the wording of the vision and mission remained the same. It became clear from the site visit that the management staff of the university has a new vision due to the construction of the academic city, that is, to prepare the pedagogical staff and academic programs for future changes, emphasizing the uniqueness of teaching in a foreign language at the university. In line with the new vision, BSU has initiated the introduction of the academic program for the training of bilingual teachers in the 2023-2024 academic year.

The 2019-2023 SP has 12 sections - spheres of activity, for each of which goals, expected final outcomes, as well as objectives, actions, responsible persons and deadlines for achieving the goals are set. It should be noted that the financial resources for the implementation of the defined goals and objectives are not planned, and the implementation dates for most of the actions are set for the duration of the entire SP, i.e. 2019-2023. In the Self-evaluation, there is no analysis of the compliance of the goals and objectives of the university with the NQF, but the studies of the expert panel show that the main goals and objectives defined by the SP, the predicted final outcomes of the fields of activity are aimed at the realization of the statutory goals and mission of the TLI. BSU implements the 6th, 7th and 8th levels of NQF academic programs and awards relevant qualifications. The university substantiates the conformity of the awarded qualifications with the characteristics of the given level of NQF by mapping the final outcomes in the formats of academic programs.

1.2 **The mission statement, goals and objectives of the TLI reflects the needs of the internal and external stakeholders.**

[6] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

BSU specifies the list of internal and external stakeholders in its "QA Training Manual" which is still under development: among internal stakeholders are students and university staff, and external stakeholders are employers, the alumni, parents of the alumni, applicants, society, the state, etc.

The primary and amended versions of the 2019-2023 BSU SP are available to the stakeholders through the official website of the university. "The 2019-2023 strategic plan and action plan for the development of BSU" was developed by a working group created by the rector's order in 2018. The working group consisting of 22 people mainly included administrative employees (only 3 heads of chairs and one student were involved). It should be noted that faculty or external stakeholders were not involved in the development of the document. At the same time, in the Self-evaluation, as a weakness of the institution, the TLI mentions the lack of interest of external stakeholders to be involved in the process of the development of the SP.

The initial version of the SP developed by the working group was approved by the BSU Alumni Association without any comments. BSU notes that the initial version of the SP was discussed in all departments of the university, and revised based on the comments and recommendations. From the site visit and document review, it became clear that the document was considered by few stakeholders, wide discussions with the teaching staff and the students as such did not take place. After being approved by the BSU Academic Council, the SP was approved by the Board of Trustees. According to BSU, the university's "key stakeholders" are also involved in decision-making bodies, the Academic Council and Board of Trustees, which the university believes ensures that their needs are reflected in the strategic goals and objectives. From the site visit, it became clear that the needs of the stakeholders of the TLI are mainly presented in the SP in terms of improvement of academic programs, development of practical abilities, knowledge of foreign languages, etc.

According to the results of the surveys presented in the BSU self-evaluation, about 25% of the teaching staff were fully aware of the content of the SP, 61% were mostly or to some extent aware, and 14% were not familiar with the content of the SP. It should be noted that in 2021-2022, the department of quality assurance and reforms organized trainings for the teaching staff, within the framework of which the university's SP was presented to them.

1.3 **The TLI has set mechanisms and procedures to evaluate the achievement of its mission and goals and further improve them.**

Regarding the requirement of this standard, the previous accreditation expert panel had recommended that the university should "establish quantitative indicators for evaluating the results of the achievement of strategic goals and conduct mid-term evaluations, analyzing the performance of the activities according to the indicators." There are no established policies and procedures for evaluating the performance of the mission and objectives at the university as such. The rector's annual reports and self-analyses carried out in the chairs/SECs serve as a mechanism for presenting the achievements of objectives and final outcomes of the strategic plan[7]. It should be noted that the format of the report has been changed in the last two years, adapting it to the goals and objectives of the SP.

According to 2019 Action plan for the elimination of deficiencies specified in the expert panel report for the institutional accreditation of Yerevan Brusov State University of Linguistics and Social Sciences (YSLU), in 2021, the key performance indicators (KPIs) should have been approved, and in 2022, they should have been applied while preparing the rector's annual report. However, it should be noted that in March, 2023,

[7] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

by the order of the acting rector, the composition of the working group formed in June, 2022, which was responsible for the development of KPIs, was revised. During the meetings with the expert panel, it was mentioned that the KPIs are not established yet, but are in the process of being developed and tested.

In 2023, the university carried out a medium-term assessment of BSU strategy according to key evaluation indicators, where attempts were made to make an evaluation of achievements with key performance indicators (KPIs). The document presents the objectives of the SP, the resources necessary for their implementation, the outcomes of the implemented actions, the KPIs, the calculation method and the outcome calculated by the KPIs. It should be noted that the KPIs for BSU were not the indicators that the university aspired to, but the outcomes that BSU had or had recorded at the time, for example, for action 1.1.4 of the 1st strategic goal of the Academic activity section of the SP, that is, to develop and implement new academic programs at the bachelor's and master's level according to the fields, and as an outcome calculated by the KPIs the percentage of new academic programs developed and implemented in the last 5 years is presented (22% bachelor's degree, 12% master's degree). At the same time, it should be noted that the method of calculating the KPIs is not clear.

In January-February, 2021, the 2019-2023 SP and the action plan was subjected to medium-term evaluation, based on the outcomes of which the university SP was reconsidered. The evaluation document clarifies the status of strategic objectives (implemented, not implemented, in progress), and in the recommendations column it is mentioned whether to keep or not the relevant action in the new program or whether it is being repeated.

Considerations: It is positive that the TLI has tried to clarify its mission in line with the fields of implemented academic programs and emphasize the preparation of internationally competitive personnel, however, the expert panel considers that it is also important to emphasize the advantages of the university, the specificity of teaching foreign languages, the existence of interdisciplinary academic programs and the provision of higher education. This will contribute to the full expression of the ideas and perceptions of the stakeholders regarding BSU.

In 2020, the university was renamed to Brusov State University, but the perceptions of the stakeholders remained the same, continuing to perceive the TLI as a university of linguistics and social sciences, all this could endanger the profile of BSU and its position in the educational system.

Due to the new state policy and the construction of the academic city, the expert panel emphasizes the unique experience of the university, the importance of having the right positioning and role in the new system, for example, how the knowledge of foreign languages of the teaching staff and students will contribute to the development of foreign language knowledge of other partners and stakeholders in the new system, ensuring internationalization, etc. The expert panel believes that in order to have the right positioning, it is necessary to collect systematic data to highlight the perceptions of the stakeholders about the strengths of the TLI.

It is positive that BSU has a strategic plan, which defines the priorities of the university and the ways to achieve them, however, the expert panel considers that the uncertainty of the implementation dates and the unclear planning of financial resources can lead to the inefficient distribution of financial resources and the inconsistent implementation of the SP.

From the self-evaluation and the study of the attached documents, from the information obtained from the site visit, the expert panel came to the conclusion that the involvement of internal and external stakeholders and communication with them was weakly expressed in the process of development and

review of the SP and the mission, which may lead to the incomplete implementation of the SP. In this process, it is important not only to highlight the needs of the stakeholders, but also to further manage the received information.

The expert panel considers it positive that the TLI has started to use quantitative indicators for evaluating the outcomes of the implementation of strategic goals and to carry out mid-term evaluations, however, it is unclear why is the BSU strategy implementation evaluation document developed in 2023, which is the year of completion of the Strategic Plan, called a "mid-term evaluation" considering that the SP terms are coming to an end? In addition, the numerical indicators presented are not KPIs, but digital data evaluating the current situation, which can later become the basis for developing the real KPIs of the new SP.

It is positive that BSU uses various mechanisms to evaluate the implementation of the goals set by the SP, however, for the full implementation of the PDCA cycle, it is necessary to invest additional efforts, especially in the direction of implementing new improvement planning based on the outcomes of the assessments.

Summary: Taking into account that BSU has a vision and mission formulated in the SP, that the implemented activities, strategic goals and objectives, predicted outcomes are mostly in line with the statutory goals and mission of the TLI, that academic programs are carried out in accordance with the 6th to 8th levels of the NQF and appropriate qualifications are awarded, that quantitative digital data are used to evaluate the results of the implementation of strategic goals, and a mid-term evaluation of the SP was carried out, in which the internal and external stakeholders also participated to a certain extent, the expert panel considers that BSU meets the requirements of criterion 1.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 1 is satisfactory.

2.GOVERNANCE AND ADMINISTRATION

CRITERION: The TLI's system of governance, administrative structures and their activities are efficient and are aimed at the accomplishment of mission and goals of the institution preserving ethical norms of governance.

Findings

2.1 **The TLI's system of governance ensures structured decision-making process, in accordance with defined ethical rules and has efficient provision of human, material and financial resources to accomplish its educational and other purposes.**

The management of BSU at the state, institutional and intra-university levels is carried out on the basis of RA laws and other legal acts, charters of BSU and individual subdivisions, various regulations and normative documents.

In the "Management Processes and Human Resources Management" section of the "2019-2023 BSU development strategic plan and action plan", the TLI has defined the following strategic goals:

- to improve the structure and administrative functions of BSU,
- to develop and modernize the BSU human resources management system.

As a result of solving the 5 strategic objectives for the realization of those goals, it is expected:

- Improved indicators of the effectiveness of the organizational structure, management system and subdivisions of BSU,
- Effective implementation of BSU human resources management system.

According to the BSU charter, the highest governing and controlling body of the university is the Board

of Trustees. Currently, the university is in a state of crisis management, and the functions of the Board of Trustees since March, 2023 have been implemented by the interim board of "Brusov State University" foundation, which consists of 3 members, external stakeholders. By the decisions of that board, an acting rector was appointed and administration is being carried out during the current period of change.

During the site visit, BSU was in the stage of structural changes. At the last meeting of the Board of Trustees, in early June, 2023, the new structure of the university was approved. The university justifies the proposals for structural changes, which were accepted by the majority of the Scientific Council of BSU, with the need to change the vision of BSU and to achieve that vision, to increase the efficiency of the organization of work at the TLI. At the same time, it should be noted that a systematic evaluation of the effectiveness of the previous structure was not carried out by the university, despite the fact that the structural changes were discussed to some extent with the internal stakeholders - heads of chairs, heads of subdivisions. It became clear from the site visit that not all internal stakeholders are informed about these changes.

In the new structure, BSU has 1 institute, 4 faculties, which include 15 chairs, 1 scientific and educational center (SEC) and 4 educational centers operate adjunct to the chairs. The number of faculties has remained the same, but there has been a change of their names, changes and redistributions of specialties, and therefore also specialized chairs, which the university management justifies with the desire to equalize the number of students, teaching staff and resources. As a result, 2 chairs were united, one was divided, 10 chairs were renamed, 2 SECs were also united. The administrative structures remained largely the same, except for 4 administrative structures, which were transformed into relevant departments.

A review of the structure and management system of BSU was also held in January, 2021, which the TLI linked to a "more effective implementation of the mission and further development of activities". It should be noted that the changes were not based on in-depth analysis.

Within the framework of RA legislation, BSU is endowed with the necessary autonomy, and self-governance is implemented by combining the principles of individual and collegial governance, by implementing the functions of the academic council (AC) and the rector. The AC is the collegial body that plans, coordinates and regulates the educational, research and scientific and technical activities of BSU. Standing Committees for Development of Regulations and Ethics, whose activities are regulated, operate adjunct to the AC.

The current activities of BSU are managed by the rector, whose functions, rights and responsibilities are defined by RA legislation and BSU statutes. The rectorate functions as a consultative body adjunct to the rector.

In addition to the rector, the activities of the university are managed by two vice-rectors for Education and Scientific Affairs and Staff Management and Economic Affairs, who are responsible for organizing and coordinating the work of the respective fields, for ensuring the effective operation of their subordinate structural subdivisions. It became clear from the meeting with the vice-rectors that the previous structure and management system of the university was acceptable to them, as no problems have arisen in the last 3 years. The effectiveness of the management system is substantiated by the results of student surveys and BSU self-evaluation. According to the SWOT analysis of 2020-2021 "Analysis of the results of the evaluation of the effectiveness of the quality assurance trainings", the weakness of the TLI is the cooperation between the dean's offices/chairs. There are 2 self-governing structures at the university: the Student Council, whose activities are aimed at protecting the interests and rights of students, and the Trade Union, which acts as a representative body of employees as a party protecting their rights and interests in

relations with the employer.

BSU has the necessary human resources, their hiring, transfer, incentive and penalty procedures, but they are not functioning during the current period of changes. Heads of some departments have submitted requests for dismissal, some positions are occupied by officials appointed by the order of the acting rector, for example, some deans, heads of chairs, etc. It became clear from the site visit that the new structural changes will also lead to the reduction of positions. According to the surveys carried out by the Center for Quality Assurance (QAC), the teaching staff considers "unreasonable and unjustified optimizations" a threat for BSU.

In 2021, statutes and work procedures were developed for the subdivisions corresponding to the approved structural changes, as well as job descriptions were approved for the employees. In 2020, BSU has also approved the Code of Conduct, which defines the rules of behavior of BSU employees and students and their compliance obligations, as well as the procedure for dealing with violations of the rules. From the site visit, it became clear that there is a permanent committee of ethics adjunct to the AC, within which decisions are made regarding violations of the rules of conduct by professors, such as, for example, professor-student disagreements, etc.

As such, there is no clear policy of financial management in the TLI. Funds are distributed according to priorities. From the site visits, it became clear that salary, state fees and scholarship payments are a priority for the TLI, and the needs from the subdivisions are also taken into account when distributing expenses. The study of the performance of the annual budgets of BSU for the last 3 years showed that financial income from various sources increased by 27.5%, of which a certain part was invested as a deposit. At the same time, it should be noted that the teaching staff considers the inconsistency of remuneration for work and scientific activity in comparison with the international and domestic system a weakness of the university.

2.2 TLI's system of governance gives an opportunity to students and the teaching staff to take part in decision making procedures.

According to the current charter and council regulations of BSU, the representatives of the teaching staff and students should be involved in the composition of the Board of Trustees, Scientific and faculty councils of the TLI. In doing so, BSU creates an opportunity for internal stakeholders to participate in governance processes.

25% of the members of the Board of Trustees are representatives of the teaching staff, who are nominated by the university's structural departments, and the election is carried out by the Scientific Council of BSU. Student representatives (also 25%) are elected by the presidency of the student council of the university from among the candidates nominated by the student councils of the faculties. It became clear from the site visit that the internal stakeholders do not have any participation in the interim council implementing crisis management, moreover, the current management of the TLI is not informed about the dates of formation of the new Board of Trustees.

25% of the number of members of the scientific and faculty councils of BSU are the students, who are nominated by the SCs of the respective faculties, and the election is carried out, respectively, by the SC presidency or the faculty SC. According to the results of the survey conducted by the TLI among students in 2022, most of the students have a low level of awareness about the activities of the governing bodies and the activity of involvement in the SC structures. As a reason, students often mentioned the lack of time and

the need to focus on their own studies, as well as the inexpediency of enrolling in the SC. From the site visit, it became clear that the students are most often informed about the decisions regarding them from the deans of the faculties.

According to the current regulations, the number of professors included in the scientific and faculty councils of BSU is greater than the number of students, and if we take into account the seats allocated to the heads of chairs and the heads of SECs, they make up the majority. It became clear from the expert panel meetings that the lecturers are informed about the decisions made regarding them from the chairs or from the orders posted in the corridors of the university. In order to make the decisions and orders of governing bodies accessible to internal and external stakeholders, the relevant orders, decisions of the Board of Trustees, Scientific Council, etc. are presented in the "Documents" section of the university website. The study of the website showed that the last published order of the rector is of August, 2021, the decision of the Board of Trustees is of October, 2022 and the decision of the Scientific Council is of September, 2022.

In the self-evaluation, it is mentioned that the management of BSU regularly meets with the representatives of the teaching and administrative staffs and students, listens to the raised issues, discusses the opinions and recommendations, which are taken into account when making decisions. From the site visit and the meetings with the stakeholders, it became clear that problems are not raised during the said meetings, because the stakeholders do not trust the objectivity of the decisions being made.

2.3 **The TLI formulates and carries out short-term, mid-term and long term planning consistent with its mission and goals as well as has appropriate mechanisms for the implementation and monitoring of those plans.**

Long-term planning at BSU is carried out through a five-year strategic plan and action plan, which defines strategic goals and objectives, actions resulting from them, and responsible parties. There is also a column for "implementation dates" for actions, where the implementation of most actions is spread over the whole duration of the SP: 2019-23, for some actions - 2020-23.

Medium-term planning is practically absent in the TLI; as an example of medium-term planning for the past five years, BSU mentions the deficiency elimination plan/improvement plan developed based on the recommendations of the expert panel of the previous accreditation submitted to the ANQA. The expert panel notes that the above-mentioned plan cannot be considered medium-term, as it is a five-year plan and is planned for 2019-23.

Unified annual activity plans for the entire TLI are being developed at BSU, which include both continuous processes characteristic of the university system and activities planned by the SP. Each administrative subdivision participates in the preparation of the annual plan and is guided by it as a short-term annual work plan. In the TLI, the budget and staff list, which are approved by the Board of Trustees, are also considered short-term plans. Budgeting is treated as annual financial planning, and staffing is treated as human resource planning. For the planning of the educational process, annual work plans are drawn up, based on which the annual planning of professors' positions and academic load is carried out.

The only active monitoring mechanism in the TLI is the annual reports of departments, which are formed as separate parts of the rector's annual report. It should be noted that the reports of departments are unique in cases where suggestions for improvement are presented. During the meeting with the management staff of the TLI, it was noted that previously the reports were descriptive, now some quantitative data has been added. Studies of the 2019-2022 rector's reports show that the basic format and groups of presented data have not been changed, some quantitative tabular data have also been presented in

the form of graphs, for example, the numbers of students admitted to bachelor's and master's programs according to the forms of free - paid and full-time – part-time education, the number of students admitted to BSU for the last 4 years, the number of Diaspora Armenian and foreign students enrolled in the master's educational program, etc. In addition to the Rector's annual report on the implementation of the Strategic Plan, in 2021, BSU conducted an interim evaluation of the Strategic Plan, based on which it was re-edited. Interim assessment results are not available to university stakeholders.

2.3 The TLI carried out examination of facts affecting its activities and draws on reliable findings during the decision-making process.

The expert panel of the previous accreditation recommended that the TLI should regularly conduct quantitative and qualitative information analyses of information received from external and internal environments, as well as introduce mechanisms for evaluating the effectiveness of data collection methods. The said recommendation was included in the "2019 Actions for Eliminating the Deficiencies of YSLU", where the TLI planned to implement the following 2 actions for the years 2020-2022:

1. Highlighting the factors of the external and internal environments that influence the activity of BSU and analysis of these factors.
2. Listing of data sources.

In the report of the action plan for the elimination of deficiencies mentioned in the expert report, there is no information about what kind of information the TLI has compiled and analyzed regarding the external and internal factors affecting it.

According to the Self-evaluation, among external factors BSU took into account the COVID 19 pandemic and the impact of the state of war of 2020-2021. During that time, the TLI revised the SP, and switched to online education to meet the existing challenges. BSU also performs financial risk assessment during the annual internal audit, the results of which are included in the audit report. It should be noted that a number of factors are not yet studied by the TLI, for example, the main reasons for the reduction of full-time students and the increase of part-time students, as well as the university's steps towards it, the increase in the number of students in groups studying foreign languages, etc. The assessment of financial risks is also carried out at the request of the RA Ministry of Finance in all universities, that is, the presented analyses were carried out according to external requirements.

In the format of the Self-evaluation of the activities of the chairs and SECs, there is a requirement for a SWOT analysis, where the departments address the strengths and weaknesses, external opportunities and threats of the TLI. Extraction of environmental factors, again through SWOT analysis, was also carried out by the teaching staff within the framework of Quality Assurance trainings; SWOT analyses were collected and analyzed by the QAC, but it should be noted that the application of the results is not visible.

From the point of view of assessment of environmental factors, periodic market analyses and benchmarking are carried out for the purpose of improvement of APs and development of new APs, which are the basis for the revision of APs.

Some data are also extracted through surveys organized by the QAC, it should be noted that the survey process is not regulated, and the recipients are not specified, and the chain of the purposeful use of the collected data is broken; they mostly stay in subdivisions or in the QAC. In that sense, in the Self-evaluation, the TLI itself states that it is necessary to ensure coordination of more in-depth studies of the key areas of activity and the impact of environmental factors on their development, which will strengthen

the culture of applying a more unified and institutional approach to the assessment of target areas.

2.5 **The management of the policies and the processes is based on the quality management principle (plan-do-check-act /PDCA/).**

According to the Self-evaluation, BSU realizes the importance of applying the PDCA cycle of quality management in management processes. Furthermore, the TLI claims that the management system operates in a PDCA cycle. It should be noted that there is no management and administration quality assurance policy and separately developed procedures in the TLI, the requirement to use the PDCA cycle is not fixed in any governing document. The only document available to the expert panel is the still under development Quality Assurance Manual of the TLI, which, along with other terms, also describes the individual stages of the PDCA cycle.

As a result of the previous accreditation, a number of documents were developed, which are still in the implementation phase.

Studies show that sometimes assessment processes do not take place, and decisions are made from some external impulses that are not subjected to in-depth analysis, the proof of this is the name change of the university, structural changes, revision of the mission, etc., which are still not understood by the stakeholders.

BSU considers surveys as a regularly implemented evaluation mechanism, which should contribute to effective and efficient decision-making and planning of actions aimed at improvement. It should be noted that there are no survey procedures and they are conducted irregularly. As it became clear from the meetings of the site visit, the TLI has a large amount of data collected but not analyzed (for more details see criterion 10). Mechanisms for directing accumulated information to improvements are not regulated either.

2.6 **The TLI has evaluation mechanisms in place ensuring data collection, analyses and application of the data on the effectiveness of the academic programs and other processes**

BSU uses a number of mechanisms for collecting information about its processes: reports, surveys, meetings, self-analyses, benchmarking, market research, it should be noted that the effectiveness of none of the presented mechanisms has been assessed.

There is a positive experience at the TLI: Chairs and SECs conduct self-analyses in the format developed by the QAC. In the Self-evaluation format, it is required to collect information on the educational and scientific-research activities of the chair, teaching staff and students, material and technical support. In the section of educational activities, qualitative/quantitative information is required regarding the clarification and modernization of the content of the final outcomes, subject list, course descriptions and other related documents of the implemented APs, the review, improvement and modernization of student assessment mechanisms and methods, as well as internships and practicums. There is a requirement for a SWOT analysis in the format, but subsequent improvement steps are not planned.

2.7 **There are objective mechanisms in place evaluating the quality of quantitative and qualitative information on the academic programs and qualification awarded.**

Public information on the activities of BSU, including the APs and awarded qualifications, is made available to the public through the university's official trilingual website (www.brusov.am) and social pages. The website lacks the publication of various assessments and analyses, including on the quality of programs and qualifications awarded. The university does not have alumni success stories published, but there are publications about the success of mobility students who share their experiences about the benefits of

studying abroad.

An important mechanism for the assessment of the qualifications awarded by BSU is also the surveys conducted among the alunmi and the reports of the presidents of the summative certification committees. Studies show that the committees are generally satisfied with the results demonstrated by the graduates, at the same time they make recommendations, for example, "tighten the control over the completion of graduation work, familiarize students with the requirements of the process", the latter was due to the fact that in 2022, 2 out of 3 graduates of "Political Science" AP received unsatisfactory grades.

Considerations: It is positive that in the 2019-2023 strategic plan, BSU aimed to improve its structure and administrative functions, as well as to develop and modernize the human resources management system, however, the expert panel notes that a number of implemented processes, e.g. structural changes and, accordingly, revisions of positions, were not based on reliable data and their analysis; as a result the reforms were considered ineffective for the university, and BSU is now also facing a period of change.

The university is currently in a situation of crisis management and major changes. The functions of the Board of Trustees since March, 2023 have been implemented by the interim board, the management is carried out by the acting rector, and there are changes in the management staff. Due to the crisis management, at the moment, the personal role of the acting rector prevails in BSU.

The effectiveness of the previous management system has not been assessed, and the internal stakeholders do not have a complete understanding of the currently implemented changes, and at the same time, they sometimes do not trust these changes, assuming a threat to the continuity of their activities in BSU. New structural changes in the university are already a reality and the expert panel at this stage emphasizes the increase of communication and transparency on the part of the university. The expert panel considers it important that optimization be based on clear criteria based on relevant factors such as employee skills, performance and the TLI needs. In the opposite conditions, the establishment of the new management system and its acceptability for the stakeholders may be put at risk.

Despite the fact that the strategic plan of the TLI and the plans of the university to eliminate the deficiencies mentioned in the expert report were approved in the same period, i.e. in 2019, BSU in its 2019-23 strategic plan did not refer to the expert recommendations. Expert recommendations were left out of attention, whereas their consistent implementation could significantly affect the increase in the efficiency of management processes. In terms of the implementation of the objectives of the SP, the main emphasis was on the development of documents. After the previous accreditation, the regulation of the activities of the departments and the development of job descriptions according to the structure established in 2021 can be considered a positive shift.

It is positive that BSU has approved the Code of Conduct; a permanent Ethics Committee operates adjunct to the AC. It is true that the Committee did not address the cases of management ethics issues, but cases of violation of the rules of conduct by professors were discussed.

It is positive that BSU has adequate financial means to organize its educational and other processes, however, the expert panel believes that it is necessary to introduce a clear policy of financial management, which will enable BSU to carry out long-term financial planning, ensuring also the targeted implementation of the SP goals. The expert panel draws the attention of the TLI towards the remuneration provided to the teaching staff for their work and scientific activity, as low salaries may further hinder the involvement of qualified teaching staff and the achievement of scientific results.

The experience of the mid-term evaluation of the SP in recent years, the gradual introduction of the

format of the rector's annual reports in accordance with the SP objectives, and the requirement for the analytical nature of the reports are positive. It is somewhat worrisome that the current monitoring process of annual plans is absent in BSU, and the annual reports generally lack suggestions for improvements. The introduction of mechanisms for monitoring annual plans will enable the TLI to monitor the correct course of their implementation.

BSU conducts studies of internal and external factors to a certain extent, but the scope of these factors is not specified, and the studies do not turn into in-depth analyses, which may lead to improper management of available resources, affect the quality of education provided, etc.

The annual summary (report) of the SP is mostly a listing of results, but not an analysis of the compliance with the implementation of strategic goals, and the lack of analysis can jeopardize the full implementation of the SP. The expert panel considers that the used formats of reports and chair self-analyses can become more effective tools if they are required to use not only a SWOT analysis, but also to have a section of justified recommendations for improvements. The PDCA cycle is not fully implemented in the management and administration system, which may endanger the course of the implemented reforms and may not provide the expected outcome.

The expert panel considers it positive that BSU uses a number of mechanisms for collecting information on the processes being implemented, but it is problematic that the effectiveness of none of them is evaluated at any level of management. The management system of the university should clarify and regulat the mechanisms for collecting objective, stable, reliable information about the APs and other processes, ensuring the scientificity of the applied analysis methods and the work of the mechanisms for implementing their results.

Summary: Considering that BSU has not been consistent in the implementation of previous institutional accreditation recommendations, structural changes have been taking place in the last 4 years, which are mostly not deeply analyzed and justified, crisis management is currently being implemented in BSU and internal stakeholders are not fully aware of the changes being implemented, there is no clear financial management policy, there is no mid-term planning, and there are no clear mechanisms for monitoring the implementation of long-term and short-term plans, the PDCA cycle is not fully implemented in various management processes, decisions are not made based on the analysis of objective data, the mechanisms of dissemination of information on the quality of programs and awarded qualifications are not evaluated, the expert panel finds that BSU does not meet the requirements of criterion 2.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 2 is unsatisfactory.

3. ACADEMIC PROGRAMMES

CRITERION: The programmes are in concord with the TLI's mission, form part of TLIal planning and promote mobility and internationalization.

Findings

3.1 **The academic programs are in line with TLI's mission, they correspond to the state academic standards and are thoroughly described according to the intended learning outcomes of the qualification awarded.**

BSU 2019-2023 "Educational activity" is one of the priority areas defined for the implementation of the mission defined by the strategic plan. From this point of view, the university emphasizes increasing the efficiency of the educational process and educational services, improving, modernizing and diversifying APs

in accordance with the characteristics of the RA NQF and labor market requirements, as well as the modernization of the educational process management system by providing appropriate resources and regulatory documentation support.

According to the Self-evaluation, the educational process at BSU is carried out by 29 Bachelor's, 31 Master's and 8 post-graduate APs, both full-time and part-time, in the following professional fields: Education, Humanities and Social Sciences. In the 2022-2023 academic year, 4,388 students received education at the TLI. It should be noted that two foreign languages are taught in all APs implemented at BSU, which the TLI considers an advantage and a feature.

In 2019, the content of the APs (including learning outcomes), descriptions of APs and courses were revised. In order to carry out the work of revising the APs, meetings were held with employers, research and comparative analysis was carried out with the APs of different universities. As a result, some courses have been revised or added, for example, the number of hours provided for sectoral (legal, economic, etc.) translations has increased in the AP "Translation Studies". During the revisions of the APs, emphasis has been placed on the outcomes that build practical capabilities. All courses of academic programs have descriptions. It became clear from the site visit that they are revised every year in the chairs. Course descriptions include a descriptive section (academic program, chair, lecturer, credit, etc.), prerequisites, brief course description, goal, objectives, learning outcomes, assessment methods/forms, topics covered, reading list, course evaluation form (summative assesment, research work assignment, etc.) and evaluation scale (rated, numerical, letter).

In order to match the educational outcomes of the APs "Political Science", "Service", "Translation Studies" submitted to the expertise to the characteristics of the NQF, the TLI has carried out mapping. It should be noted that it is not clear which outcome of the AP is covered by which characteristic of the NQF, because only the number of the characteristic, 1, 2, 3, etc., is indicated in the mapping, and not its content. The studies of APs and curricula showed that the order of subjects generally has a correct logic and stems from the defined outcomes of the APs. It is only necessary to state that there are subjects whose content is not completely adapted to the given AP, for example, "History of Armenia", "Armenian Language", "Philosophy", "Logic" and other subjects are studied within the framework of the AP "Translation Studies", which are not adapted and presented in the context of the given AP[8]. It became clear from the site visit that the students do not see the connection between these subjects and their profession, considering the latter unnecessary. A similar problem is also present in the other APs. From the meetings, it became clear that the heads of the APs pay more attention only to the content of the academic subjects of their chairs and mainly they become the subject of discussion, the content of other chairs and general subjects is not discussed or observed, but is left to the professional responsibility of the given lecturer.

Optional subjects are included in the bachelor's APs, for example, AP "Translation Studies" includes 9 optional subjects, they are: "Translation of Humor", "Medical translation", "Military-political translation" and so on. 4 optional subjects are included in the "Service" AP: "Service activities, hospitality, culture", "Service activities, tourism, art", etc., and 4 optional subjects are included in the AP "Political Science", which do not appear in the curriculum, they are simply marked "optional". It became clear from the site visit that the abilities of the teaching staff and sometimes the feedback from the labor market are taken into

[8] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

account in the choice of optional subjects[9].

From the study of bachelor and master's degree programs, it became clear that sometimes there are repetitions of the same AP in the two educational degrees, in particular, the "Legal Regulation of Tourism" course taught in the second year of the bachelor's degree in AP "Service" has certain overlaps with the content of the "Legal Management of Tourism and Hospitality" course taught in the second year of the master's degree; bachelor's course "The History of Armenian Wine" has certain overlaps with the content of the course "Wine culture" taught in the master's degree[10].

For internships with a load of 10 ECTS credits /300 hours/ included in the research educational block, no educational outcomes are defined in any of the programs presented in the Self-evaluation.

As stated in the Self-evaluation and what became clear from the site visit and auditions, BSU attaches importance to the formation of students' practical abilities, which is especially noticeable in the "Translation Studies" AP program list, where about 70% of class hours are practical, and 30% - theoretical, often theoretical and practical parts are expressed in combination. The picture is different in the "Service" AP, where the class hours are distributed with a ratio of about 20% practical, 80% theoretical. 87.5% of the classroom hours in the block of general professional courses in "Political Science" AP are intended for lectures, and 12.5% for practical classes, in special professional courses - 75% and 25%, respectively.

As for the calculation of credits or the distribution of credits between educational units, it should be noted that BSU does not present a clear approach. The definition of credit is presented in the "Guidelines for the development of Academic Programs", but it is not indicated by what approach this definition is localized in the APs.

3.2 **The TLI has a policy that promotes alignment between teaching and learning approaches and the intended learning outcomes of academic programs, which ensures student-centred learning.**

As such, there is no approved policy for choosing teaching and learning methods at BSU. Only in the document "Guidelines for the Development of BSU APs" there is a reference in the following wording: "The learning outcomes are the basis for determining teaching and learning methods, assessment forms." The teaching staff is free to choose the teaching methods. The auditions showed that a clear methodology and logic is introduced in the process of teaching foreign languages, for example, teaching students the correct technique of translation in the "Translation Studies" AP. In order to implement the stated goal, students are assigned oral and written translations from the originals of various literature, songs, newspapers, texts requiring sector specific glossary: law, economics, etc. Interactive methods that develop the students' speaking and listening skills, vocabulary are mainly used in this AP. In the "Service" AP, students are assigned individual work to present ecotourism in any RA community, present a conventional tour product, finding the market segment of the latter and filling in the table presented by the lecturer, etc. Classroom meetings, reading of thematic professional literature, thematic discussions, summary reports, individual and group works are used within the framework of the "Political Science" AP. In this program, brainstorming, project-based learning, mind-mapping, etc. are used as teaching methods. A great deal of attention is given to the implementation of theoretical analyses, for example, students carry out analytical, individual works on various topics: for example, "Regional Economic Integration: The EU and NAFTA as structures of regional economic integration", "Development of the Copenhagen criteria and their influence on EU enlargement",

[9] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

[10] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

etc.

The teaching methods that are used within the given course are also distinguished in the course descriptions of the APs, for example: lectures, thematic discussions, debate organization, stimulation phase-brainstorming, grouping, prism, 5-15 minute free essay, etc. It should be noted that the methods are not allocated according to the final outcomes, it is not clear which method is intended to ensure which outcome. In order to apply modern methods of teaching and learning, BSU has the necessary resource base: classrooms for teamwork, computers, projectors, etc.

From the point of view of applying student-centered approaches, the teaching staff of BSU sees a number of problems, which are outlined in the "2020-2021 Analysis of the results of the evaluation of the effectiveness of the trainings conducted by the center for quality assurance" document. The lecturers consider it a problem to include students of different professions in the same group or the placement of students not according to their levels, as well as the overcrowding of streams/groups due to the scarcity of classrooms. The expert panel's studies showed that these concerns of the teaching staff were not taken into account, and in the norms of the annual volume and calculation of the academic load of BSU faculty approved in June, 2022 it is defined that the lecture streams include 60-75 students, and the practical groups - 20-25 students. Groups due to the peculiarities of language teaching are not exceptions.

3.3 **The TLI has policy on students' assessment according to the learning outcomes and promotes academic integrity.**

Student assessment at BSU is carried out according to 2019 re-edited "Regulations for checking and assessing the knowledge, abilities and skills of bachelor and master students", which clearly defines the forms, methods and methodology of assessment in the university, and describes the evaluation and appeal processes. There is a separate "evaluation" section in the AP descriptions, which is presented in a different way in different APs. For example, in the "Political Science" AP, a table shows the maximum and minimum values of rating grades, the numerical and letter grades corresponding to these ranges. "Translation Studies (English-Armenian)" and "Service" APs present assessment methods: formative assessment, portfolio, summative assessment, tests, term papers, etc. The components that make up students' summative assessment for individual courses are presented in the course description. It should also be noted that in the course descriptions it is not visible which final outcome will be evaluated by what assignment.

A unified alphanumeric grading scale /0-100, D-A+/ is used at BSU. The assessment criteria are not clearly defined in the courses of the academic programs presented in the Self-evaluation, and no evaluation rubrics are used at the level of courses, through which the value of the numerical grade would be clear to the student.

Formative assessment of students' knowledge and abilities is carried out through tests, individual, analytical, research works, oral and written exams. It became clear from the site visit and the meetings with the stakeholders that the study and analysis of foreign literature and the development of the students' practical abilities are highlighted in all the APs. For this purpose, students are assigned individual and team works, for example, in the "Translation Studies" AP, students do translations, analyses and discussions of specialized and everyday texts. In the framework of the "Tourism Marketing" course at the "Service" AP, students try to make a marketing plan for clearly defined target groups using situational problems. During the "Wine Tourism" course, students taste drinks trying to present their differences. Evaluation criteria for the latter are not defined.

Based on professional characteristics, evaluation concepts and requirements have also been developed in the chairs, for example, in "Political Science" AP a concept has been developed for the evaluation of analytical works, where the following five components are distinguished: structure of work, formulation of goals and pbjectives, analysis, conclusion, used literature. 20 points are provided for each component. In the "Translation Studies" AP, clear requirements and percentage points are defined for the assessment of written and oral translations, glossary, for example, for oral translation - listening skills, the ability to shift languages sequentially /30%/, the translation of relevant professional texts from English to Armenian and vice-versa, keeping the meaning on the semantic and metasemiotic levels to the extent possible /30%/, use/equivalent transition of vocabulary, grammatical structures and language style /20%/, maintaining professional ethics /10%/.

Internships are assessed based on students' reports or diaries by the internship supervisor. There are no clear criteria for the assessment of internship, although there is a requirement for them in the regulation on the organization and conduct of internship for BSU students.

The final certification at the undergraduate level and the defense of theses at the master's level are carried out respectively according to the "Methodical guide on the preparation of graduation papers, the order of public defense and the preparation of graduation papers of BSU Bachelor's students" and the "Methodical guide on the preparation of the master's thesis, the order of public defense and the preparation of the thesis of BSU Master's students". Studies of graduation papers showed that sometimes (in the case of the "Service" AP) the aim of the work is not clearly defined, the objectives are not defined, there are no analyses, the proportion of the student's individual work is small, and in some cases, conclusions are drawn in the conclusion section of the work, about which there is no reference in the work. In the graduation papers of the "Translation Studies" AP, there is a practical part, which implies the student's individial work in the form of translations, which is a priority part of the evaluation. It should only be noted that the wording of the topics of the works have certain discrepancies, for example, the problems of adequate communication between the abuser and the victim translated into Armenian.

According to the Self-evaluation, within the framework of Erasmus+_Minerva international programs, BSU participated in the development of the electronic plagiarism detection system in the RA, which is still in progress and is planned to be completed by the end of 2023, but there is no clear information about the launch of the project. As a result of the previous accreditation recommendations, for the elimination of deficiencies BSU planned to have an Academic Integrity (Honesty) policy in 2021, which defacto does not exist. "Ensuring academic honesty and excluding plagiarism" is mentioned as a principle in the "Regulations of the Benevolence of the BSU Foundation" developed in 2020, and a special point is included in the students' obligations: "to maintain academic honesty; not to engage in plagiarism during studies or research activities". In addition, the term "plagiarism" is defined in the regulations for the preparation and defense of graduation papers and master's theses, and if it is proven, the student is notified in writing and is not allowed to participate in the final certification. To certify that the graduation paper or master's thesis is completed by themselves, students note on the title page that the work is not copied.

It became clear from the site visit that some professors fight against plagiarism by providing individual assignments, for example, in the "Translation Studies" AP, stories are selected from the translated pieces of literature, students find out foreign language structures, language deviations, etc.

3.4 **The programmes of the TLI are contextually coherent with other relevant programs and promote mobility of students and staff.**

The procedure of "Benchmarking of Academic Programs of BSU" serves as the basis for the implementation of benchmarking research at BSU. The TLI has conducted comparative analyzes with similar academic programs of both local and international universities. Comparative analyses were carried out with Armenian, Russian, German, British, Chinese, Danish universities. The objectives of the benchmarking were the comparisons of the names, entry requirements, learning outcomes, curricula, and duration of the APs. As a result of the study, some subjects were revised in the curricula, for example, the course "Basics of Law" in the "Service" AP was transformed into the "Legal Regulation of the Hospitality Industry", the list of literature provided to students was revised, courses studying the culture and civilization of the country of the studied language were added, etc. "Political Science" AP was benchmarked with the programs of 3 international and 3 Armenian universities. The university concluded that it is compatible with the academic program offered by the University of Essex, which is in the list of the top five universities in the field of political science in Great Britain, and is significantly different from similar programs offered by RA universities. At the same time, the final outcomes and the course list of the academic program have not been revised for more than 5 years. According to the chair's Self-evaluation, course descriptions are subject to change, "by supplementing the list of recommended literature with new sources".

The study of student mobility data shows that it mainly takes place within the framework of Erasmus+ grant programs and internal memorandums. 16 students recorded mobility in BSU in 2020 (10 students were sent, 6 students were admitted), 14 students in 2021 (12 students were sent, 2 students were admitted), 43 students in 2022-2023 (34 students were sent, 9 students were admitted). Exchange programs are held with universities in Germany, Austria, China, Spain, Bulgaria, Belgium, and Romania. And as for the mobility of the teaching staff, the picture is as follows: 15 lecturers in 2019, 2 lecturers in 2020, 11 lecturers in 2021, 18 lecturers in 2022 recorded mobility.

3.5 **The TLI adopts policies in place ensuring academic programme monitoring, evaluation of effectiveness and enhancement.**

In accordance with the recommendation provided by the expert panel of the previous accreditation process, BSU has established a common approach for academic program development, monitoring, evaluation and review, applying the successful experience of TLI. Taking into account the recommendation, the TLI developed the "Procedure of developing or revising, monitoring and evaluating the academic programs at Brusov State University" in 2022. From the site visit, it became clear that most of the chairs have started the revision processes of the APs since 2019. Surveys, auditions, benchmarking, opinions of industry experts and employing professors are used as assessment tools. As a result of the monitoring of APs, there have been changes in the curricula: new optional courses have been added, hours have been changed, new subjects have been introduced, the lists of literature provided to students have been updated, etc. Among the APs presented for expertise, the "Political Science" AP has not yet been reviewed, and in the "Service" AP, systematic monitoring processes have not been carried out, the main changes are due to the suggestions of the employing professors. From the site visit and meetings, it became clear that the revised APs were approved by the stakeholders.

Considerations: The expert panel considers it positive that, as a result of the previous accreditation, the TLI has carried out work to improve the APs, as well as has coordinated various processes through the development and application of relevant regulations. BSU highlights its uniqueness, i.e. advanced language learning in various academic programs, which gives a certain competitive advantage to the TLI graduates in terms of being realized in the labor market.

It is positive that the TLI has also carried out the mapping of the final outcomes of the APs in accordance with the characteristics of the NQF, however, the fact that the characteristics are not specified does not make the picture of compliance fully visible. As for the distribution of ECTS credits, the expert panel highly recommends that the final outcomes of the given course and the classroom and non-classroom workload performed by the student to achieve these outcomes be considered by the chairs. From the point of view of obtaining final outcomes and calculating credits, it will be effective to define in advance all the tasks provided to the student, as well as the student's workload spent on them, which will ultimately contribute to a reasonable calculation of the student's workload.

The expert panel also emphasizes the development and implementation of the outcomes of internships in academic programs, which will contribute to the preparation of the student's future career and the acquisition of practical skills.

Mandatory courses (logics, philosophy, Armenian language, etc.) provide students with basic knowledge and critical thinking, it is important that they are given to students in the context of the profession, which will contribute to the student's appreciation of this knowledge, increasing the motivation to learn the given subject.

Despite the fact that there is no clear policy on the selection of teaching and learning methods at the TLI, it is nevertheless positive that the teaching staff uses such methods that contribute to the development of analytical and communication skills among students. On the other hand, the inclusion of students of different specialties in the same group, the large number of groups and the placement of students in groups not according to their abilities will make it practically impossible for professors to use interactive and student-centered teaching methods more actively. Meanwhile, these approaches would significantly increase the effectiveness of teaching.

It is positive that, based on the features of the APs, the chairs have developed formative assessment criteria for students; the expert panel notes that the development of clear criteria for the evaluation of internships will contribute to the objective assessment of students' practical abilities acquired during internship. In addition to all this, the panel also emphasizes the introduction of clear mechanisms aimed at maintaining academic integrity (honesty), which will truly exclude plagiarism and academic dishonesty, ensuring transparency in student evaluation.

It is also noteworthy the comparative analyzes conducted by the TLI with the APs of other universities, which contributed to the introduction of new and optional courses, the addition of the list of literature, etc., which can contribute to the enrichment of students' professional interests. As for mobility data, it is positive that in recent years there has been an overall noticeable increase in mobility data, but the implementation of benchmarking in some APs has not contributed to the growth of mobility, the study of the reasons for the latter can contribute to the identification and resolution of obstacles.

It is positive that since 2019, the TLI has started revising the APs, the implemented processes were also a certain basis for the development of the "Procedure of developing or revising, monitoring and evaluating the academic programs at Brusov State University". Regular reviews of all APs will contribute to the continuous improvement and modernization of all specialties.

Summary: Taking into account that the academic programs are in line with the mission of the institution, the APs have been somewhat revised and improved as a result of the previous accreditation, multi-form teaching and learning assessment methods are used, which contribute to the achievement of the expected learning outcomes, comparative analyses of the APs have been carried out, there are mobility

processes among both students and the teaching staff, the expert panel finds that BSU meets the requirements of criterion 3.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 3 is satisfactory.

4.STUDENTS

CRITERION: The TLI provides support services to students ensuring productive learning environment

Findings

4.1. The TLI has set mechanisms for promoting students' recruitment, selection and admission procedures.

BSU has implemented clear mechanisms for the recruitment, selection and admission of students.

In order to recruit students, the TLI organizes "Open Doors" days, the Career Center organizes professional fairs and exhibitions, visits to various schools, etc. The platform for providing information on admission is the official website of BSU, where there is an applicant section, through which any person can get acquainted with the educational programs implemented in the TLI, AP specifications, fees, etc.

Admission to BSU is carried out based on RA legislation and internal legal acts of the TLI. Admission to the full-time bachelor's program is carried out on a competitive basis, by applying for joint exams. Admission to the master's program is carried out in accordance with the procedure for admission and teaching of the master's program in RA universities and the procedure for admission to the master's academic program of BSU.

The admission of foreign citizens is carried out according to the order of admission of foreign citizens to RA universities. As of 2022, about 109 foreign citizens, who are mostly Armenians, are studying at BSU. According to the results of 2018-2021 surveys carried out by the QAC, students mainly prefer BSU because of the state nature of the university, the high quality of education, the recommendations of friends and relatives, the high rating of the TLI, and the affordability of fees.

The enrollment figures for 2021-2022 show that there is a decrease in the number of students in the full-time bachelor's program (1177 students were enrolled in 2021, and 1070 students in 2022), and in the part-time program there is a certain increase in enrollment (97 students in 2021, and 184 students in 2022). From the site visit, it became clear that the greatest interest of students towards part-time studies is due to the circumstance that students work. As for the master's degree, 192 students were admitted in 2021, and 100 students in 2022 in full-time and part-time studies. It should be noted that the previous accreditation expert panel recommended that BSU should introduce clear criteria for admission to the master's degree program, but the recommendation was not actually implemented. As it became clear from the site visit, students admitted to the master's program sometimes have low academic data (for example, a low level of knowledge of foreign languages), which later causes additional obstacles during the organization of education.

4.2 The TLI has policies and procedures for assessing student educational needs.

In BSU, surveys and discussions are conducted in order to highlight the educational needs of students. Through surveys, students raise some educational needs, for example, about increasing the number of hours of internship, the amount and variety of literature provided, the received data is transferred to the appropriate subdivisions. The Student Council is also considered as a mechanism for identifying needs in the TLI, a procedure for accepting student applications to the SC has been introduced, according to which students can submit their applications to the SC in writing (anonymously if desired). Within 3 working days of receiving the application, according to the relevant procedure, the SC is obliged to process the application.

From the site visit, it became clear that students apply to the representatives of the SC through this mechanism mainly in case of lecturer-student disagreements, there are not many cases of applying. From the site visit, it became clear that students mostly turn to professors, chairs, deans, and dean's office staff with their needs regarding credit transfer (for students who have secured mobility), receiving discounts, changing the topics of research works, and foreign students turn to the Career Center.

4.3 The TLI provides opportunities for extra-curricular activities and advising services aimed at supporting student effective learning

In order to contribute to the effective study of students, BSU creates opportunities to have additional classes by organizing various foreign language (Chinese, Korean, Greek, etc.) training courses.

According to the Self-evaluation, prior to the mid-term and final examinations, the chairs set consultation hours for the students, which are held by the professors conducting the respective courses. Consulting works are also conducted with the students during the implementation of graduation papers and master's theses, the latter is included in the general workload of the lecturer.

It became clear from the site visit that in case of absences students sometimes have the opportunity to join the courses on the Zoom platform (subject to classroom availability). In case of absences, the TLI offers students the opportunity to participate in the given course with other groups.

According to the data provided by the TLI, 79% of students are aware of counseling services.

4.4. **There are precise regulation and schedule set for students to turn to the administrative staff for additional support and guidance.**

According to the Self-evaluation, the rector, vice-rectors and deans of BSU have a clear schedule for the admission of students. It became clear from the site visit that the rector has meetings with students, and students can contact deans and other administrative staff at any time of the day. The questions students are interested in are mainly related to documents: studying abroad with an exchange program, receiving discounts, etc. According to the analysis of the QAC of BSU, 66% of students turn to the dean's office for administrative assistance, 35% to the dean of the relevant faculty. According to the stakeholders, the administrative staff is ready to provide support and advice in case of every problem and issue.

4.5 **The TLI has student career support services.**

At BSU, the Career Center provides support for students' careers, for TLI-labour market, TLI-graduates connections. Courses are organized for students on how to appear for an interview, how to have competent and competitive resumes. The "Career and Information Days at BSU" program operates in BSU, within the framework of which meetings are held with employers, entrepreneurs and non-governmental organizations, students and graduates have been presented with information about employers' requirements and vacancies within the framework of the program. The Career Center regularly organizes meetings with industry employers, the center also seeks and finds additional internship opportunities for students and graduates.

In 2021, with the joint efforts of the Quality Assurance Department and the Career Center, surveys were conducted for 2018-2021 on the employment of students among bachelor, master's and postgraduate students (1539 respondents). The analyses showed that 65% of BSU alumni are working. 50% of employed alumni found a job during their studies, 51% work in their field, and 49% not in their field. According to the results of the survey, the most demanded specialists in the market were the graduates of linguistics, pedagogy and translation departments. And the 2022 results of the survey (1499 graduates were involved) show that the percentage of alunmi who find jobs is 80%, of which 52% are employed in their profession,

and 48% are those who find jobs not in their profession or in related fields.

Within the framework of the Erasmus+ program, the "SMART caffe" entrepreneurship center was formed at BSU, the purpose of which is to develop the entrepreneurial abilities and skills of students and alumni. In addition, at the initiative of the Career Center, the "Management" master's academic program, the Chair of Education Management and Planning, and the Smart Café business center, the "SMART talks" program is being implemented at the TLI, within the framework of which representatives from the labor market are invited to speak on topics such as "Startup Initiation in the Face of Covid-19", "Leadership in the Modern World", "Venture Funding for Startups", "Information Technology and Intellectual Property: legal issues and protection" and so on. At the same time, it should be noted that in the "Report of the National Career Development Support System" presented by the European Education Fund, the activities of the BSU Career Center and the SMART Entrepreneurial Center were considered a successful experience.

According to the data provided by the TLI, 89% of students are aware of the activities of the Career Center operating at BSU, and 24% of them use the services of the center.

4.6 **The TLI promotes student involvement in research activities.**

According to the Self-evaluation, BSU emphasizes the involvement of students in research works. There are internal grant programs at the TLI, which require the involvement of 1 master's degree student. In order to develop students' research abilities, the "Research methods" course was included in some bachelor and master's academic programs from 2019-2020; the selection of programs is not justified by the TLI. An evaluation of the effectiveness of the course implementation has not yet been carried out.

BSU offers students the opportunity to publish articles for free in the university's "Banber" scientific periodical. According to the data provided by the TLI, in 2020-2022, 34 articles were published by students in the periodical. It should be noted that the authors of the published articles were mostly PhD and post-graduate students.

From the site visit, it became clear that the Student Scientific Society also functioned within the framework of the BSU Student Council, but the society has not been functioning in the recent period. It became clear from the study of the annual activity programs of BSU that since 2019, the TLI wants to re-establish the Student Scientific Society and the Council of Young Scientists, but no clear results have been recorded so far.

4.7 **The TLI has a special body, which is responsible for the protection of students' rights.**

Students learn about their rights and responsibilities from the contract signed between the TLI and students, from the Student Guide (published in 2022), as well as from various information events. From the site visit, it became clear that every year the members of the Student Council organize information events for first-year students, within the framework of which the students are also informed about their rights and responsibilities.

The body responsible for the protection of students' interests at BSU is the Student Council, whose president was elected during the site visit. From the site visit and the meetings with the stakeholders, it became clear that the structure has a problem of increasing confidence among the students, because at this stage the SC is not considered as a body protecting the rights of the students. The main goals of the SC are stated in the development plan of the latter: protecting students and their interests, ensuring students' involvement in the management system, informing students about their rights, etc. At the same time, student-centered learning and expansion of BSU's educational mission, interweaving of education, science and innovation, promotion of academic mobility are mentioned as priorities of the SC. It should be noted that protection of

students' rights and interests is not emphasized as a priority. As the site visit also documented, the SC, as a basic body for the protection of students, has deviated from its main direction.

The studies of the documents show that in the past the work of the SC was not systematic, the sessions were not recorded, the work was not clearly planned. The members of the SC are included in the scientific councils of the TLI (at the moment, students are not involved in the Board of Trustees), in the Ethics Committee, the students are informed about the decisions made through the website and faculty meetings. It became clear from the site visit that students prefer to contact deans, dean's offices and chairs in order to receive information.

4.8 **The TLI has set mechanisms for the evaluating and ensuring the quality of educational, consultancy and other services provided to students.**

In order to evaluate the educational, counseling and other services provided to students at BSU, the chairs and SECs carry out self-analyses, which include the problems hindering the effectiveness of the educational and counseling services provided to students.

An example of quality assurance mechanisms is also the surveys carried out at the institutional (survey of BSU students) and programmatic (survey of students of APs) levels.

Considerations: The expert panel positively evaluates the steps taken by BSU in the direction of student recruitment, which ensures the stability of admission numbers. And as for the increase in the enrollment of part-time studies and the decrease in the desire of students to study full-time, it can become an impulse for BSU that the expectations of students regarding university education are changing. The expert panel believes that it is necessary for BSU to consider this issue in order to ensure the same quality of education for part-time students.

The low academic data of students in master's programs can hinder the full understanding of the courses offered by the TLI and the achievement of the final outcomes defined by the academic programs. From this point of view, the expert panel considers it important that BSU implements activities, considering the organization of additional courses for students and setting appropriate entry requirements, which will contribute to the achievement of final outcomes for all students.

The growth of the number of part-time students will contribute to the increase of the need for counseling services; from this point of view it is important that the provision of counseling is regulated and not left to the initiative of students and professors.

The expert panel positively evaluates the active work of the Career Center, regularly organized events for students and alumni. The high employment rate among alumni shows that the education and training provided by the university is generally effective in preparing students for the labor market and equipping them with the necessary skills. At the same time, the panel also emphasizes the studies of the career trajectory of the alumni, taking into account a number of factors: how well the jobs match the expectations of the university and the alumni, opportunities for promotions are available, etc.[11] Systematic and comprehensive studies of these factors will enable BSU to assess the substantive side of high employment rates.

The expert panel is somewhat concerned about the non-perception of the SC as a body representing and protecting the rights of students by the student community of the TLI, which may lead to a break in the connection between students and the Council, and to ineffective solution of students' needs. In order to

[11] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

mitigate the mentioned risks, the panel emphasizes the investment of efforts by the student council to find means of communication and form an atmosphere of trust, as well as the introduction of the idea of protecting the rights and interests of students in the core of its activities. Only in this case, the SC will be able to fully fulfill its commitment to protect students' rights.

The steps taken by BSU to include students in internal grant programs are commendable, however, the scarcity of programs gives very few students such an opportunity. Meanwhile, it is important to note that the involvement of students in research works can contribute to the development of students' abilities to find solutions to problems, to master data collection and analysis tools, to propose new ideas, which will contribute to increasing the student's, later the alumnus', attractiveness in the future.

Summary: Emphasizing the fact that BSU has clear mechanisms for the recruitment, selection and admission of students, as a result of which an increase in the number of students is registered, that BSU creates opportunities for organizing additional classes and providing counseling to promote the effective study of students, as well as that the TLI has student career services in place, the expert panel concludes that BSU meets the requirements of Criterion 4.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 4 is satisfactory.

5.FACULTY AND STAFF

CRITERION: The TLI has a highly qualified teaching and support staffs to achieve the set goals for academic programs and TLI's mission.

Findings

5.1. The TLI has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff for the provision of academic programs

The recruitment of the faculty members at BSU is carried out in accordance with the 2020 order "Characteristics of positions of the BSU faculty members, competitive recruitment of candidates for positions and appointment to faculty positions". According to the procedure, there are positions that are filled by competitive recruitment and there are a group of special positions that are filled by invitation and appointment by the rector. Special positions are: consulting associate professor and consulting professor, part-time lecturer, senior lecturer, associate professor and professor (part-time from inetrnal or external universities and organizations).

According to the data provided by BSU, the teaching staff consists of 453 employees, of which 270 (about 60%) work on a full-time basis, 168 (about 37%) are part-time teachers, and 8 (about 1.6%) are contracted, and 7 (about 1.4%) are part-time teachers with internal cooperation. 10 of the teaching staff (about 2%) are doctors of sciences, and 184 (40%) are candidates of sciences. It should be noted that 1-3 doctors, professors are involved in the chairs and educational centers, but there are also chairs and SECs, where the latter are not involved at all, for example, the Chair of Service, the Scientific and Research Center of Journalism. BSU also has native speaker professors. It should be noted that the trend of replenishment with native speaker specialists is mainly observed in some language teaching chairs: German, Asian languages, etc. This experience of the TLI has not gained much popularity yet, however, it became clear from the site visit that the desire to have native speaker teachers is big, especially among students.

It became clear from the site visit that scientific degree and title are important when recruiting the part-time teaching staff. The majority of BSU teaching staff are young employees who do not have a

scientific degree or title, but have work experience.

In the first phase, the TLI signs a contract with the teaching staff admitted through a competitive recruitment for a period of 3 years, then for a period of 5 years, and with those admitted without a competitive recruitment, for a period of 1 year. According to the data provided by BSU, in the 2019-20 academic year, 329 lecturers were recruited, 337 were dismissed, in the 2020-21 academic year, 285 lecturers were recruited, 221 were dismissed, in the 2021-22 academic year, 260 lecturers were recruited, and 236 were dismissed.

In 2019, the TLI adopted the procedure for the recruitment of administrative and supporting staff, by which it carries out the recruitment for these positions. According to the procedure, the appointment of the administrative and supporting staff deputies is carried out via a direct selection by the rector or the head of the relevant department or by competitive procedure. It should be noted that the procedure does not separate the positions that are held by competition and those that are selected by the management. BSU has an appropriate administrative and supporting staff. From the site visit, it became clear that the structural changes of the TLI will lead to the reduction of administrative, teaching and supporting staffs.

5.2 **The requirements for qualifications of teaching staff per academic program are comprehensively stated.**

As a result of the previous accreditation, the expert panel recommended that the TLI should establish clear requirements for the professional qualities of the teaching staff and criteria for evaluating their practical skills for each course. The recommendation was accepted by the TLI, but the requirements were not developed and implemented. From the site visit, it became clear that the management staff of the TLI and Culture is aware of the need to develop standards, emphasizing the involvement of personnel with professional and pedagogical experience.

Job descriptions for teaching staff are developed at the TLI. During the appointment of the teaching staff, the professor's academic degree and title, work experience, professional knowledge and pedagogical skills, trainings completed in the last 5 years, results of scientific research and educational work are taken into account. At the same time, it should be noted that not all chairs have a clear requirement regarding the professional knowledge and abilities of a lecturer teaching a foreign language, for example, an internationally recognized certificate of knowledge of the language or scientific research carried out within the framework of his teaching subjects, published educational manuals, etc.[12]

From the site visit and meetings, it became clear that the TLI also emphasizes the involvement of specialists with practical experience in the field for the implementation of the APs.

5.3 **The TLI has well established policies and procedures for the periodic evaluation of the teaching staff.**

According to the Self-evaluation, the BSU is revising the "Procedure for the evaluation of the performance of the teaching staff", by which it is intended to define the goals and objectives, methods and frequency, basic principles and requirements for the performance evaluation of the teaching staff. The procedure is under discussion and is planned to be approved at the end of 2023.

As the main mechanisms for evaluating the teaching staff, the TLI uses auditions of classes, the results of student surveys organized by the QAC, auditions conducted by chair heads/section heads, as well as

[12] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

mutual auditions. Auditions are organized according to the schedule, which is discussed in advance in the chairs and SECs, but there may also be unscheduled auditions. Since 2019, BSU has developed the "Regulations for the organization, conduct and evaluation of auditions", where there is also an exemplary format for evaluating the results of the auditions. When evaluating the content of the lesson, the auditor observes the appropriateness of the material, the presence of the teacher's speech culture and the demonstration of kindness when being asked questions, the simplicity of the presentation of the material, the consistent and logical presentation, the logical connection with the previous and next topics of the lesson, the promotion of the development of students' independent, creative and critical thinking, etc. Heads of Chairs, professors, mentors, etc. can conduct auditions. The results of the auditions are discussed in the sections and chairs. At the oral level, recommendations are made, as a result, teaching methods, tasks, and the list of provided literature can be changed.

It should be noted that the scientific outcome created by the teaching staff is not considered as a component of the assessment of the effectiveness of the teaching staff.

5.4 **The TLI promotes professional development for the teaching staff in accordance to the needs outlined during regular evaluations (both internal and external).**

At the end of 2022, BSU approved the "Procedure for the implementation of trainings of the teaching staff", according to which the teaching staff is obliged to undergo training every 5 years, the total number of hours of which should be 72 hours (18 credits). The Department of University Continuing Education (UCE) operates at the TLI, which organizes various internal trainings for the purpose of professional development of the teaching staff of the University. During the 2021-2022 academic year, the organization trained 93 members of the teaching staff, and 74 were trained in the 2022-2023 academic year. The topics of the training were: quality assurance, internationalization, pedagogical methods, etc. It became clear from the site visit that the trainers were the heads and specialists of the respective departments of BSU. Surveys on the effectiveness of trainings by the QA Center showed that only 84% of those trained evaluated the trainings as effective[13]. As for external trainings, it became clear from the site visit that no consistent steps are being taken in this direction by the TLI. Financial means are not invested to invite the best specialists of the field. There are chairs that are in a more advantageous position and within the framework of their foreign relations and international programs, they get the opportunity to train abroad as well, for example, the Chair of Romanic Languages, the Chair of German. It should be noted that the chairs do not have the same positioning and opportunities from the point of view of similar trainings. In addition, the trainings do not take place based on the identified need.

According to the Self-evaluation, the teaching, administrative and supporting staffs of BSU actively participated in more than 1000 different professional events, conferences and seminars, presented reports, gave lectures at the national and international levels.

Various events are organized, but among the large number of these events, there are few scientific events the results of which are published in journals with a high impact factor.

5.5 **The TLI ensures that there is a permanent staff for the stable provision of the academic programs.**

According to the data provided by BSU, the teaching staff increased by 92 teachers over the last three years due to the increase of students. As the TLI notes in its Self-evaluation, in these years, importance was given to the involvement of specialists from the practical field, with the aim of strengthening labor market-

[13] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

university communication. In recent years, the dynamics of the rejuvenation of the teaching staff is noticeable, the average age of the teaching staff is 47. It should be noted that most of the young professors do not have a scientific title and degree, the TLI is trying to fill this gap with invited specialists. From the expert panel meetings, it became clear that the lack of desire of young professors to obtain a scientific degree and title is considered a problem for the management staff of BSU, which is also caused by the overload of the teaching staff.

As the TLI states in its Self-evaluation, the involvement of young personnel with high professional qualities is hindered by the low salary of the teaching staff, which also does not encourage young people to acquire a scientific title and degree.

The Department of Human Resources Management and Development has developed a database that includes the data of all specialists who have worked and are working at BSU. The database contains data of numerous professors.

It should also be noted that the fees provided to the teaching staff at the TLI are low, this circumstance is also considered risky by BSU for the drainage of the teaching staff, despite the fact that the fund provided for salaries has increased by 10% on average in recent years.

5.6 There are set policies and procedures for the staff promotion.

The requirements for the candidates applying for the positions of the teaching staff have been developed in BSU; the following basic positions are in force at the TLI: lecturer, senior lecturer, associate professor and professor. Although it was noted during the site visit that in order to promote the improvement of the qualifications of the teaching staff, a differentiation of salaries was established, as well as differences in work load norms, the studies showed that the differentiated salaries do not differ significantly.

In BSU, some mechanisms of encouragement aimed at engaging in science have been introduced, in particular, extra payments are provided for the publication of scientific research results of the TLI employees, it should be noted that we are talking about quite small amounts. For publishing in international periodicals included in international databases and having an impact factor ("Web of Science", "Scopus"), the TLI provides AMD 30,000 bonus, for publication in scientific periodicals of foreign universities or scientific research institutes and centers – AMD 15,000 bonus, and AMD 10,000 bonus for publishing an article in Armenian periodicals acceptable for the RA SCC.

According to the Self-evaluation, mentoring activities are also carried out at BSU, 5 newly appointed lecturers have 1 mentor. The TLI also mentions the need to regulate and improve the mentoring system in its Self-evaluation.

5.7 **The TLI has necessary administrative and support staffs to achieve the strategic goals.**

The BSU staff consists of four main sub-groups: administrative, teaching and support staffs, service/technical staff. According to the Self-evaluation, the overloading of the administrative and support staffs makes it difficult to increase the performance efficiency. BSU has not yet assessed the efficiency of the existing administrative and support staffs from the perspective of the implementation of the current strategic plan and structure. It is only necessary to record that some important administrative positions are vacant, for example, the Science Department.

Considerations: The expert panel considers it positive that, in order to attract qualified and competitive personnel, the competitive procedure for the recruitment of professors was introduced at BSU. At the same

time, the panel notes that there is a need to evaluate the effectiveness of the implemented system in order to understand to what extent it allows to attract personnel with high professional qualities.

It is noteworthy that the university has a diversity of faculty members, in recent years, the involvement of specialists from the practical field has been noticeable, which can contribute to the development of students' practical abilities. At the same time, the expert panel notes that the greater involvement of scientists and doctors of science can increase the research capabilities of BSU, contribute to the academic reputation of the university and the effective development of chairs in the field of science, especially when science and research is one of the priorities of the university.

It is commendable that foreign professors also teach at the university, which contributes to the transfer of students' linguistic abilities and cultural characteristics of the given country, contributing to the development of students' linguistic thinking. The expert panel encourages the involvement of native speaker professors in all language teaching departments.

Despite the fact that, as a result of the previous accreditation, it was recommended that BSU should define the requirements for the teaching staff for the implementation of the courses, the recommendation was not fully implemented. The expert panel emphasizes once again that the existence of these requirements will help to attract the most qualified and capable professionals, for example, the existence of an international certificate assessing the level of language knowledge (C1 or C2) for teaching a foreign language.

It is positive that job descriptions have been developed for the teaching staff, which have contributed to the clarification of roles and responsibilities to a certain extent.

The university is revising the "Procedure for evaluating the performance of faculty members", from this perspective, the expert panel emphasizes the multi-factorial approach to the evaluation of faculty members, emphasizing teaching effectiveness, professional abilities and experience, ensuring student progress, implementation of innovations, scientific outcome, etc. In order to evaluate all these factors in a comprehensive way, it will be necessary to introduce new mechanisms that will ensure equality and transparency as much as possible, only in this case the evaluation process of the teaching staff will be considered reliable and effective. In addition to the evaluation process, the valuation process is also important, the university needs to review the existing incentive mechanisms, making them more attractive for the teaching staff.

It is positive that, in order to improve the composition of the faculty, BSU started to carry out internal trainings. The expert panel emphasizes highlighting of needs, which will contribute to more targeted and effective trainings[14]. And as for professional trainings, it is commendable that some chairs create opportunities for the teaching staff to be trained not only at the local level, but also abroad, but these opportunities are not equal for everyone, which can lead to uneven development of the teaching staff.

It is positive that a mentoring system has been implemented in BSU to a certain extent, the establishment of the latter will contribute to the full integration of the newly admitted large number of teaching staff and their adoption of the policies of the university.

It is positive that the teaching staff is relatively fixed, despite the fact that there are quite a lot of part-time teachers. The low salary of the teaching staff is somewhat problematic, which leads to the drainage of the teaching staff. BSU has the necessary administrative and supporting staff.

Summary: Taking into account that there is a clear policy and procedures for the selection of teaching

[14] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

and supporting staff members at BSU, the teaching staff is diverse, both representatives of the practical field, as well as candidates and doctors of science are involved, there are native speaker professors, mechanisms for the evaluation of teaching staff are somewhat introduced, there is an environment for the development and improvement of the teaching staff, steps are being taken to ensure the stability of the teaching staff, the expert panel finds that the BSU meets the requirements of Criterion 5.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 5 is satisfactory.

6.RESEARCH AND DEVELOPMENT

CRITERION: The Institution ensures the implementation of research activity and the link of the research with teaching and learning.

Findings

6.1 **The Institution has a clear strategy promoting its research interests and ambitions.**

The 2nd goal of BSU 2019-2023 SP is dedicated to the scientific research activities of the TLI. The goals of BSU in this area are:

- To develop and introduce innovative mechanisms, technologies and methods promoting the research activities of BSU, effectively using the university's research and innovation potential, contributing to the development of the students' scientific and innovative activity and creative initiatives and the knowledge-based economy at the national level.
- To develop a complex program of priority directions, goals, problems of BSU scientific research activities and measures aimed at solving them, aimed at the development of scientific and educational activities of BSU and ensuring comparability and competitiveness with the scientific research activities of competitive foreign universities.
- To ensure the internationalization of scientific research activities of BSU and comprehensive development of international scientific and educational cooperation.
- To increase the efficiency of the process of introducing basic and applied researches of BSU into the educational process.

In the SP plan schedule, 5 objectives for achieving the goals of the SP are identified, for which 13 actions are identified, for all actions, 2023 is indicated as the end of implementation. Action outcomes are also developed for all actions. It should be noted that all of them are mostly general, for example, SP objective 1 for action 4, that is, "Increase the number of articles published by BSU teaching staff in journals included in national and international databases", as an outcome for which it is mentioned "An increase in the number of articles published by BSU teaching staff in the journals included in the national and international databases". It is not clear what percent of growth the TLI envisages, according to the years. There are no clearly measurable outcomes.

According to the Self-evaluation, the chairs and SECs have developed and implemented their policies in line with the main directions of scientific activity. It became clear from the site visit that such policies do not exist in the chairs.

The action plan of the 2019-2023 BSU SP presents the 8 main research directions of the university: Linguistics, National Studies, Philology/Literature, Pedagogy and Foreign Language Teaching Methodology, Management, Political Science, Tourism. For the main directions, 53 related interdisciplinary directions are distinguished. During the site visit, the position of the head of the science department was vacant and it was not possible to find out how the above-mentioned directions were

chosen. According to the Self-evaluation, for the purpose of development of scientific activity, BSU chairs and SECs actively cooperate. The expert panel studies showed that there are generally no joint scientific projects, there are no inter-sector generated scientific articles as a result of inter-chair cooperation.

In 2022, compared to 2021 the budget for scientific activities has increased from 6 million drams to 14 million drams. The budget increase is largely related to the introduction of domestic grant programs.

6.2 **The Institution has a long-term strategy and med term and short-term programs that address its research interests and ambitions.**

In the "Research Activities" section of the 2019-23 SP, as a planned outcome of the implementation of the strategic goals, it is expected to "Develop a complex program of priority directions, goals, objectives of BSU scientific research activities and measures aimed at solving them". In fact, such a complex program has not been developed.

According to the Self-evaluation, the long-term and medium-term interests of BSU in the field of research are expressed in the 2019-2023 strategic plan and action plan, and the short-term interests and the dates of their implementation are defined by the activity plan of the TLI for each year. From the study of the annual plans, it became clear that there is no clear requirement on the chairs and scientific and educational centers as to what kind of scientific output each chair should provide due to its scientific potential and the number of employees. In the annual plans of BSU activities, it is stated to ensure the compliance of BSU scientific journal publications with the standards and requirements of RA SCC and international databases, but the responsible persons and the expected outcomes of the TLI are not clear.

There are some short-term, medium-term and long-term research programs at BSU. Short-term research programs have a duration of one year, such as, for example, "Research on the methodology of improving the process of professional applied physical training of future teachers studying at BSU", medium-term programs have a duration of about 2-4 years, and long-term ones have a duration of up to 9 years. It is necessary to mention that from 2018 until now, 18 scientific research programs have been operating at BSU.

Scientific activities at BSU are coordinated by the Department of Science, whose head position has been vacant since June, 2023.

6.3 **The Institution ensures the implementation of research and its development through sound policies and procedures.**

Within the framework of the previous accreditation process, the expert panel recommended that the TLI should carry out a comprehensive analysis of research efficiency according to the university's research priorities, outlining the processes aimed at improving the domain. According to the improvement plan, the analysis should be carried out during 2020-2023; it should be noted that there is no information about the start of the mentioned analysis.

In 2021, as a result of the previous accreditation recommendations, in order to encourage the teaching staff, the TLI introduced a differentiated system of additional payments for the teaching staff with publications in RA and foreign scientific journals. It became clear from the site visit that the provided additional fees are low compared to other universities and are not attractive for the teaching staff.

According to the Self-evaluation, during the last 3 years, the teaching staff participated in more than 796 conferences, seminars, trainings and other scientific and educational events. It should be noted that it is not clear to what extent these measures are localized in the context of long-term strategy and medium-term and short-term plans. In order to encourage the teaching staff, BSU has been financing

publications in "Banber" scientific journals in recent years.

In 2021, internal grant programs were introduced at the TLI; 11 programs were applied for, and all 11 were funded. Intra-university grant programs are carried out on the following topics: "Problems and perspectives of the development of cave tourism in the Republic of Armenia", "The ways of implementing media education of future educators in the Republic of Armenia", "Semitic features of translation as a discourse in the context of decoding socio-cultural signs of the literary source", "Obstacles and opportunities for the prevention of mass crimes in the context of ensuring the national security of the Republic of Armenia", etc. It is necessary to notice that interdisciplinary topics are mostly absent in grant programs. It became clear from the site visit that at the end of grant programs, scientific articles/works are published, the scientific value of which is determined by the editorial board of the given journal; other mechanisms for evaluating the effectiveness of grant implementation are not implemented in BSU. The implemented internal grant programs are not considered as an opportunity to acquire additional financial resources for the TLI.

According to the Self-evaluation of BSU, in 2018-2022, 914 different scientific and educational works were published by the teaching staff, of which 24 monographs, 811 scientific articles in journals including "Web of Science", "Scopus", "RSCI" and other databases with a high impact factor. A total of 35 scientific articles were published in international journals. According to the data of the TLI, the highest rate of publication of articles was recorded in 2022, 190 articles were published by the teaching staff; considering that the teaching staff at BSU consists of 453 members, then it turns out that a maximum of 42% of the teaching staff is engaged in research. At the same time, it should be noted that the TLI has not analyzed whether the same persons are engaged in research or not, or which SECs or chairs are more active in research activities.

3 BSU periodicals - "Banber", "Armenian Political Science" and "Current Issues of Literature and Culture" are included in the list of periodical scientific publications acceptable to the RA SSC. In order to encourage the teaching staff, BSU has been financing the publications of the teaching staff in the "Banber" periodical in recent years.

In 2019-2021, 3 programs for the maintenance and development of infrastructure of basic financing of scientific and technical activities and 1 scientific theme of contractual thematic financing were financed by the Science Committee of the RA MoESCS. In 2022, only the scientific topic "Ways to improve the process of physical education of university students" is financed by the Science Committee of the RA MoESCS.

6.4 **The Institution emphasizes internationalization of its research.**

BSU sees the importance of internationalization of its research activities in the 2019-2023 strategic plan: "Ensure the internationalization of scientific research activities of BSU and comprehensive development of international scientific and educational cooperation".

According to BSU data, in 2022, 7 scientific articles were published in international databases with a high impact factor ("Scopus", "Web of Science") - 5 in 2021, 9 in 2020, and 4 in 2019. In 2021, 2 studies and 1 analysis were published (Freedom House) in other scientific research collections (Springer) with a high impact factor, and 11 scientific articles were published in 2022. As BSU notes in its Self-evaluation, the TLI is still making improvements in terms of increasing the digital indicators of publications in journals included in international databases with a high impact factor.

The journal "Current issues of literature and culture" of BSU is included in the database of RSCI.

In 2021-2022, BSU Center for Interdisciplinary Studies organized informative seminars for BSU post-graduate and PhD students under the title "How to publish an article in international scientific journals?" in order to contribute to the growth of publications in international journals. The impact of the seminars on the increase in publications has not been assessed by the TLI.

According to the Self-evaluation, BSU has organized 210 international and republican scientific and educational events in recent years; it should be noted that there are no analyses of how these events contributed to the internationalization of science.

6.5 **The Institution has well established mechanisms for linking research with teaching.**

BSU emphasizes the need for interdependence of its research activity and educational process in the 2019-23 SP, which aims to "Increase the efficiency of the process of introducing fundamental and applied researches of BSU into the educational process".

In the course of the students' studies, the research component is expressed by the implementation of graduation papers, master's theses, independent research works and participation in internal grant programs, it should be noted that in the case of the latter, only 11 students participated in the programs. In some master's programs, the "Research Methods" course has been introduced, the purpose of which is to develop students' research abilities.

Using researches and scientific articles published by the teaching staff as a course material is also considered a mechanism of research activity.

Considerations: It is positive that BSU in the 2019-2023 SP has expressed his scientific research ambitions, for the implementation of which problems, actions and final outcomes were identified, however, the generality of the defined final outcomes does not provide an opportunity to assess whether the achieved results are satisfactory or not. The implementation of clear indicators in the field of research will provide an opportunity to make the progress made by BSU more visible. As for setting 2023 as a deadline for all the outcomes, the expert panel notes that it can be risky from a point of view of performance assurance.

It is positive that in the recent period the financial resources aimed at science have increased, which has also contributed to the implementation of internal grant programs, however, the expert panel notes that the scientific outcomes of grant programs and their impact on the development of the sector are still not visible; it would be more targeted if it were planned more in detail how the qualitative outcomes of the grant programs will be evaluated and how they will be applied in the future from the point of view of providing new opportunities to the university, which will also justify the investments made.

Although certain procedures and mechanisms have been established to encourage the scientific research works at BSU and to include the teaching staff in those researches, they are still not sufficient to achieve the necessary results. Carrying out scientific work and creating scientific value is still not considered attractive and profitable for the teaching staff of BSU, which can hinder the development of scientific thought in the university.

It is positive that some professors of the university are engaged in scientific research, however, very few professors at the university level are published in journals with a high impact factor, which can hinder the internationalization of research. The expert panel notes that one of the important strengths of BSU is the knowledge of the languages of the faculty members, which provides the greatest opportunity to be published in well-known international periodicals; the expert panel also emphasizes the policy of the university to support the professors in publishing in international periodicals.

The expert panel notes that the evaluation and in-depth analysis of the in-depth scientific potential and the quality of the conducted research by BSU will contribute to the extraction of the situation about the field and, accordingly, to effective planning. It is also important to develop qualitative indicators for evaluating the effectiveness of research, which will contribute not only to the quantitative growth of research works, but also to quality assurance. And the implementation of inter-chair researche will contribute to the development of inter-sector researche, the equal development of the chairs and ensuring the cooperation of the teaching staff.

The low participation of students in conducting research work and the lack of motivation of teaching staff to conduct research work can jeopardize the formation and development of students' research abilities and skills.

Summary: Taking into account that there are no medium-term and short-term programs in BSU chairs and SECs, no measurable indicators for evaluating results in the field of research are defined, mechanisms for evaluating the effectiveness of internal grant programs are not implemented, the teaching staff and students are not motivated to carry out research work, mechanisms of encouraging and involving the teaching staff in research work do not work effectively, there is no clear policy in the direction of internationalization of scientific research works, the expert panel finds that the connection between research and learning is weak, thus, the expert panel finds that BSU does not meet the requirements of criterion 6.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 6 is unsatisfactory.

7.INFRASTRUCTURE AND RESOURCES

CRITERION: The Institution has necessary resources to create learning environment and to effectively support the implementation of its stated mission and goals.

Findings

7.1 **The Institution has an appropriate learning environment for the implementation of current academic programmes.**

Within this standard, the previous accreditation expert panel provided the following recommendation - to carry out an analysis of the resource availability required for the effective implementation and internationalization of each educational program. In "2019 Actions for Eliminating the Deficiencies of YSLU" program, the university planned to "analyze resource availability" and "acquire new property based on needs." And in 2019-23 strategic plan of BSU, the "scientific library" and "infrastructure, building conditions and material and technical base" departments were distinguished, the strategic goals and corresponding actions of which were aimed at modernizing and improving the educational environment.

It became clear from the site visit that BSU has been consistent in achieving the goals set in the SP. Auditoriums and bathrooms were renovated, more than twenty classrooms and rooms were technically equipped, computers and video equipment were purchased.

6 out of 8 buildings in BSU are used for educational purposes. The small building mainly serves as a hotel-dormitory for visiting professors. In 2019, BSU considered the launch of the Tsaghkadzor rest house as a strategic issue, but later did not consider it appropriate to operate the rest house.

Due to the shortage of study surfaces and the increase in the number of admissions, the university organizes the studies in two shifts, which causes certain problems for students. According to professors, the

overcrowding of streams and groups caused by the scarcity of classrooms affects the effectiveness of teaching and the organization of the examination process. On the other hand, for the same reason, professors do not have a rest area and the possibility of a separate room to work.

BSU has two gymnasiums, one is located on the campus, and the other is in the building at 123 Hovsep Emin str. Both gymnasiums are functioning, it should be noted, the second one causes some problems for students in terms of transportation due to the distance. The gymnasiums have the necessary sports equipment, there are changing rooms next to them, which are small and do not have bathrooms, the bathroom can be used only by the teaching staff. The auditorium and changing rooms are in need of major repairs.

With various grant programs (PIA, Innovation Fund, World Bank), with the funds of sponsors and cooperating organizations, the large and small halls of the university, the Arabic language classroom, the Persian, Chinese, Russian language and literature rooms, the Francophonie and Greek centers, the computer exam classrooms, etc., were renovated. They are equipped with modern equipment, but during the questionnaires summarizing the QA trainings, the professors continue to mention "the lack of technically equipped classrooms and ICTs in the university", "the lack of professional laboratories" as a weakness for the university.

The wireless Internet (WiFi) coverage of educational and other areas of the buildings has been expanded, with a speed of 75 Mbit/s, but the teaching staff still mentions the limited access to the Internet as a weakness.

The university has not systematically analyzed the sufficiency and efficiency of the necessary learning environment for each AP, only in the chair Self-evaluation there is a separate point where the chairs represent the replenishment of the material and technical base of the chair/SEC, information related to replenishment of existing resources and material and technical base, analysis of needs, information on resources acquired at the expense of external funds. This positive approach has not been coordinated by the university, as not all chairs conduct self-analyses, and no university-wide summary of analyzes has been carried out.

BSU library carries out vigorous activities. It is a member of the Association of Digital Libraries of Armenia. As a result of the signed agreements, international programs and initiatives, the number of international scientific databases available to BSU employees has increased /8 in 2018, already 40 in 2022/, which are available on the BSU official website.

As of 2021, BSU library fund is 185,684 pieces of books, which includes a large-scale foreign literature. Among foreign literature, the existence of a large-scale fund of literature in German can be singled out /as of June, 2021 - 4,213 pieces of books/, which is due to the Austrian library operating as part of the BSU library. The lecturers and students note that among foreign books, literature in Eastern languages (Chinese, Korean, Persian, Arabic, etc.) is rare. The lack of resources is partially compensated by the literature available in the chairs and SECs, as well as in the relevant centers (Confucius Institute, Korean, Dutch, Italian, Greek, Persian, Indian, Polish language centers).

According to the Self-evaluation data, in 2019-2022 a positive movement was recorded in the quantitative indicators characterizing the work of the library, except for the number of books, which the experts in the field explain by the archiving of old and unused literature. In cooperation with BSU chairs and SECs, the library is conducting a survey on the demand for the necessary books in order to organize the replenishment of the library. The library regularly provides information about the offered services and

available resources to the internal stakeholders of BSU on the internal network of the university, on the official website and on social networks.

Work is also underway to develop a digital repository and library. The Bookshare online library, which provides free access to about 10,000 e-books, is available free of charge in the computer hall of the BSU library. The library has also digitized a number of textbooks and study manuals for internal use, which are also available in the library's computer lab. V. Brusov Scientific Center materials are also digitized. This process ensures the preservation of its book stock, which will find a place in the university's electronic repository.

In the Self-evaluation, the university states that an online ordering service has been implemented, thanks to which readers receive an answer from the service department about the availability of the ordered literature within a few hours. The library resources management system "KOHA" was introduced. It became clear from expert panel meetings that students mostly order books by visiting the library, and rarely use the online system. The teaching staff uses the library the least, and they get the necessary literature and materials from the Internet.

According to the results of surveys conducted among BSU students, 51% are satisfied with the support provided by the library, and 55% with the quality of online ordering. According to the survey results, the university came to the conclusion that professional Armenian and foreign language literature is partially sufficient for the effective implementation of educational programs.

From the point of view of the complete assessment of resources, it is necessary to note that there is no buffet or canteen in the premises of BSU, students eat outside the premises of the university.

7.2 **The Institution provides appropriate financial resources with necessary equipment and facilities as needed to achieve its mission and goals.**

Within the framework of this standard, the previous accreditation expert panel recommended implementing the distribution of financial resources in line with the university's strategic goals. As a response, the university planned a budget for each strategic goal in "2019 Actions for Eliminating the Deficiencies of YSLU". In addition, in BSU 2019-23 strategic plan, the "Financial activity" section was singled out, where the planned activities should ensure:

- Improved financial stability of BSU, expanded and diversified financial flows,
- Mechanisms for efficient management and targeted distribution of financial resources,
- Financing mechanisms designed to promote innovation.

In the Self-evaluation, the university states that it has been able to improve its financial management policy, aligning it with the priority goals set by the SP. It became clear from the site visit that BSU still does not have an approved financial policy. Moreover, the BSU 2019-23 strategic plan and annual plans do not contain information about the costs planned for the implementation of strategic goals or objectives. The

management of funds is carried out through the preparation of the income and expenditure forecast/budget/ for the year and the analysis of the actual performance of the budget at the end of the reporting year, and these documents and budget appendices are not structured according to strategic goals.

Studies of budgets and their performance over the last 3 years show positive dynamics of income and expenses in the areas of the university's activities.

Budget revenues are generated from state budget allocations and tuition fees, business activities, grant programs, and Confucius Institute revenues. The volume of funds allocated from the state budget has

increased due to the increase in the number of students, but the main line of income /63-70%/ is the income from paid education services, the indicators of which have increased for the same reason. Incomes ranging from 11-17% in different years came from grant programs, entrepreneurship, and Confucius Institute activities. There was no significant diversification of actual incomes; there are no incomes from the commercialization of science and publishing activities, the money received from scientific grants has also decreased.

While in the last 5 years, BSU revenues have increased by around 50%, expenses have increased by 36%. The main item of expenditure is wages, which has increased by an average of 10% per year. The expenses for scientific activities have also been increased by almost 2 times; the limit of the amount allocated to publishing articles for the promotion of scientific activity has been increased. In 2018, on the basis of its income, BSU formed an inviolable capital, which in 2022 was about AMD 25.8 million.

7.3 **The Institution has policy on financial distribution and capacity to sustain and ensure the integrity and continuity of the programmes offered at the Institution.**

In the absence of a policy for the distribution of financial resources, the following mechanism is used for preparing budget estimates: every year, all structural subdivisions submit to the financial department of BSU their usual activities and the requests for property and other necessary funds and work descriptions to implement the plans planned for the following year. Then, the working group formed by the order of the rector of the university, based on them, performs the calculation of expenses in individual articles of the budget.

The planning of the expenditure of financial resources is approved by the Board of Trustees upon the presentation of the rector, and the current monitoring, the purposefulness and efficiency of the expenditure is controlled and managed by the financial department of the university.

An analysis of the approach used by the university in the distribution of financial resources is not carried out from the point of view of ensuring the implementation and continuity of the goals of the APs. From the site visit, it became clear that BSU allocates appropriate material and financial resources to the subdivisions that implement the APs to ensure their normal activity.

The annual financial activity report is submitted by the BSU Rector to the Board of Trustees, which is published after approval by the Board. Except for 2022 performance report, the rest are available to the stakeholders on the university website.

Another mechanism used to control financial activities is an independent audit assessment, which must be carried out at least once a year. Only the audit report performed in 2020 is available on the BSU website.

7.4 **The Institution's resource base supports the implementation of Institution’s academic programmes and strategic plan, which promotes sustainability and continuous improvement of quality.**

BSU did not analyze the effectiveness of the university's resource base, mechanisms, processes and procedures for timely allocation of resources to ensure continuous quality improvement and sustainability.

It became clear from the site visit that the resource base of BSU mainly provides an opportunity for the organization and implementation of educational processes.

7.5 **The Institution has a sound policy and procedure to manage information and documentation.**

In the 2019-23 BSU strategic plan, there is an "Information and Communication Technologies" section, where the solutions to the planned problems should also ensure the outcome of "expanded and effective use of ICT in the educational, internal management and work processes of BSU".

The management of the documentation is carried out by the "Documentation Regulations of the V. Brusov State University of Linguistics and Social Sciences of Yerevan", which define the procedure for managing paper and electronic documents. Dissemination of information about BSU, as well as formation of a positive public opinion and rating about the university, is the responsibility of the Public Relations and Information Department, which operates on the basis of its charter. The Department of Public Relations and Information is also responsible for updating the content of the BSU website.

After the previous accreditation, BSU invested some financial and human resources in terms of increasing the technical saturation of the information systems and computer network and diversifying the functions. "Armenian programs" and Mulberry 2.0 electronic tools are used in the university, the UMS electronic system of internal management was introduced.

All paper receipts received by BSU and outgoing receipts are recorded, circulated and maintained by the General Department. Mulberry 2.0 electronic tool is used to implement electronic document circulation, the organization of which is also one of the functions of the General Department of BSU, to which Human Resources Management and Development Department, Financial Department, Science and Educational Departments and other main subdivisions have access. The Mulberry system is managed by the Information and Communication Technology Department of BSU.

The UMS system is also being implemented in BSU, the purpose of which is to automate the educational process, facilitate management, increase flexibility and efficiency, as well as create a unified information base. Along with the investment, it undergoes changes, adapting to the specifics of BSU. The possibilities of the system are still not fully used, but according to the Self-evaluation, already in 2021 a large amount of information necessary for the management of students and the educational process has been downloaded.

Since 2011, the "Credit System" (credit.brusov.am) has been effectively operating in BSU, through which student progress data (including GPAs), study results are entered automatically, and students are grouped by rotation.

In 2022, the unified Outlook correspondence system was put into use for BSU employees in order to make direct communication and information transfer more effective between the university and employees, as well as between employees.

7.6 **The Institution creates safe and secure environment through health and safety mechanisms taking into account the students with special needs.**

In the framework of this standard, the previous accreditation expert panel recommended adapting the infrastructure resources of the BSU to the needs of stakeholders with special needs. By implementing this recommendation, ramps for students and staff with special needs were built at BSU. There are ramps only at the entrances, but they are still missing inside the building, there is also no elevator, the auditorium doors are not adapted to the needs of stakeholders with special needs.

There is a 24-hour security service at BSU, which protects the buildings and property, ensures the safety of students and employees. In the two main entrances of BSU, the entry of students and staff is organized with individual passes, which prevents the unauthorized entry of outsiders into the university buildings. The security department operates within the university staff according to its charter, which defines the responsibilities and functions of the department.

BSU provides the necessary sanitary and hygienic conditions, and the first aid to the staff and students is provided by 2 employees of the First Aid Center /1 doctor and 1 nurse/. A special area has been

set aside for the center, the center is provided with medicines necessary for first aid.

Certain processes have also been implemented in the university from the point of view of ensuring fire safety and seismic norms: evacuation plans are posted, existing fire extinguishers are refilled or replaced with new ones, the main entrance doors of BSU buildings 1 and 2 are replaced with outward opening doors, and drills are conducted to teach evacuation procedures and rules to the staff and students.

During the site visit, BSU employees mentioned the lack of social packages/medical insurance, the inactivity of the BSU rest house in Tsaghkadzor, and the lack of a canteen in the university area as problems. Although the renovation of Tsaghkadzor rest house was defined as a strategic issue in the 2019-23 SP, the renovation of the rest house has not been carried out.

7.7 **The Institution has special mechanisms in place for the evaluation of the effectiveness, applicability and availability of resources given to the teaching staff and learners.**

In the online surveys conducted by the QAC among the stakeholders in 2022, there were also questions about the satisfaction of the university students and teaching staff with the resources of the university.

Section 6 of the student survey and section 3 of the teaching staff survey refer to the assessment of satisfaction with BSU resources and services. Both questionnaires suggest assessing:

- The quality of the following services provided by the BSU library,
- Quality of security service and first aid center services,
- BSU's resource provision, classroom conditions and technical equipment.

Questions about applicability, availability and efficiency of resources provided to students and teachers are not present in the questionnaires. Analyzes of survey results from other years were not provided to the expert panel.

Considerations: The expert panel assesses it positively that as a result of the previous accreditation, BSU initiated and implemented infrastructure and educational environment improvement works, which are also visible and appreciated by internal stakeholders.

BSU needs to assess the sufficiency and efficiency of the educational environment necessary for the implementation of the proposed academic programs, which will contribute to the targeted acquisition of resources and the development of students' practical abilities. It is positive that the chairs also address resource satisfaction in their self-analyses, however, the selected mechanism needs to be disseminated and developed, which will provide an opportunity to assess the resource security of APs at the level of the entire university.

It is positive that the BSU library carries out lively activities. A positive movement was recorded in the quantitative indicators characterizing the work of the library for 2019-2022. There are serious steps towards the development of digital repository and digital library, providing access to various online library networks. Student satisfaction with library support to students, reading hall service, quality of online ordering service has increased. But the lack of professional literature in Armenian and foreign languages, especially for the newly introduced programs and literature in Eastern languages, remains a problem. An exception is the existence of a large and quality fund of literature in German, which is due to the existence of the Austrian Library. According to the annual budget, the university allocates money for the purchase of necessary books, but they are usually not used, but saved.

The expert panel believes that the university should have been more consistent in implementing the recommendation provided during the previous accreditation, i.e. utilizing resource bases of industry

employers to serve the needs of the university's educational programs.

In terms of financial stability and financial management, the university has made some progress. This is evidenced by the increase in budget revenues and expenditures, the formation of a financial security cushion, salary increases, the increase in funds allocated to science, etc. The expert panel believes that in order to increase the efficiency of financial management, the university needs an approved financial policy, on the basis of which long-term planning will be carried out according to the fields of the university's mission / education, science and service to society / and strategic goals and objectives.

There is a certain procedure for planning and implementing the distribution of financial resources in the university, but the applied mechanism is mediated in relation to the issue of implementation of the goals of the proposed APs and guaranteeing their continuity. The studies of budget estimates and their performance according to the years allow the expert panel to conclude that the main expenditure items are aimed at the uninterrupted implementation of educational processes and the development of the university.

It is positive that regulated paper and electronic document circulation is carried out at BSU, various electronic tools are used for information collection and management, which contributes to the transparency and efficiency of the organization of various processes. While it is commendable that ramps have been built to facilitate the movement of students with special needs, the panel encourages BSU to take the next steps to make all infrastructure accessible to students and staff with special educational needs. The university's health and safety services provide a safe environment that largely satisfies internal stakeholders. The expert panel finds that BSU needs to conduct a cost analysis of health and safety services to assess their effectiveness, acquire funds for the opening of a canteen and the organization of medical insurance for employees.

It is positive that a study of the opinions of students and teaching staff is being carried out regarding the satisfaction of the resources. According to the expert panel, the questionnaires can be designed in such a way that not only the numerical indicators of the satisfaction of the beneficiaries are visible, but also they have the opportunity to submit suggestions for improvements, which will also facilitate the acquisition of resources based on needs.

Summary: Considering that as a result of the previous accreditation, BSU has identified a number of goals and actions aimed at improving the educational environment in its 2019-23 strategic development plan and has consistently implemented them, there are positive steps in the direction of the development of the digital repository and digital library, ensuring access to various online library networks, there is some progress from the point of view of financial stability and financial management, the volumes of budget receipts, expenses and financial safety cushion have increased, certain procedures for planning, implementing and monitoring the distribution of financial resources are in place, regulated paper and electronic document circulation is implemented, the existing health and safety services provide a safe environment, internal stakeholders are mostly satisfied with the resources provided by the TLI, the expert panel finds that BSU meets the requirements of criterion 7.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 7 is satisfactory.

8.SOCIETAL RESPONSIBILITY

CRITERION: The Institution is accountable to the government and society for the education it offers and the resources it uses as well as for the research it conducts.

Findings

8.1 **The Institution has clear policy on accountability.**

The BSU accountability system is regulated by the BSU charter, the strategic plan and the charter of the Public Relations and Information Department. There is a system of internal and external accountability in the TLI. The internal accountability mechanism is multi-level, providing a bottom-up approach to accountability. The heads of departments, scientific and educational centers, administrative subdivisions present reports, based on which the rector's annual report is also formed, the latter is discussed in the Scientific Council and the Board of Trustees. It should be noted that in the reports of subdivisions there are unique cases where suggestions for improvement are presented. It became clear from the site visit that the reports used to be descriptive, whereas now quantitative data and an analytical component have been added, as well as the rector's annual reports are presented in accordance with the objectives of the SP.

It should be noted that the reports are published on the official website of BSU, except for the 2022 rector's report.

Aaccording to the established procedure, the TLI also submits reports to the State Revenue Committee, RA National Statistical Service, RA MoESCS, Science Committee, etc.

8.2 **The Institution ensures transparency of its procedures and processes and makes them publicly available.**

The main tools for making BSU procedures, processes public and information transparent are BSU's official website (brusov.am), Facebook, Instagram pages, student guide, booklets on the TLI, internal electronic network intended for internal stakeholders and mass media. From the site visit, it became clear that individual faculties and subdivisions also have their own online groups, social platforms, which also cover information about the events carried out at the TLI. The publications carried out by the social platforms of the subdivisions are not regulated and are independent of the processes carried out by the Public Relations and Information Department. The TLI also has a YouTube channel, where BSU specialities, success stories of students who have secured mobility, etc. are presented. The professors of the TLI who have familiarity on the media platform also participate in the preparation of commercials about educational programs.

The BSU website is trilingual (Armenian, Russian, English), it should be noted that the Russian and English sections of the website are the least equipped with information about the TLI. The statutes, policies and procedures presented in the "Documents" section of the website are only available in Armenian, the same can also be mentioned regarding the publication of current news about the TLI. It is also necessary to note that some of the documents posted on the website show the former name of the TLI - YSLU. In addition, the decisions of the Scientific Council are missing from the month of September, 2022 and the rector's orders from the month of August, 2021.

According to the data provided by the TLI, publications and coverage on the BSU website had the following dynamics: 635 publications in 2019, 338 in 2020, 523 in 2021 and 625 in 2022. The fewest publications in 2020 the TLI attributes to COVID 19 and the war situation. According to the analyses presented by BSU, the website had an average of 14,900 visitors and 75,485 views per month.

8.3 **The Institution has sustainable feedback mechanisms for establishing contacts with society.**

The work of spreading information and giving feedback on the activities of BSU is carried out by the Public Relations and Information Department (PRID). Among the stable feedback mechanisms that contribute to establishing contact with society at the TLI, it is worth mentioning the "Contact Us" section of the official website of BSU, the Facebook page, and e-mail addresses. The Career Center also plays an important role

in ensuring communication with alumni and employers, which, in cooperation with the alumni union, organizes various meetings, workshops and provides communication in student-employer, school-BSU relations.

8.4. The Institution has mechanisms that ensure knowledge /value/ transfer to the society.

In order to transfer knowledge to society, a number of mechanisms are operating at BSU. Paid and free courses are planned for different groups of the society. The Department of University Continuing Education also operates at the TLI, which organizes a number of courses related to teaching different foreign languages, preparing students for admission to BSU, etc. Since 2019, by the same department professional trainings are organized for RA librarians, as well as Russian, English, French and German teachers of all RA schools subject to regular certification. Additional courses are also organized for bank employees, journalists and representatives of other organizations.

There are around 10 scientific and educational and linguacultural centers (German, Italian, Spanish, Chinese, Korean, etc.) operating at the TLI, which conduct short-term and long-term language training courses. International exams of a number of languages, in particular (TOPIK), are held at BSU.

The BSU History and V. Brusov Museums, Brusov Scientific Center have great importance from the point of view of transfering knowledge to society. Within the framework of cooperation with the Google Cultural Institute, BSU has expanded the digital collections of the museum, providing access to the materials of the Brusov Scientific Center to the scientific community, the materials are posted on the website (Brusov Museum (brusov.am).

Considerations: The expert panel assesses it positively that there is a bottom-up and top-down accountability system in place at BSU. The requirement to present recommendations or aspects of improvement in the reports of subdivisions will contribute to the advancement of the subdivisions' and BSU activities, as well as the development of critical analytical thinking of employees towards the work of the university. In recent years, the rector's annual reports have been prepared in accordance with the goals of the SP, which can later become a good tool for evaluating the implementation of the goals of the SP.

It is positive that BSU uses various mechanisms to ensure the transparency of its activities: website, social platforms, mass media, etc., but the expert panel notes that the lack of control over the social pages of the subdivisions and the various materials published on them can have a negative effect on the reputation and ranking of BSU.

It is positive that BSU has a trilingual website, where important and necessary information about the TLI is published and presented mainly in Armenian, however, the expert panel also emphasizes the necessity of updating foreign language sections, especially since the university does not have any difficulty with translating the latter; this can contribute to increasing the visibility of the university also among international partners and other stakeholders. In addition, it should be noted that documents have not been published in the recent period, which may hinder the dissemination of information about the TLI.

The expert panel also positively evaluates the fact that there is a stable system of providing feedback in the TLI, which contributes to communication with the stakeholders and identifying their needs.

It is important that in order to transfer knowledge to the society, different courses and trainings are carried out at BSU. From the point of view of knowledge and value transfer, the expert panel encourages the TLI to focus on publicizing its own research, which will enable making the scientific results more applicable, as well as contributing to raising the educational level of the society.

Summary: Considering that BSU has a stable system of internal and external accountability, various

feedback mechanisms are in place, various platforms are in place to ensure the transparency of its processes, many courses are organized in order to transfer knowledge and values to the society, the expert panel finds, that the BSU meets the requirements of Criterion 8.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 8 is satisfactory.

9.EXTERNAL RELATIONS AND INTERNATIONALIZATION

CRITERION: The Institution promotes experience exchange and enhancement through its sound external relations practices, thus promoting internationalization of the Institution.

Findings

9.1 **The Institution promotes its external relations through sound policies and procedures aimed at creating an environment conducive to experience exchange and enhancement and internationalization.**

In the preface of the 2019-23 BSU development SP, it is mentioned that the TLI during the above-mentioned period of strategic development, along with educational and scientific research processes, attaches particular importance to the improvement of internationalization processes. In the direction of internationalization, the key areas of activity of BSU are: internationalization of educational, research, career management, education quality assurance processes.

In the 7th section of the SP /External relations and international cooperation/ 4 goals with 5 objectives, corresponding actions and responsibles are distinguished. The dates of the actions are not specified, all activities are mainly planned for 2019-23. In the final outcomes section of the strategic goals, qualitative indicators are distinguished, such as: availability of processes supporting mobility, an increase in the implementation and participation of international exchange and mobility programs, an increase in jointly conducted scientific researches, conferences, continuously organized international language exams, an increased number of jointly implemented educational programs, attracting the potential of international specialists in educational programs, increasing the number of foreign and Diaspora Armenian students, APs taught in foreign languages in the set of BSU APs, increasing the influx of foreign students, etc. Quantitative indicators are not available, it is not clear how much the growth implies.

According to the Self-evaluation, BSU considers the Action Plan of the SP, the Charter of the Department of External Relations and International Cooperation (ERIC) (approved in 2019) as documents that include the strategy of the TLI in the field. At the same time, as a result of the study of the SP action plan, it became clear that the final outcome of the SP objective - to ensure and expand the processes of integration of BSU into international higher education areas - is to have an approved internationalization strategy and monitoring mechanisms and processes, the implementation date of which is indicated 2019-2021. It should be stated that until now there is no such approved strategy in BSU. As for monitoring mechanisms, surveys are conducted among students and professors who participated in the mobility programs, as well as through a questionnaire, internal stakeholders evaluate the effectiveness of the structure coordinating international processes. The Rector's annual reports also present data on what steps were taken each year to implement each objective aimed at internationalization, but there are no clear analyses of how well these steps meet the expectations of the TLI.

"BSU international mobility procedure", approved in 2021, is operating at BSU, which defines the procedures for ensuring the mobility of professors and students. The goals, forms, types, duration, financing, organization and conditions of participation of employees and students are regulated. The basis for mobility

is the large number of contracts and grant programs concluded with international institutions. According to the data provided by BSU, since 2020, 86 students and 31 employees have participated in exchange programs. It should be noted that, especially in the last year, the activation of participation in mobility programs is noticeable.

9.2 **The Institution's external relations infrastructure ensures regulated process.**

The Department of External Relations and International Cooperation (hereinafter referred to as the Department of ERIC) operates at BSU, which performs the functions defined by its charter (approved in 2019). There are no sections within the department. The staff consists of 4 employees: the head of the department, the deputy head and 2 leading specialists. The functions of the staff, required professional qualifications, powers, rights and responsibilities are defined by employment contracts, relevant job descriptions. The Department is accountable to the Rector of BSU.

It became clear from the expert panel meetings that the subdivisions (Career Center, Library), faculties and chairs also contribute to the development of international processes, thus contributing to the targeting of sectorial partners.

The department is responsible for coordinating the international mobility programs of the teaching staff, students and researchers, for providing information on international programs to BSU students, teaching staff and administrative staff, etc. From the site visit and the meetings with the stakeholders, it became clear that the teaching staff and the students are not always fully informed about the current programs and the possibilities of their participation.

In 2022, in order to improve the approaches and procedures for the development of external relations and internationalization at BSU, the Department of ERIC conducted a study of internationalization processes of partner universities through a questionnaire consisting of 32 questions. The questionnaire included questions related to digital data on the mobility of students, professors, directions of international agreements, current international programs, etc. 3 RA, 2 RF and 2 foreign universities took part in the survey. In the benchmarking reference submitted to the expert panel, no changes and improvements in internationalization processes were proposed.

9.3 **The Institution effectively collaborates with local and international counterparts.**

According to the Self-evaluation, BSU has 130 existing agreements signed with various universities, local and foreign organizations in the field. BSU cooperates with universities, high schools, state and private institutions of the Russian Federation, China, Korea, Austria, Germany, Spain, Italy, Belgium, Great Britain and other countries. The choice of the countries is conditioned by the scope of interests of the chairs and research centers operating at the TLI. BSU also implements joint master's and doctoral programs with 4 universities operating in the Republic of France, Martin Luther University of Halle-Wittenberg in Germany, Dalian University of Foreign Languages of the People's Republic of China in "Comparative Literature", "Publishing", "Political Science", "Professional pedagogy (Chinese and literature)" specialties.

As a full member, BSU is a member of the European University Association (EUA), cooperates with the European Council (EC), the European Center for Modern Languages (ECML), the German Academic Exchange Service (DAAD), the Austrian Exchange Service (ÖAD), the British Council and other organizations. As a result of collaborations, BSU has the opportunity to develop partnership ties, provide mobility programs for teaching staff and students, contribute to the exchange of experience of employees, etc.

During the reporting period, BSU was included in 12 international programs, among which are:

"Establishment of University-Economy Connection through Intelligent Entrepreneurial Cooperation and Competitiveness of Students of Moldova, Georgia and Armenia (CONNECT)", "Strengthening of University-Entrepreneurship Cooperation and Entrepreneurial Skills of Students through Smart Centers", and so on, it is necessary to note that most of the programs were implemented within the framework of the European Union's "Erasmus +" program. According to the Self-evaluation data, during the reporting period, 76 BSU students received the opportunity to study for 1 semester, and 90 employees received the opportunity to undergo training or teach at partner universities (Romania, Spain, Italy, Belgium, etc.) within the framework of "Erasmus+" international mobility programs.

In order to promote Armenian studies in foreign universities, BSU cooperates with the center "Mesrop" of Martin Luther University of Halle Wittenberg, the Armenian Studies Centers of Beijing Foreign Languages and the Institute of Oriental Languages in Paris, the Chair of Armenian Studies of Rosario University of Buenos Aires, Moscow State Linguistic and Bucharest Universities. As a result of cooperation, 10 students of the Moscow State Linguistic University went through a two-week professional and language internship in the Armenian language at BSU, as well as 8 Chinese Armenian students from Beijing Foreign Languages University had the opportunity to study at BSU for a semester.

9.4 **The Institution ensures internal stakeholders' appropriate level of a foreign language to enhance efficiency of internationalization.**

According to Self-evaluation, BSU teaching staff, administrative staff and students know at least one foreign language, and some of them know 2 or more. 18 foreign languages are taught at BSU, 8 of which are basic (English, Russian, French, Italian, Spanish, German, Chinese, Korean).

From the study of the APs, it became clear that in all professions the teaching of foreign languages is emphasized, sometimes some professional subjects are taught in foreign languages. In addition, foreign language training courses are organized by the Department of UCE at BSU, which are conducted by BSU professors on a paid basis. Both internal and external stakeholders can be involved in them.

In order to develop students' foreign language skills, native speaker professors from Germany, Korea, China, Russia, Ukraine, etc. also teach at BSU.

The university cooperates with RA diplomatic missions and foreign delegations, as a result of which there are around 16 language centers operating at BSU: centers of Greek language and culture, Italian language, Korean language and culture, Indian language and culture, Egyptian Arabic language and culture, etc.

BSU also conducts international exams for various levels of foreign languages, namely Italian (CELI), Spanish (CELU), Greek (ELLINOMATHEIA), Korean (TOPIK), Chinese (HSK, HSKK), German (ÖSD), as a result of which international certificates are awarded.

Considerations: The expert panel assesses positively that BSU considers the processes of internationalization as an important prerequisite for continuous improvement, and for this purpose constantly develops its external relations and the scope of cooperation. For the implementation of strategic goals, outcomes have been outlined, which provide a certain opportunity to understand the expectations of the TLI in that area, but the expert panel notes that the presence of quantitative indicators will enable the TLI to compare, record and visualize its progress with clearly measurable indicators, which will also contribute to ongoing monitoring. It is also positive that there are some mechanisms for monitoring the internationalization processes of the TLI, however, they are not fully sufficient to carry out in-depth analyses and find ways of improvement. The most in-depth analyses, for example, the evaluation of the faculties' activity in the

internationalization processes, the study of the main problems they have in this field, whether the achieved outcomes are sufficient or not sufficient for the TLI will contribute to the improvement of the processes and making sound decisions, ensuring sustainable development in the field of internationalization.

It is positive that there is a subdivision that coordinates the External Relations and Internationalization processes at the TLI, whose more planned work will contribute to the realization of the set goals.

It is worth noting that at the TLI both the students and the teaching and administrative staffs know at least one foreign language, which makes communication with international partners easier.

The TLI has enough contracts and agreements with various prestigious international structures, which contributes to the growth of mobility of students and professors, exchange of experience of teaching staff and professional growth.

The implementation of joint educational programs with other international universities is also commendable, which can contribute to increasing the number of international students and increasing the attractiveness of the TLI.

The presence of the privilege of organizing international examinations of foreign languages is also noteworthy, which once again makes visible the presence of trust in the TLI by international partners.

Summary: Taking into account the facts that the implementation of external relations and internationalization processes is considered a priority for BSU; there is an appropriate department for the implementation of the defined goals and objectives; targeted steps are being taken in the direction of internationalization and there are visible achievements; there is a noticeable increase in the mobility of students and teaching staff; the teaching, administrative staffs and students are fluent in foreign languages; international examinations assessing the knowledge of foreign languages are organized by the TLI the expert panel finds that the institutional capacities of BSU meets the requirements of criterion 9.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 9 is satisfactory.

10.INTERNAL QUALIY ASSURANCE SYSTEM

CRITERION: The Institution has an internal quality assurance system, which promotes establishment of a quality culture and continuous improvement of all the processes of the Institution.

Findings

10.1 **The Institution has quality assurance policies and procedures.**

The subdivision of quality assurance has been operating in BSU since 2009. In 2017, it was renamed the Center for Quality Assurance and Reforms, and in 2020 was renamed again to Quality Assurance Center[15], which the field responsibles attribute to the decentralization of BSU processes and the spread of responsibilities for improvements.

In the 12th section of the BSU SP, "Education Quality Assuarance", the strategic goals and intended outcomes of the field, 7 problems and the corresponding actions with their outcomes, responsibles and implementation dates are formulated. Apart from the three actions, the implementation dates for the others are not clearly defined.

The 4th strategic issue of the quality subdivision refers to the commitment of BSU to the development of quality policies and procedures: "To revise the policy and procedures for education quality assuarance in

[15] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

order to ensure compliance with European standards and accreditation standards approved by the RA government." It should be noted that the BSU policy in the field of quality assurance is included in the Quality Assurance Methodical manual, which is still in the finalization stage and has not been approved. The 2021 Rector's annual report states as a result: the BSU QA Methodical manual was revised, the documents regulating the BSU QA processes were developed or revised. It should be noted that the TLI has "Internal Quality Assurance Manual of Bryusov State University of Linguistics and Social Sciences" published in 2014, by which it is not guided[16].

The structure of BSU's quality assurance system in the form of a diagram is included in the preliminary version of the "QA Methodical Manual" and is not yet available to the stakeholders. According to the structure scheme of BSU and the QAC charter, the center reports directly to the rector of BSU.

10.2 **The Institution allocates sufficient material, human and financial resources to manage internal quality assurance processes.**

According to the preliminary version of the "QA Methodical Manual", each unit or group of stakeholders included in the BSU QA system assumes its role. From this point of view, it is necessary to note that the roles of some parts of the system, for example, the AP responsibles, administrative subdivisions, employers, etc., are not yet clearly defined. Only the functions of quality assurance responsibles in subdivisions are described in detail. According to the Self-evaluation, the IQA processes of BSU are coordinated and managed by the Center for Quality Assurance, which closely cooperates with all structural subdivisions of BSU in order to ensure the effectiveness of its activities.

The documents regulating the involvement of human resources in the quality assurance processes are: the Charter of the Center for Quality Assurance /approved on 28.12.2022/, the job descriptions of the employees /approved on 28.03.2023/ and the preliminary (unapproved) version of the "QA Methodical Manual", where the quality assurance responsibles' functions are described. In order to coordinate the work of the center, 5 positions have been introduced, two of the employees of which are on a long vacation. At present, 3 of the 5 positions of the center are functioning: the head of the center and 2 specialists. 2 of the filled positions are young employees who are graduates of the TLI. The latter have not received any training on the interpretation of institutional accreditation criteria and standards outside BSU[17]. The center is secured with the necessary space, furniture and equipment. In 2021, the Institute of "BSU QA Responsibles" was introduced to have responsibles in all academic subdivisions (39 people according to the rector's order dated 04.02.2021). According to the Self-evaluation, the Institute of QA Responsibles was implemented in order to increase the awareness of the TLI stakeholders about the IQA processes, at the same time, they are BSU employees who coordinate the QA processes within the scope of the given subdivision's activities and directly participate in the IQA activities of the TLI[18]. In 2021, QA responsibles have undergone a training course conducted by the university's QA staff. The TLI considers that the trainings did not give the desired result and the institute still has a problem of establishment, the main reason of which is the workload of the responsibles.

In the main document regulating the distribution of financial resources of BSU, budgeting of revenues and expenses, no targeted financial allocations are provided for the processes of the IQA. Financial resources are not provided for the implementation of quality assurance processes in SP. The same is the case with the

[16] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.
[17] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.
[18] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

distribution of material resources. As presented in the Self-evaluation, and as the field specialists noted during the expert panel site visit, financial (salary, institutional accreditation fee/) and material resources are provided by the TLI, according to the need.

10.3 **The internal and external stakeholders are involved in quality assurance processes.**

As a result of the previous accreditation, the expert panel recommended that the TLI should introduce concrete mechanisms for activating the participation of stakeholders (especially external) in QA processes. According to the action plan of eliminating the deficiencies mentioned in the 2019 YSLU expert panel report, 1 action was planned by the TLI for the years 2020-2023, as a result of which mechanisms for the participation of stakeholders in QA processes (especially external) should be developed and effectively applied. As noted in the Self-evaluation, the TLI emphasizes the involvement of internal and external stakeholders in QA processes as an important component of strengthening a quality culture. Among the external stakeholders, the employers are involved in the development and revision of the APs, teaching processes, and also 2 employers were involved in the Self-evaluation implementation group of BSU. Recent years have seen improvements in the participation of graduates and employers in surveys organized by the TLI. The teaching staff is involved in the QA processes related to educational processes as necessary, mainly in the form of participation in surveys.

As for the involvement and role of students, as noted by the TLI, it is weakly expressed, mainly due to the problems of combining study and work.

It is also necessary to mention that, according to the data provided by the TLI, 4 lecturers and 1 student from BSU were involved in the processes of external evaluation of quality (in the institutional accreditations of ANQA).

A number of trainings on quality assurance have been conducted by the QAC and UCE department for the teaching staff for the years 2021-2022, which were completed with the evaluation of the organization of the trainings and their effectiveness[19]. In order to attract internal and external stakeholders, BSU conducts many surveys at the institutional and program levels, at the initiative of the TLI and within the framework of international grant programs. The surveys mainly concern the satisfaction of counseling services provided to students, student-centered learning by the teaching staff, student satisfaction with resources, evaluation of internships, etc. It should be noted that the QA Center planned to summarize the analysis of the results of a part of the surveys (surveys conducted among employers, teaching staff, students) at the beginning 2023, whereas during expert panel site visit days, the survey results were not yet summarized. At the same time, it is necessary to note that from the point of view of periodic organization of surveys, analysis of results and decision-making based on them, the TLI does not always show consistency. The review of the documents shows that the highest number of surveys were conducted in the academic years 2015-16 and 2021-22. The analyses of surveys published on the website of the TLI also testify to this.

10.4 **The internal quality assurance system is periodically reviewed.**

As a result of the previous accreditation, the expert panel recommended that the TLI should regularly evaluate the impact of the IQA system on the improvement of the university. As a result of actions 31.1 and 31.2 of the BSU plan for elimination of deficiencies mentioned in the expert panel report, it is expected that the TLI should have the results of the benchmarking of the IQA system, SWOT-PEST

[19] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

analyses, and a program of measures for the improvement of the IQA system. It should be noted that BSU does not have a published policy and approved procedures for reviewing the internal quality assurance system, and the mechanisms and tools for regular review of the system are not yet coordinated. BSU considers the implementation of reviews, periodic evaluations and monitoring to be an integral part of the QA culture. BSU primarily links the review of the QA system with the activities of developing and processing a number of documents that have been carried out at the university. Part of them is related to QA processes, the other part is related to the regulation of management and educational processes.

In the Self-evaluation, BSU does not address the evaluation of the impact of the quality assurance system on the improvement of university processes. The QA Center reports, which are part of the rector's annual report and summarize the results of the work done in the field, do not contain systematic results of such evaluations either. In fact, the university did not implement the recommendations of the expert panel.

According to the Self-evaluation, the TLI has conducted benchmarking of policies and procedures for quality assurance processes. From the 2021 rector's annual report it is clear that the TLI conducted a study and comparative analysis of the QA systems of 20 RA and 10 European universities, and the best examples were compared with the QA processes of BSU in order to improve them. The document "Comparative analysis carried out in the field of quality assurance /benchmarking/", which was additionally provided to the expert panel and dated 2022, only summarizes RA universities, it does not contain a comparative analysis of the quality assurance processes of European universities[20]. The mentioned document was not available to the stakeholders.

Taking into account the results of the analysis, the document proposed 5 actions to improve the field of IQA of BSU: To activate the processes of spreading and strengthening the QA culture in the university in close cooperation with all structural subdivisions of BSU.

1. Review the institution of QA responsibles, pre-estimating/predicting its suitability from the perspective of spreading the culture of QA in the university and decentralizing the processes of IQA.
2. To expand the involvement of internal and external stakeholders in the university's IQA processes.
3. Review the documentation base reflecting the IQA policy and promote their effective application.
4. To (re)develop and summarize the KEIs defined in the field of QA of BSU activities, making a preliminary assessment with them and extracting indicators measuring the degree of implementation of the goals defined by the university's current strategy.

It should be noted that the TLI has not developed a program for the improvement of the IQA system in order to implement the mentioned actions. As a result of expert panel studies, it became clear that some steps were taken in the direction of some activities (3, 4).

10.5 **The internal quality assurance system provides valid and sufficient grounds for the external quality assurance processes.**

For the purpose of external evaluation, BSU prepared and presented a Self-evaluation. In its Self-evaluation the TLI does not analyze whether the internal QA system provides sufficient information and grounds for external quality assurance evaluation processes, in particular for accreditation. It should be noted that the data presented for external evaluation were not systematic. The Self-evaluation was sometimes descriptive and did not fully reflect the requirements of the standards.

[20] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

Mechanisms for data collection are the annual reports of the TLI, the self-analyses of chairs and SECs, and the surveys carried out by the QAC. The reports of the subdivisions, which are summarized in the Rector's annual report, contain descriptions of the carried out activities and some quantitative data. The main source of data were 3 evaluation surveys of 7 institutional programs and practices, which were not carried out at regular intervals. 4 more surveys were completed within the Erasmus+ "CONNECT" program. A large amount of information has been accumulated in the QAC, but only a part of it has been analyzed. From the expert panel's site visit, it became clear that the analyses of the remaining surveys were in progress.

10.6 **The internal quality assurance system ensures the transparency of the processes at the Institution providing valid and up to date information on their quality to the internal and external stakeholders.**

BSU provides information on the quality of its activities through various mechanisms: a 3-language website, various social platforms, mass media, etc. Information related to QA processes is available in the "Quality Assurance" section of the official website of TLI, and a small number of documents regulating the processes (charter of the QA department, procedure for benchmarking, procedure for lecture monitoring, etc.) are published in the "Documents" section of the website and are not separated from other documents of BSU. Only 2019 BSU accreditation expert panel report, 2 analyzes carried out by QAC in 2021 /2018-2021 alumni survey and employer survey analyzes/ and 5 analyzes carried out in 2022 /the results of the student survey were published after the site visit/ are available in the "QA documents" section of the website.

BSU also considers participation of QAC employees in the scientific and faculty councils, in the rectorate affairs, as well as trainings conducted among the QAC employees as a mechanism for providing access to information about the processes and results of QAC.

Considerations: It is positive that the TLI considers the processes of education quality assuarance a strategic priority. At the same time, it is problematic that BSU, which has a Center for Quality Assurance established in 2009 and has applied for institutional accreditation for the third time, still does not have a published QA policy and approved procedures[21]. Meanwhile, in the absence of clear policies and procedures and their consistent implementation, the dissemination and understanding of the quality assurance principles and quality culture of the TLI by the stakeholders may be put at risk.

BSU provides adequate financial and human resources for the implementation of QA processes. At the same time, the expert panel considers regular professional development of QAC employees to be very important, the lack of which can currently hinder the full and effective implementation of quality assurance processes.

The expert panel considers it positive that the TLI has tried to introduce the Institute of "QA responsibles" in order to coordinate IQA processes at faculty levels. The expert panel believes that more accurate data collection and analysis on the non-establishment of the mentioned Institute will enable the TLI to identify the main reasons that prevented the full establishment of the system. In addition, the clear separation of the functions of QA responsibles, the introduction of work efficiency evaluation indicators, as well as the provision of mechanisms to encourage specialists can contribute to the establishment of the system.

It is commendable that, as a result of the previous accreditation, the involvement of internal and external stakeholders in the QA processes has been expanded, which has also contributed to the revision and modernization of the APs.

[21] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

It is positive that the Center for Quality Assurance collects a number of data from various stakeholders, however, the expert panel considers that the delay in the implementation of analyzes may lead to the information collected not being up-to-date. At the same time, taking into account the fact that the TLI is in the stage of crisis management, the expert panel emphasizes the need for objective and timely analyzes that will contribute to data-based decision-making. At this stage, it has become more important to increase communication between the management staff and the Internal Quality Assurance Center, which will provide an opportunity to collect such objective data that will be applicable for decision making.

It is problematic that since its formation, the TLI has not carried out an assessment of the impact of the quality assurance system on the improvement of university processes. The latter would allow to find out the effectiveness of the applied quality assurance mechanisms and tools, find their weaknesses and improve them.

The expert panel considers it positive that the stakeholders have access to the analyzes carried out by the center in the "Documents of the QA department" section of the official website of BSU, which contributes to ensuring the transparency of the QA processes of TLI.

Summary: Considering that BSU does not have a published QA policy and approved procedures[22], the employees included in the QA system do not have relevant experience in the field, data collection does not take place periodically and the results are not analyzed on time, the institute of "quality responsibles" has not been established, the collected data are not always the basis for decision making, the impact of the quality assurance system on the improvement of the processes of the TLI has not been evaluated, the expert panel finds that BSU does not meet the requirements of criterion 10.

Conclusion: The correspondence of the institutional capacities of BSU to the requirements of CRITERION 10 is unsatisfactory.

[22] The sentence was edited based on the results of the discussion of the comments and recommendations of the institution.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	CONCLUSION
I. Mission and Purposes	Satisfactory
II. Governance and Administration	Unsatisfactory
III. Academic Programs	Satisfactory
IV. Students	Satisfactory
V. Faculty and Staff	Satisfactory
VI.Research and Development	Unsatisfactory
VII. Infrastructure and Resources	Satisfactory
VIII. Societal Responsibility	Satisfactory
IX. External Relations and Internationalization	Satisfactory
X. Internal Quality Assurance System	Unsatisfactory

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Anushavan Makaryan

Head of the expert panel

29.08.2023

APPENDICES

APPENDIX 1.CVS OF EXPERT PANEL MEMBERS

Anushavan Makaryan - in 2001, he earned his PhD in Physical and Mathematical Sciences, in 2006, he became Associate Professor. In 1978-1983, he studied at the Faculty of Physics of Yerevan State University, in 1983-1986 he was a post-graduate student of the Institute of Radiophysics and Electronics of the National Academy of Sciences of the Republic of Armenia. In 1986-1988, he worked as a junior researcher at the Institute of Radiophysics and Electronics of the RA Academy of Sciences. Since 1988, he has worked in the Department of Optics of the Faculty of Physics of YSU. In 2011-2013, he worked as the head of the "Internal Quality Assurance Policy and Procedures" project at the National Center for Professional Education Quality Assurance, and in 2013-2019, he was the head of the Institutional and Program Expertise Department. Since 2011, he is a certified expert panel member of Professional Education Quality Assuarance in the RA. 2016-2019 was a certified international expert in education of the State Accreditation Agency of the Russian Federation "Rosakkredagenstvo", since 2019 he is the acting director of YSU Ijevan branch.

Dr. Rula Diab – she has been Assistant Provost for Accreditation and Academic Operations of Lebanese American University since 2018. She is Professor of Philology, teaches Basics of Oral Communication, Introduction to Language (Introductory Linguistics), Language and Media, English for Elementary Teachers and other courses. She held various positions at Lebanese American University in different years, namely, in 2007-2008 she was the Head of the Language Research and Teaching Center, in 2012-2018 she was the Head of the English Department. She received her bachelor's and master's degrees at Lebanese American University and earned her PhD from the University of Texas at Austin in the USA. She is a specialist in teaching English and regularly carries out accreditation and academic quality assurance activities.

She is member of several professional organizations, including TESOL, American Association for Applied Linguistics (AAAL), the Middle-East North Africa Writing Centers Alliance, etc. She is the author of a number of articles in peer-reviewed academic journals.

Tigran Simyan - in 2005, he earned his PhD in Philology, in 2005-2008 he was Assistant professor at the Department of Foreign Literature of the Faculty of European Languages and Communication, and in 2008-2015 he was Associate professor at the same department. In 2015, he received the degree of doctor of philological sciences, and in 2016, he received the title of a Professor. Since 2011, he has been a member of the German Society of Semiotics, is a member of the editorial board of scientific journals "Comparative Studies" (Latvia, Daugavpils), "Semiotics and Criticism" (Scopus), "Praxema: problems of visual semiotics" (Scopus), he is the co-editor of the journal "Urbis et Orbis: Microhistory and semiotics of the city".

Tatevik Sargsyan - in 2016 she earned her PhD in economics, in 2018 she earned the scientific title of an Associate Professor. Since 2008, she has been teaching at the Department of Management of the European University of Armenia, since 2021 she has been the head of the Department of Tourism and Service of the same university, as well as a lecturer at the Department of Business Administration of the University of Economics of Armenia.

Elen Ghahramanyan - in 2022 she graduated from Yerevan State Armenian-Greek College of Tourism, Service and Food Industry majoring in "Office secretary with advanced knowledge of a foreign language" academic program. Since 2022, she has been the secretary of the Student Council of the university. She participated in the training of student-experts of the "Student Voice" project of ANQA.

APPENDIX 2. SCHEDULE OF SITE VISIT

	05.06.2023	Start	End	Duration
1.	Review of resources	12:00	14:00	120 minutes
	06.06.2023	**Start**	**End**	**Duration**
1.	Meeting with the rector of BSU	09:30	10:20	50 minutes
2.	Meeting with Vice-rectors for Education and Scientific Affairs and Staff Management and Economic Affairs	10:30	11:40	70 minutes
3.	Meeting with self-evaluation team	11:50	12:40	50 minutes
4.	Break, discussions of the Expert Panel	12:50	13:50	60 minutes
5.	Meeting with the representatives of the Board of Trustees	14:00	14:40	40 minutes
6.	Meeting with employers	14:50	15:50	60 minutes
7.	Meeting with alumni	16:00	17:00	60 minutes
8.	Review of documents, close meeting of the Expert Panel	17:10	19:00	110 minutes

	07.06.2023	Start	End	Duration
1.	Meeting with deans	09:30	10:30	60 minutes
2.	Meeting with heads of chairs	10:40	11:40	60 minutes
3.	Meeting with full-time and adjunct academic staff (10-12 representatives)	11:50	12:50	60 minutes
4.	Break, discussions of the Expert Panel	13:00	14:00	60 minutes
5.	Meeting with full-time and part-time students of Bachelor's and Master's degrees (10-12 representatives)	14:10	15:10	60 minutes
6.	Meeting with directors of subdivisions (Staff Management and Development Department, External Affairs and International Cooperation Department, Department of Education, Division of University Continuing Education, Career Center, Confucius Institute)	15:20	16:20	60 minutes

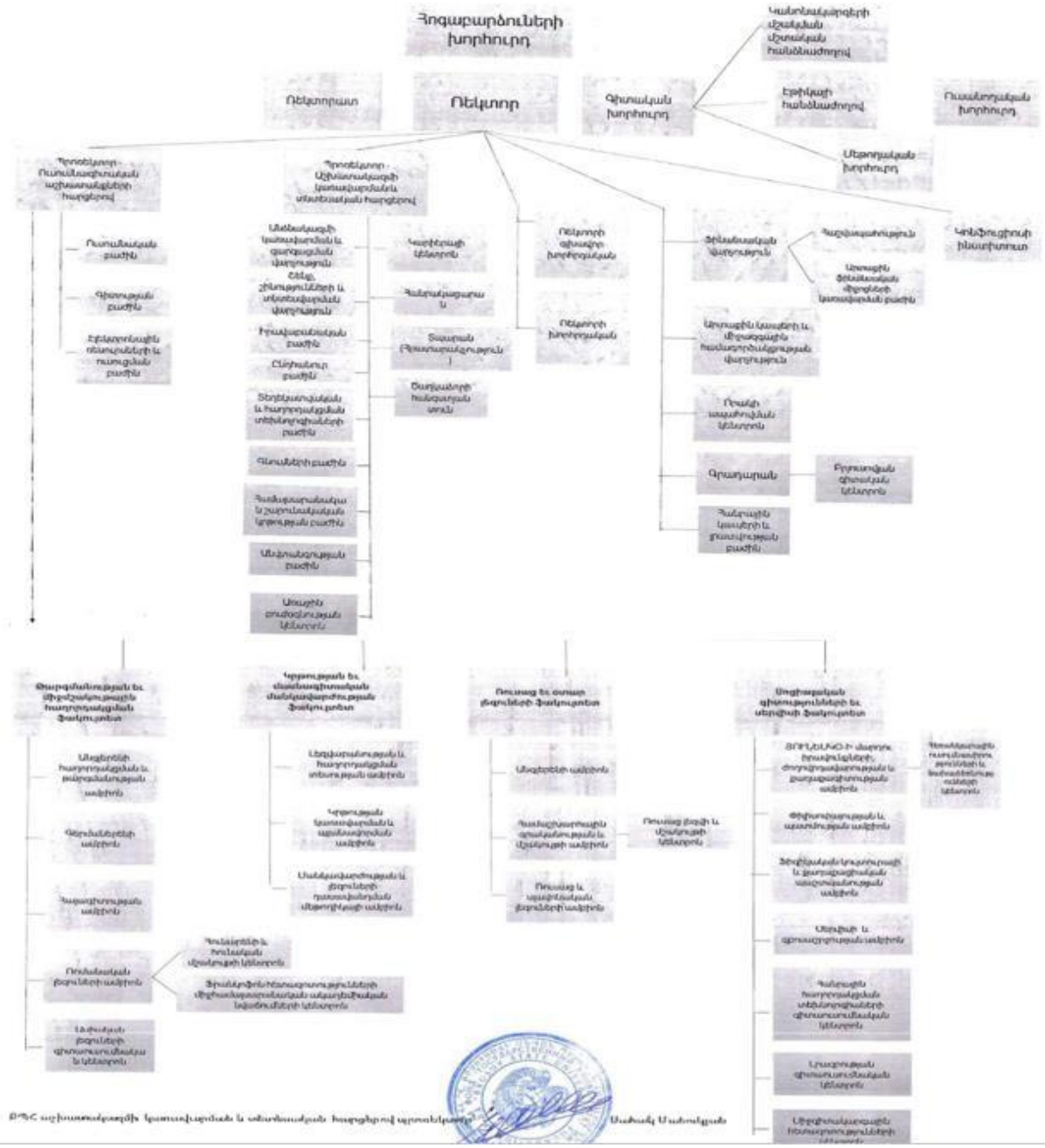
7.	Meeting with the Financial Department, General Department, Legal Department, Procurement Department, Public Relations and Information Department, Heads of the Information and Communication Technology Department, E-learning and Resources Department and the Director of the Library			16:30	17:20	50 minutes
8.	Review of documents, close meeting of the Expert Panel			17:30	19:00	90 minutes
	08.06.2023			Start	End	Duration
1.	Meeting with responsible/s of the AP "Translation Studies (English - Armenian)"	Meeting with responsible/s of the AP "Political Science"	Meeting with responsible/s of the AP "Service"	09:30	10:30	60 minutes
2.	Meeting with teachers of the AP "Translation Studies (English - Armenian)"	Meeting with teachers of the AP "Political Science"	Meeting with teachers of the AP "Service"	10:45	11:45	60 minutes
3.	Meeting with students of the AP "Translation Studies (English - Armenian)"	Meeting with students of the AP "Political Science"	Meeting with students of the AP "Service"	12:00	13:00	60 minutes
4.	Break, discussions of the Expert Panel			13:15	14:15	60 minutes
5.	Meeting with international students			14:25	15:15	50 minutes
6.	Meeting with the Student Council			15:25	16:15	50 minutes
7.	Open meeting			16:25	17:05	40 minutes
8.	Review of documents, close meeting of the Expert Panel			17:15	19:00	105 minutes
	09.06.2023			Start	End	Duration
1.	Meeting with representatives of the Quality Assurance And Management Center			09:30	10:30	60 minutes
2.	Meeting with the staff selected by the Expert Panel			10:40	11:40	50 minutes

3.	Review of documents, close meeting of the Expert Panel	11:50	12:50	60 minutes
4.	Break, discussions of the Expert Panel	13:00	14:00	60 minutes
5.	Review of documents, close meeting of the Expert Panel	14:10	17:20	210 minutes
6.	Meeting with the BSU's rector and management staff, summary of the visit	17:30	18:00	30 minutes

APPENDIX 3. RESOURCES OBSERVED

- Auditoriums,
- Computer rooms,
- Libraries,
- Reading room,
- Gym,
- Hall,
- Language centers,
- Chairs,
- Subdivisions.

APPENDIX 4. ORGANIZATIONAL STRUCTURE OF THE EDUCATION INSTITUTION



APPENDIX 5. LIST OF DOCUMENTS OBSERVED DURING THE ACCREDITATION OF BRUSOV STATE UNIVERSITY

N	Name of the document	Criterion
1.	SP Mid-term evaluation	1
2.	SP review package, documents supporting recommendations for SP changes	1
3.	Analyzes of results of trainings on SP	1
4.	Results of the evaluation of the implementation of the SP and the action plan for 2013-2017	1
5.	2022 Rector's Report	1

6.	List of University Surveys with their Questionnaires	2
7.	University activity programs and rector's reports for 2018-2023	2
8.	The implementation report of the deficiency elimination plan developed on the basis of the recommendations of the expert panel of the previous accreditation	2
9.	University job lists	5
10.	New structure of the university	2
11.	Market analysis reports	2
12.	Revised Aps, both old and new	3
13.	Service department Self-evaluation	3
14.	Timetables, thesis defense schedules	3
15.	Formative and summative tasks, tests, term papers within the framework of 3 APs	3
16.	Analyzes of surveys on the effectiveness of teaching and learning methods	3
17.	Evaluation formats for graduation or thesis defense committees	3
18.	Results of surveys on methods used by professors to combat plagiarism	3
19.	Results of the benchmarking of the APs	3
20.	Analyzes and conclusions of employers' needs organized by QAC	3
21.	Student mobility data by APs	3
22.	2022 student survey results	4
23.	List of foreign students at BSU by majors as of 2022	4
24.	2018-2022 Admission results	4
25.	Analyzes of effectiveness of methods of applicant recruitment	4
26.	Members of the University Student Council + and Faculty Student Councils -	4
27.	Results of surveys on satisfaction with administrative support and guidance	4
28.	Results of surveys on the effectiveness of career support services	4
29.	Databases of information on graduate employment	4
30.	Development program, work plans presented by the Chairman of the SC	4
31.	SC charter, work plans, protocols and reports /rector's reports/	4
32.	Announcements of holding elections for teaching staff, administrative and supporting staff	5
33.	Lecturer's package submitted to the tender committee	5
34.	Draft procedure for evaluating the performance of the teaching staff	5
35.	The program of increasing the qualification of the teaching staff at the Brusov State Linguistic University for 2016-21	5
36.	Format of the certificate for teacher training carried out by the university during the 2021-2022 academic year	5

37.	Questionnaire for evaluating the effectiveness of the trainings carried out by the UCE department, survey results, analyses	5
38.	University Personnel bank	5
39.	The list of administrative staff - according to structural units of the institution, job descriptions	5
40.	Functions of supporting staff, job descriptions	5
41.	Documents including the policies of chairs and SECs in the research field	6
42.	List of intra-university research topics and their participants	6
43.	2021-22 and 2022-23 list of works published with the participation of students	6
44.	Research Practice Reports	6
45.	Scientific works published in national and international journals and anthologies	6
46.	The complex/activity program of the priority directions, goals, problems of BSU scientific research activities and measures aimed at solving them	6
47.	Internal grant applications and reports	6
48.	List of topics funded by the Science Committee	6
49.	2023 thesis paper topics	6
50.	Analysis of the resource provision necessary for the effective implementation of Academic programs/Chair self-analyses/	7
51.	Annual procurement plan /last 3 years/	7
52.	Analyzes of satisfaction with library resources	7
53.	Rector's orders on salary changes	7
54.	Policy, procedures for management of information and document circulation processes	7
55.	Results of resource applicability, availability and effectiveness evaluation surveys	7
56.	Results of the survey on the satisfaction of the beneficiaries about the activities of the BSU	8
57.	Research and comparative analysis reports on internationalization processes and global experience	9
58.	QAC analyzes of information on various international programs and satisfaction with the participant selection procedure	9
59.	Quality assurance policy /preliminary/	10
60.	QA procedures in place	10
61.	Revised QA documents	10
62.	Annual Action Plan of the QAC	
63.	Revised QA manual /draft/	10
64.	QA system benchmarking	10
65.	QA system structure /preliminary/	10

66.	A document defining the functions of QA responsibles	10
67.	Action plan for the improvement of the IQA system /the report of the improvement plan, SP were provided/	10
68.	A Self-evaluation format for chairs/SECs developed by QAC	10
69.	Analyzes of the effectiveness of the quality assurance system /surveys/	10
70.	Examples of Self-evaluation of SECs	10
71.	Questionnaires, analyzes of surveys conducted with students and representatives of the teaching staff	10

APPENDIX 6. LIST OF ABBREVIATIONS

BSU – Brusov State University
KEI – Key evaluation indicators
KPI – Key performance indicators
SC – Scientific Council
SEC – Scientific and educational center
BULSS – Brusov University of Linguistics and Social Sciences
EHEA – European Higher Education Area
AP – Academic Program
TLI – Tertiary level institution
RA MoESCS – Ministry of Education, Science, Culture and Sports of the Republic of Armenia
PRI – Public Relations and Information Department
UCE – University Continuing Education Department
QA – Quality Assurance
ANQA – "National Center for Professional Education Quality Assurance" Foundation
QAC – Center for Quality Assurance
NQF – National Qualifications Framework
IQA – Internal Quality Assurance
TS – Teaching staff
PDCA – Plan-do-check-act
SP – Strategic plan
SC – Student Council
SS – Supporting staff