



National Center For Professional
Education Quality Assurance
Foundation

ANQA 2018/28

EXPERT PANEL REPORT

ON INSTITUTIONAL ACCREDITATION CARRIED OUT AT “VAZGEN SARGSYAN MILITARY
UNIVERSITY” STATE ORGANIZATION OF RA MINISTRY OF DEFENCE

Yerevan – 2018

INTRODUCTION

Institutional Accreditation of “Vazen Sargsyan Military University” state organization of RA Ministry of Defence (MoD) (hereinafter referred to as MU or University) is carried out with the initiative of MU and based on the application presented by the University. The process of institutional accreditation is organized and coordinated by the National Centre for Professional Education Quality Assurance Foundation (ANQA).

ANQA is guided by the regulation on “State Accreditation of RA Institutions and their Educational Programs” set by the RA Government on 30 June, 2011 in N978 decree as well as by N959-Ն (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation.

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

Institutional accreditation aims not only at the external evaluation of quality assurance but also to the continuous improvement of the institution’s management and quality of educational programs. Hence, there were two important issues for the 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 university’s quality and for its integration to the European Higher Education Area (EHEA).

The report includes the results of the evaluation of MU’s institutional capacities according to the state criteria and standards for accreditation as well as the results of peer review by the international expert from the perspective of being integrated into EHEA.

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SUMMARY OF THE EVALUATION

PEER-REVIEW OF INSTITUTIONAL CAPACITIES ACCORDING TO STATE ACCREDITATION CRITERIA

The expertise was carried out by the expert panel formed according to the requirements of ANQA Regulation on the Formation of the Expert Panel. The evaluation was carried out according to the 10 criteria set by the RA Government on 30 June, 2011 N 959-Ն decree.

While carrying out the evaluation the expert panel took into consideration that V. Sargsyan Military University of MoD is a higher military education institution the main mission of which is to prepare BA and MA military specialists with necessary skills and competences in line with modern international standards and scientific-educational tendencies through the implementation of academic programs. The expert panel also took into consideration that MU has a military importance for RA military sphere. At the same time MU is under the immediate supervision of MoD and in many cases does not have freedom for making decisions.¹

One of the most important factors taken into consideration by the expert panel during the expertise was that MU combines the statuses of a professional education institution and a military unit with all the related environmental, procedural and other peculiarities.

Internal and external stakeholders of MU have merely the same impression about the mission of the University which proves that the role of MU in the society is clearly formulated. However unified clear formulation of mission and vision is still missing at the University. 2015-2020 long-term development plan of MU is developed not in the format of a strategic plan but rather a plan-schedule.

Elements of military unit and university systems are combined in the management system of MU. There is a clear hierarchy among the management circles but there are also collegial bodies typical to an education institution like Scientific Council and Methodical Councils. Responsibilities of each structural unit and each staff member of MU are strictly defined in the respective documents. Sometimes changes are made in the management structure but they do not always depend on the analysis of effectiveness of the management system.

The planning process and following the plans are given much importance to in MU. This is ensured through the application of clearly defined mechanisms of bottom-up accountability.

Academic programs being implemented at MU are fully in line with the mission of MU to prepare commander staff for RA Armed Forces (AF). The academic programs have mostly an applied nature. While developing academic programs MU defined their goals and objectives, intended learning outcomes which are in line with NQF descriptors. Admission requirements are also involved in the academic programs and teaching, learning and assessment methods are outlined. And what for the

¹ The sentence was reformulated after the feedback got from the University.

career of the alumni, serving in the RA AF is considered as such. MU has developed “Regulation of the organization of education processes with a credit system and assessment of the knowledge of learners” however the number of international mobility of cadets and teaching staff is limited conditioned by objective reasons: differences of military equipment and armament in the Armed Forces, danger of experience exchange in military sphere, differences in the raised problems, and subjective reasons: lack of implementation of academic program benchmarking, exchange programs [REDACTED]

There is a tendency in MU to implement assessment of cadets on clear basis. It refers to the organization of examinations, final attestations and current assessment. There are quantitative tangible norms of assessment and methodical instructions on the level of some courses in MU. The basis for the appeal of marks are RA AF regulations however cases of appeal did not occur in MU and the University hasn't yet analysed the reasons for that.

There is a tendency in the chairs to continuously improve the academic programs. MU regularly reviews the academic programs taking into account the feedback and changes of RA AF as well as the results of surveys conducted among the cadets and attendees.

There are clear mechanisms of cadets' collection and selection in MU. However MU has not conducted studies of their effectiveness. Regular studies of cadets' needs is carried out in MU through conduction of surveys, there are also mechanisms for the provision of additional educational consultancy to cadets, regulation for turning to the administrative staff, etc.

[REDACTED]

The requirements set for the professional qualities of the teaching staff are formulated in a general way: not less than 50% of the teaching staff should have scientific degree or title and/or long-term military service work experience in the relevant sphere. Having lack of specialists with scientific degree and title is conditioned by objective reasons [REDACTED]

The workload of teaching staff is not analysed in MU which causes a danger of being overloaded because besides the teaching activity according to individual plans activities of self-development as well as additional lessons and consultancy for cadets are also envisaged.

There are mechanisms of regular assessment of teaching staff and improvement of teaching such as class observations, surveys and activities of methodical consultancy.

The circle of ambitions and interests of MU in the research sphere is not yet clearly formulated. [REDACTED] which decreases the motivation of teaching staff and cadets to make research activities as well as puts the formation of research skills and competences of learners at a risk.

Internationalization of the results of research activities on the institutional level is not given much importance to by MU. [REDACTED]

[REDACTED]

Education environment in MU is like a military unit which on the one hand causes limits (usage of external information recourses, academic honesty) and on the other hand is in favour of a cadet as the environment corresponds to the environment of further military service of the cadets as much as possible.

Currently there is no diversification of financial resources at MU however it does not cause any danger of reduction of funding. Stable source of MU funding is RA state budget. RA MoD provides means to MU according to the provided estimates which express MU's financial and material needs.

Material resources of RA AF and MoD are also available for MU. The territory of MU is rich in all the necessary technical means for the implementation of academic programs. Classrooms are equipped according to courses taught, i.e. classrooms are not attached to the groups of cadets for the implementation of different courses but instead classrooms are equipped for a course and this helps to raise the effectiveness of the application of resources. Satisfaction with material resources in MU is assessed through surveys conducted among the stakeholders and through other feedback mechanisms.

MU has strict mechanisms and procedures of accountability within the University and to MoD. Accountability to public by MU is mainly done through MoD. Limits concerning the transparency of procedures and processes as well as availability to the public are often objectively conditioned by the confidentiality of information. However, processes and procedures which do not contain military secret or provisions for the safety of the state are not transparent either and they are not published.

Non-enough efforts by MU in terms of the application of diverse and effective tools for public relations can hinder the formation and strengthening of comprehensive and positive image of MU among the public. MU has stable feedback mechanisms with departments of RA MoD, RA AF and with alumni by creating objective perspectives of MU future development. At the same time it should be mentioned that mechanisms of public relations are not consistent which can result in the detachment of MU activities from public developments. MU does not have its own page.

The formulations in the long-term development plan of MU do not reflect MU's circle and ambitions of internationalization. The absence of policy and procedures regulating the sphere put at a risk the implementation of coordinated activities. MU cooperates with limited circle of local and international organizations and the planned events and activities are not always implemented and for the non-implemented activities respective decisions are made². Cases of cadet mobility are limited and on an ad hoc basis, mobility of teaching staff is not carried out at MU.

Though some steps towards internationalization are being taken, MU does not yet have environment promoting the development of exchange of experience and internationalization.

MU has QA traditions derived from the peculiarities of military sphere. QA policy and procedures are stipulated in the basic documents, especially in the QA manual. All the staff members of MU are aware of the provisions of QA manual understanding the importance of QA processes and the University values. MU provides sufficient human resources for the management QA internal

² The sentence was reformulated after the feedback got from the University.

processes. Internal and external stakeholders are involved in QA processes. The absence of analysis of the effectiveness of QA tools does not give an opportunity to objectively assess the impact of QA processes on the improvement of academic programs and University activities. The absence of systematized process of evaluating and reviewing the QA system is conditioned by the fact that QA system at MU is still in the stage of stabilization.

STRONG POINTS OF THE UNIVERSITY ARE:

- 1) Clear definition of rights, obligations and responsibilities for all the cycles of MU.
- 2) Comprehensive system of internal accountability.
- 3) Stable flow of information from RA AF and RA MoD for the improvement of academic processes.
- 4) Mechanisms of cadets' needs assessment.
- 5) Stable guarantee of MU alumni employment at RA AF.
- 6) Availability of teaching staff for additional consultancy.
- 7) Attractiveness of MU free of charge education.
- 8) Precise assessment criteria.
- 9) Experienced officer-teacher among the teaching staff.
- 10) Necessary educational material base and infrastructure for the implementation of academic programs, availability of RA AF and RA MoD resources.
- 11) Compliance of educational and future military service environment.
- 12) Stable financial resources.
- 13) Existence of procedures for the organization of nearly all processes.

WEAK POINTS OF THE UNIVERSITY

- 1) Absence of clear separation of military and university elements in management processes.
- 2) Lack of qualitative analysis of the gathered information about MU activities.
- 3) Limits in the development of alternative career opportunities for alumni.
- 4) Lack of autonomy of cadet structures.
- 5) Comparatively small number of teaching staff with scientific degree and title.
- 6) Absence of differentiated funding according to scientific degree and titles.
- 7) Non formulation of MU's interests and ambitions in research sphere, absence of mechanisms promoting research activities.
- 8) Limitations in the management of resources and dependence on MoD allocations.
- 9) A great number of documents regulating MU activities and lack of their coordination.
- 10) Lack of information for public and absence of MU's own platform for information sharing.
- 11) Lack of independence in terms of establishing external relations, absence of international exchange and research projects.
- 12) Low level of foreign language proficiency among the internal stakeholders.

RECOMMENDATIONS:

Mission and Goals

1. Clarify and stipulate MU mission and goals based on the discussions with different stakeholders.

2. To derive MU long-term, mid-term and short-term goals and objectives from MU vision and make them as guides for the activities of all the staff members of MU.
3. To invest tools (indicators) for evaluation and improvement of implementation of strategic goals.

Governance and Administration

4. Trying to differentiate university and military unit processes and the roles of decision makers about those processes as far as possible, to ensure representativeness (cadets and other stakeholders) of collegial bodies of University management, their full engagement and free activities by excluding the influence of differences of title and position.
5. To formulate policy on information management and make qualitative and quantitative analysis of information got from internal and external environments, as well as to envisage mechanisms for the evaluation of effectiveness of information management.

Academic Programs

6. To complement the decentralized procedures concerning teaching and learning methods through one unified policy.
7. To study the effectiveness of current mechanisms of appeal of marks and to look through new opportunities of investing alternative mechanisms.
8. To review academic programs in terms of integrating elements promoting mobility of cadets and teaching staff taking into account best practices of other education institutions.

Students

9. To invest mechanisms evaluating the effectiveness of cadet gathering processes and analysis of factors influencing the admission and to correlate them.
10. To raise the effectiveness of the activities of Sergeant Council giving the latter more autonomy and involve female representatives in the Council.
11. To develop universal mechanisms promoting cadet's career that will give the cadets an opportunity not to limit their career only by the service in RA AF. To make relevant suggestions to MoD.
12. To invest mechanisms motivating scientific-research activities of cadets.

Teaching and Support Staffs

13. To derive the activities towards the improvement of teaching staff from the revealed needs: to view the opportunities of distance or online education as alternative means for the improvement of teaching staff.
14. To make suggestions to RA MoD in terms of the investment of differentiated financing in terms of scientific degrees and titles.
15. Analyze the effectiveness of workload of teaching staff.
16. To have a human resource policy so that in case of necessity each teaching staff member has someone to replace him/her.

Research and Development

17. To develop strategy expressing MU's interests and ambitions in the research sphere, as well as policy and procedures on the development of the field seeing as a vision the upgrading of

military sphere. When defining research priorities and topics to endure the progressiveness of the themes.

18. To review the allocation of responsibilities in MU organizational structure by excluding other functions and responsibilities in the workload of staff members dealing with the organization of research activities.
19. To invest mechanisms motivating the teaching staff to deal with research activities and in case of necessity to make suggestions to MoD.
20. To take measures in order to activate joints research projects of teaching staff and learners.
21. To carry out monitoring of research process and outcomes, to make analysis of the evaluation of their effectiveness.
22. To develop procedures preventing plagiarism in research sphere and to invest relevant mechanisms.
23. To take measures towards the internationalization of research processes, to develop mechanisms promoting publication in journals with impact factor.
24. To apply stable mechanisms of investing research outcomes in education process evaluating the effectiveness of those mechanisms.

Infrastructure and Resources

25. To develop stable mechanisms of fund raising in order to raise the levels of financial independence and assurance with necessary financial resources.
26. To simplify documentation base: e.g. to develop Cadets' Guide for the availability of information and to unify all the different documents provided to cadets in this guide.
27. To enlarge external information resources and their availability by creating opportunities for membership of RA and international scientific-research networks.
28. To study and if possible to apply opportunities of investing infrastructure for people with special needs.
29. Parallel to the quantitative evaluation of satisfaction with resources to analyze the reasons of not full satisfaction.

Societal Responsibility

30. Develop and invest mechanisms and procedures of accountability to public and regularly evaluate their effectiveness.
31. To introduce feedback mechanisms with a wider range of public and simultaneously to carry out evaluation of their effectiveness.
32. To provide more transparent and comprehensive information to public without violating the requirements of confidentiality mode.
33. To target advertizing means (including internet) towards the reinforcement of University's positive image and enhancement of public rank and visibility.

External Relations and Internationalization

34. To develop policy on external relations in cooperation with RA MoD by defining the circle of ambitions of internationalization of MU and emphasizing international collaboration on the level of academic processes and academic programs as well as to enlarge the independence of MU in terms of academic collaboration with foreign universities.

35. To consider the opportunities of applying for joint projects with other institutions for external funding of scientific-research projects thus reinforcing the scope of cooperation with foreign institutions in the sphere of science.
36. To create preconditions for mobility and international collaboration, particularly through the improvement of proficiency of English at MU and development of official web page available also in foreign languages.

Internal Quality Assurance System

37. To review the allocation of functions in MU organizational structure by excluding other functions and responsibilities in the workload of staff members dealing with the QA activities.
38. To develop and invest mechanisms of regular revision of QA system in order to ensure effective implementation of QA activities.
39. To enhance the transparency of information about the quality of MU activities by making the self-evaluation report and/or other analysis available to internal and external stakeholders.

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

The international expert hopes that this part of the holistic report will be constructively used, in line with the global report, to the development of the Military University after Vazgen Sargsyan.

Observations

I. Mission and Goals

The University's motto "Education throughout the service" is being brought into practice by its Development plan to address challenges of military education in the field of global educational reforms, including RA Long-term development goals and objectives. The University implements its mission in accordance with the strategic goals and objectives, stated in the Long-term Development Plan and in the Development Plan 2016-2020 of RA Armed Forces. The University pays attention to the compliance of the qualifications framework of the University with the national and European system of qualifications, levels 6 and 7.

The University, being a military-oriented educational institution, introduced mechanisms and procedures to evaluate the effectiveness of implementation and progress of strategic goals, that take both external and internal stakeholders' opinions into account. However, these mechanisms are focused solely on reporting rather than real and effective evaluating of mission achievement. It is vital for further development, that all the University's community (academic and administrative) mutually shares values defined in mission statement, not only credulously accepting its' wording as orders. It requires trainings and teaching addressed to academic and administrative staff in that matter.

To achieve proper awareness of University's mission importance, it is crucial that the MU representatives participate in formulation of RA Armed Forces Development Plan, from which the mission of the MU stems. Another important issue is inclusion of international organizations (GO's and NGO's) in the MU mission formulation. This stems from analysis of security environment of XXI century, that proves that no state in modern world will assure its security on its own, thus participation of non-military actors and international bodies is a must.

II. Governance and Administration

The goal of the University's administration is to improve and develop a governance system with the necessary human, material and financial resources. Although the governing bodies of the University ensure the maintenance of norms of governance at all levels, the University seems to suffer from its' strict military framework, which hampers development of democratic mechanisms of governance. The enhancement of the quality of the University governance system, its transparency, accountability, publicity and control should arise from democratization of governance, as this factor plays an important role in the development of the University, particularly on scientific and research fields.

Habitual acceptance of one-man decisions brings both advantages and disadvantages. On one hand, strict boundaries drawn by military regulations and orders allow governing bodies to function in accordance with clearly defined SOP's (Standard Operating Procedures), but on the other hand it

questions independence of democratic bodies of the University, which role is to coordinate and regulate the educational, scientific and scientific-technical activities of the University.

The positive aspect of self-governance and scientific independence is delegating direct management of professional aspects of education and research to Faculty Heads. In that way, the Faculty of the University constitutes an administrative and academic subdivision that implements higher military professional, higher military and post-graduate education. As the appointment of the head of the faculty is preceded by an open competitive selection, this encourages academics to self-improvement and self-quality assurance.

Proper quality assurance and constant improvement in accordance with the PDCA management cycle requires all the personnel to actively participate in that process, therefore further steps need to be taken to strengthen weaknesses in training and teaching of supporting staff in governance procedures.

III. Academic Programs

Academic programs of the MU are defined by the orders of RA Minister of Defence and Head of RA AF General Staff. The educational criteria, corresponding descriptions and intended learning outcomes are also approved by relevant departments of RA MoD and RA Armed Forces. The model present in the European military TEIs is based rather on close cooperation of particular MUs with respective Departments of MoD to properly identify current and foreseen needs of Armed Forces, development of academic program within the MU, and approval of such programs, conducted by the MoD. The authorship of academic programs should remain in the MU, so that they are not just accepted as external task or order.

Academic programs are being built with educational descriptors based on measurable outputs in the areas of knowledge, skills and competencies. These outputs should be correlated on three levels: National Qualification Framework vice academic programs vice course descriptions – this requires further improvement from the perspective of the MU.

During development of both academic programmes, as well as teaching and learning methods, the priority should be given to those that would more effectively promote the cadets' competencies. Strict requirements of RA Armed Forces, from which academic programmes stem, do not facilitate flexibility and independence of curriculum preparation, thus the lack of list of alternative courses in the curriculum is not surprising, however there are MUs that developed at least some modules that give a student chance to make selection (although they exist rather in general than professional academic modules).

Weak point of academic programmes is lack of internationalization and students' mobility, that would be planned in coordinated way, independently from the MoD.

In the area of students' assessment, the MU proves introduction of knowledge, skills and competencies assessment system, aimed at assessing students' achievement of intended outcomes set out in course descriptions. This is a common practice visible in multiple TEIs and is in line with general European Framework.

The MU has introduced policy to ensure academic program monitoring, effectiveness assessment and improvement, but still strong dependence on the MoD reflects professions added by the direct order of RA MoD.

In the area of collaboration with CSTO and NATO Military Education Institutions, only CSTO members (Russia in particular) are directly visible (with minor exception of Germany). NATO member

states constitute great potential for cooperation, especially in the area of Crisis Response Operations or humanitarian aid operations, that require multilateral, cross-countries trainings. It creates a chance for MU to further development of academic programs.

IV. Students

There are clear mechanisms of students' admission, selection and education in the University. The MU provides students with the opportunities of getting additional lessons and consultancy as well as ensures the protection of students' rights. However, the mechanisms evaluating the quality of consultancy services are missing, and the mechanism for supporting students in the research sphere is weak.

Scientific research of the MU in terms of students' participation has been flattened practically to preparation of theses (e.g. Master thesis) and defence of thesis. As overall scientific and research activity of MU is low, the involvement of student is also low and passive. This weakness may require deeper change in MU tasks and change from strict practical orientation of the MU towards more general academic orientation in form of e.g. dual (hybrid) academic system.

Overall, the MU provides student support and ensures effectiveness of learning, but with little participation of students themselves, due to strict military regulations, that overwhelm democratic participation of lower level military personnel.

V. Teaching and Support Staff

There exist regulations on recruitment procedure of teaching staff given by Order of the RA MoD, creating quality assurance framework for staff recruitment, which is done on competitive basis.

The lecturers and heads of the faculties and chairs are officers with long service experience in relevant positions in the RA Armed Forces, which is an important advantage of staff completing. However, an overall load of didactic hours assigned to particular lecturer results in insufficient participation in scientific programs and initiatives.

Positive factor is involvement of stakeholders and external experts in teaching processes, but this process requires regular basis to be effective. Ad-hoc lectures given by occasionally invited guests do not present significant advantage. Strong factor of teaching staff management is also existence of assessment mechanisms, conducted twice a year, connected with both bonuses and punishment schemes to strengthen these mechanisms.

Important factor that hinders development and international cooperation is lack of foreign languages capabilities among University staff (apart from Russian language).

VI. Research and Development

One of the goals of the University's strategic plan 2015-2020 is to increase the combat readiness of the Armed Forces by the scientific potential, encourage active involvement of lecturers and cadets (short-term students) in research. However, scientific potential of the MU is very limited. Scientific research activities are initiated solely by lecturers, whose work is hampered by the lack of appropriate laboratory and experimental workshop, as well as lack of financial resources.

The MU claims to promote research activities by organizing lectures and student scientific conferences, as well as methodological conferences every year. This kind of activity does not support research, in terms of sharing experiences with other scientific centres and scientists. Such conferences

constitute solely kind of public reporting of research activities, while participants are neither able to judge the results nor introduce new experiences in research activities.

Students' participation in R&D activities is limited only to Master's Thesis preparation, conducted in parallel to didactic process. This leaves very short time for deepened research and constitutes more qualification confirmation procedure rather than innovative research.

The MU did not consume any international or local research grants for R&D purposes over last years. Since MoD remains the only source of financing scientific activity, it is strongly recommended to strengthen that source of financing, but this decision remains largely out of the MU. Being the only source of financing, MoD also plays role of main consumer of research results, therefore commercializing opportunities of scientific research results are very limited. Again, it might be decision falling out of MU competences to enlarge its cooperation with civilian market that may become important consumer of research results. Building upon experiences of other European Military Universities, such market cooperation always brought MU to better position on general R&D market.

VII. Infrastructure and Resources

Resources, particularly financial, and infrastructure play a crucial role in the achievement of the University's mission and goals. Therefore, number of financially-demanding actions for the enrichment and improvement of the educational material base, including e.g. renovation of buildings, modernization of classroom, repair of swimming pool, development of information systems and library infrastructures are strongly required.

Important MU advantage and its' strong point is existence of specialized classrooms of artillery, strategy, fire training, communications, anti-aircraft defence, armoured equipment and engineering, as well as classrooms for vehicle, combat equipment and material part of armament, firing, traffic rules teaching. Nevertheless, further investments are needed in the area of infrastructure.

Being a state institution in the RA MoD system, the University does not have its own financial resources and, therefore, cannot carry out financial or economic activity independently. This is very important factor that hinders autonomy of the MU. In particular, long term financial planning conducted on high, ministerial levels does not promote innovation. As far, as annual financial planning is based on existing norms in all areas of the University activities, it stops MU from undertaking challenges that may be profitable, but were not planned in advance.

VIII. Social Responsibility

The process and schedule of the University's accountability is regulated by the orders of RA Minister of Defence and full accountability within the military environment is visible.

However, from the perspective of the society or RA, the MU internal procedures are far from being transparent, although MU is willing to establish new ways of communicating its' activities to the public. General impression is that the area of accountability to the society is hidden behind the secrecy regime.

The MU signals transparency through sharing news over its' website. However, mentioned website is not administered by the MU, but rather MoD.

It is visible that main factor that requires development is change in the way direct surrounding of the MU is seen by its' governing bodies. Over years, the MU was tightened with secrecy regimes that stooped it from contacts with that surrounding and from public activities. Although more participation in public and social life is visible, no feedback mechanism are present.

IX. External Relations and Internationalization

The University just starts developing its external relations and exchange of the best practices taking steps towards the development of the University's internationalization, although this area of MU activity is not governed by the MU itself.

It is necessary to determine the scope and "ambition level" of internationalisation, i.e. whether the University strives for international coverage, or, as stated in its mission, is inclined to become an institution having regional importance and role.

Positive factor is the fact that students and teachers are taking part in a scientific and educational events abroad, after which they present their experiences and skills through reports, but being dependent on external governance does not create a solid framework for such activity.

Important factor inhibiting development of international relations of the MU is the absence of official webpage and non-availability of information in Russian and English, easily accessible over Internet. Absence of information about international programs and cooperation in the webpage hinders internationalization and decreases recognition of the University by academic, scientific, international institutions and organizations which can be potential partners for the University.

X. Internal Quality Assurance

The MU has a clear policy and procedures in QA sphere which are stipulated in a sound documentation base, particularly the QA Manual.

It can be stated that for the management of internal QA activities MU allocates sufficient human resources, however the whole staff of the S&EQA Department seems to be overloaded with other routines.

The Quality Assurance at its' hart focuses on constant development of best practices leading to overall improvement of MU processes. Over the last years MU has made a huge step towards overall improvement. Although some additional training and experience seems to be necessary in this field, TU has proven its' competent approach toward Quality Assurance.

Recommendations

1. It is necessary to define key performance indicators that are suitable to assess whether the strategic goals are reached or not and to explain why the specific indicators were chosen,
2. All the University's community (academic and administrative) should be regularly trained to achieve mutual understanding of its' mission statement,
3. MU representatives should participate in formulation of RA Armed Forces Development Plan, from which mission of the MU stems,
4. Democratization of governance should be emphasized in the area of non-military, academic activities of the University,
5. More attention should be paid to student's and alumni's opinions,
6. More independence should be brought to the MU in the area of academic programmes preparation; relation with the MoD should be turned from subordination to cooperation,
7. International academic exchange programmes to ensure incoming and outgoing mobility of both teachers and students should be introduced on regular basis,
8. The policy of external relations, strengthening international cooperation in education processes and academic programs, should be developed in cooperation with MoD, broadening independence of the MU in academic cooperation with foreign universities,

9. English language proficiency should be further developed,
10. MU should invest and strengthen QA processes at the strategic planning level,
11. From the perspective of the enhancement of effectiveness of QA Department, it should be separated from the departments dealing with the issues of science and international relations,
12. The cooperation with the MoD, not only in the QA area, is subordinated, whereas it should be turned more into relation of collaboration,
13. Transparency procedures should be clarified, as number of information on activities in the University is described as service secret.

DESCRIPTION OF EXPERTISE

Composition of the expert panel

External evaluation of MU self-evaluation and QA processes was carried out by the expert panel with the following composition:

1. Tigran Mnatsakanyan- Candidate of Economical Sciences (PhD), Lecturer at the Chair of Management in Armenian State University of Economics, RA, Head of the Expert Panel
2. Bartłomiej Pączek - PhD in Security, Vice-Dean of the Faculty of Command and Maritime Operations in Polish Naval Academy, Poland, member
3. Aram Baghiyan-Candidate of Technical Sciences (PhD), Scientific Consultant at “Improvise” LLC , RA, member
4. Margarita Poghosyan- Candidate of Economical Sciences (PhD), Lecturer at the Chair of Economics and Management at Yerevan Northern University, RA, member
5. Mikayel Khachaturyan- 3rd year bachelor student of Applied Mathematics and Informatics at the Institute of Mathematics and Higher Technologies of Russian-Armenian University, RA, student member

The works of the expert panel were coordinated by Lilit Pipoyan – Specialist at ANQA Department of Institutional and Program Accreditation.

The translation was provided by Ani Mazmanyan- Specialist of the Centre of QA and Reforms at Yerevan Brusov State University of Languages and Social Sciences.

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

All the members of the expert panel, including the Coordinator and the translator have signed independence and confidentiality agreements.

THE PROCESS OF EXPERTISE

Application for state accreditation

The University applied for institutional accreditation by submitting the application form, the copies of the license and respective appendices to ANQA on July 14, 2017.

The ANQA Secretariat checked the correspondence of the application package with ANQA requirements, the data presented in the application form and attached documents and ANQA electronic survey completed by the University.

On September 06, 2017 according to the decision on accepting the application an agreement was signed between ANQA and RA MoD. The timetable of activities was prepared and approved.

MU Self-evaluation

According to the approved time-schedule in order to prepare for the conduction of self-evaluation form 20.11.2017 to 02.02.2018 ANQA staff members conducted workshops for MU self-evaluation working group about ANQA formats and explanation of accreditation criteria.

On 06.03.2018 the University presented its self-evaluation report in Armenian and English and the supporting documentation according to ANQA format.

Preparatory phase

ANQA coordinator conducted a technical review of the report against the ANQA requirements. Armenian and English versions of self-evaluation report and the supporting documents were accepted by ANQA on 21.03.2018 after getting the positive opinion of the coordinator of the accreditation process. The self-evaluation report was sent to the expert panel members for initial evaluation. The composition of the expert panel was agreed upon with the University and was approved by the order of ANQA Director.

In order to prepare for the activities and to endure the effectiveness of the process the expert panel members were trained according to the following topics:

1. Accreditation process, peculiarities of expert panel work, ethics of an expert and rules of behaviour
2. Preliminary evaluation of the self-evaluation report through the examples got from practice
3. Site-visit through role-play
4. Preparation of expert panel report

Having examined the self-evaluation report of the University and the supporting documentation base the expert panel conducted preliminary evaluation from 23.04.2018 to 08.06.2018. According to the format the list of additional required documents and the questions for clarification was formed mentioning the respective structural units and target groups.

In the scheduled period the expert panel summarized the results of the initial evaluation and the coordinator of the process together with the Head of the expert panel formed the time-schedule of site-visit³. Guided by the Accreditation Manual meetings of all the groups with the expert panel, close and open meetings, observation of documents, visits to different structural units of the University, etc. were involved in the time-schedule.

Preliminary visit

The preliminary visit to MU took place on May 25, 2018. ANQA Coordinator of the process, Head of the Expert Panel and ANQA Director took part in the visit from ANQA side and First Deputy Head of MU and the staff members of S&EQA Department participated in the meetings from the University side. During the preliminary visit time-schedule of the site-visit was agreed upon with the University, the list of additional documents for observations and the list of participants was presented to the University. Technical issues concerning the provision of a room for the expert panel members, hall for meetings with the experts and provision of technical means were clarified and agreed upon.

Organizational, technical, informative issues as well as ethical norms and behaviour of the participants of the meetings were discussed and reciprocally agreed decisions were made.

Site-Visit

On 10.06.2018, a day before the site-visit all the members of the expert panel, including the international expert, the Coordinator, secretary and the translator gathered at ANQA for a close meeting.

During the meeting the expert panel discussed the evaluation scale which has two levels according to ANQA: 1. Satisfies/meets the requirements of the criterion 2. Does not satisfy/does not meet the requirements of the criterion. The expert panel discussed strong and weak points of the

Appendix 2. Time-schedule of Site-visit

institution per criterion, finalized the list of identified issues/questions, the procedure of focus groups, ethics of conducting the meetings and clarified further steps.

The site-visit took place from 11 to 14 June, 2018. The site-visit launched and ended with the meeting with the Head of MU. The expert panel chose the participants of focus groups (lecturers, cadets, listeners, alumni, self-evaluation working group members) from the list provided beforehand. All the meetings envisaged by the time-schedule were conducted. During the site visit the Expert Panel observed documents⁴ and resources⁵ and had focus groups with different structural units of the University. The expert panel highly appreciated the open discussions with the focus groups. The information got during the different meetings as well as the main results of the observation of documents and resources were summed up at the end of each day and during the close meeting. The expert panel discussed main outcomes and came to a general agreement about meeting the requirements of the criteria and standards. The final conclusions per criterion and standard were agreed upon with all the members of the panel through open discussion based on the consensus approach.

Expert panel report

After the site –visit the Head of the Expert Panel and ANQA coordinator prepared expert panel draft report. All the members of the expert panel had their contribution in the facts, considerations and evaluation of each standard as well as they all gave their feedback on the unified draft version. Comments of the expert panel members were taken into consideration during the finalization of the draft report.

After the site-visit the Expert panel prepared draft expert panel report as a result of regular meetings and discussions. The draft report was based on the initial evaluation of MU self-evaluation and observations made during the site-visit. Each member of expert panel had its contribution in the preparation of the report as well as gave feedback to the whole report. The international expert prepared his conclusion and separate opinion on peer-review. Both documents were translated and provided to the Expert panel. International expert's opinion on the peer-review was fully integrated and his approached were summarized in the expert panel report.

MU sent its feedback on the draft expert panel report on 31.07.2018. On 30.08.2018 ANQA organized a meeting of MU representatives and the Expert panel members during which the answer of the Expert panel to the comments of the University was presented to MU. The Expert panel formed the final version of the expert panel report and it was approved by the group on 31.08.2018. The notes about the changes in the report are mentioned in the footnote of the respective pages of final expert panel report.

Lilit Pipoyan

31.08.2018

⁴ Appendix 3. List of Observed Documents

⁵Appendix 4. Resources Observed by the Expert Panel

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

BRIEF INFORMATION ABOUT THE INSTITUTION

History: On June 24, 1994 “High Military Multi-Nature Commander College” of RA Ministry of Defense (MoD) was established according to RA Government decision. It was preparing military specialists in 8 professions. According to RA Government decision as of January 16, 1998 “High Military Multi-Nature Commander College” was reestablished as Military Institute (MI). According to the decree of the President of the Republic of Armenia in February 2000 the Military Institute was renamed after the national hero, hero of Artsakh, Vazgen Sargsyan. Since 2001 the Institute started to prepare officers in two professions: motorized rifle and artillery. A Center for the Development of Officers’ Professional Qualification has been functioning in the Institute since 2004 where officers serving in the Armed Forces are improving their professional knowledge.

In 2013 the Institute integrated into state HEIs system. Command and Staff Faculty has been functioning at the University since 2013 and one-year courses with Master's qualification in “Management of Military Units and Detachments” profession launched in this faculty. On April 28, 2016 MI became RA MoD “Military University after Vazgen Sargsyan” state institution.

Education: The main directions of the activities of the Military University after Vazgen Sargsyan are:

1. Preparation of specialists with higher military-professional education (Bachelor’s degree in Management of Subdivisions) and military education (with Master’s degree in Management of Military Units and Detachments)
2. Training and development of professional qualification of specialists with the military ranks of "captain", "major", "lieutenant colonel".
3. Preparation of platoon commanders for RA Armed Forces from RA University students through Saturday training programs the duration of which is 2,5 years.
4. Preparation of platoon commanders for RA Armed Forces from RA University graduates through 1 year program.
5. Preparation of platoon commanders for RA Armed Forces from junior and senior warrant officer staff of the RA Armed Forces having higher civilian professional education through 5-month program.
6. Organization and implementation of fundamental, research and applied scientific activities aimed at strengthening RA defence capacity and improving military education.
7. Organization and implementation of military professional orientation activities for youth for the admission to military education institutions.
8. Provision of necessary scientific and methodological support to military units, detachments, and subdivisions of RA Armed Forces.
9. Preparation and presentation of scientific works, manuals, newspapers, periodicals, reference materials, educational and methodical literature for publication.
10. Organization of conferences.

So far MU has prepared ■■■■■ officer in BA program and ■■■■■ officers in MA program. More than ■■■■■ servicemen participated in the trainings and qualification development courses organized at the University.

Research: Having the aim of formulating competitive scientific and innovative potential, MU envisaged to ensure the effectiveness of integration of research into education process, to enlarge the participation in state and foreign competitions and projects, in scientific projects and professional expertise, to improve the cooperation formats with educational, scientific-research institutions and foreign organizations, to promote publication in peer-reviewed journals, to create conditions for the protection of intellectual property and copyright of the staff members.

Internationalization: The main aim of MU internationalization is the improvement of the quality of military education, services and research, enhancement of competitiveness of the University on national and international levels as well as the establishment of favorable environment for dialogue and assurance of the competitiveness of MU graduates on national and international levels and all these to be done through international cooperation. Main directions of MU internationalization are the development of current system of management of intrauniversity and international relations, elaboration of strategy for the development of international relations and new cooperation projects with the agreement of respective departments of RA MoD, development of mechanisms promoting participation of PhD and Master students in intrauniversity and international projects, assurance of mobility of teaching and administrative staffs, cadets and listeners, expansion of cooperation with leading universities.

Quality Assurance: Main issues directed to the enhancement of education quality assurance of MU are:

- to prepare and implement the self-evaluation of academic programs and the activities of subdivisions within the framework of the internal quality assurance system,
- to provide favorable conditions and encouraging mechanisms for continuous improvement of quality and efficiency of teaching and learning,
- to plan and implement actions aimed at raising the efficiency of teaching and learning based on internal quality evaluation results,
- to prepare the University for the external evaluation of quality of the academic programs and accreditation processes.
- ensure transparency and the publicity of the results of the evaluation of education quality and accreditation of academic programs,
- to strengthen the administrative independence of the internal quality assurance infrastructure,
- to regulate and improve the activities of University's internal quality assurance infrastructure,
- to review, revise and approve documents regulating the process of elaboration, monitoring and approval of academic programs,
- to improve the current system of student's knowledge assessment,

While conducting the evaluation, the expert panel has been led by the principle of "correspondence to the goals" and has considered the above-mentioned information as main ambitions and goals of the University.

I. MISSION AND GOALS

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

FACTS

1.1 The institution 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 formulation of MU mission is stipulated in MU Charter (article 11 as a goal), in the self-evaluation report, in the newly developed strategic plan (2018-2023). However the formulations of mission in the mentioned documents are different. In 2015-2020 long-term development plan which was presented by the University as the main strategic plan the mission statement is missing, only the activities are mentioned according to 5 priorities. [REDACTED]

MU goals and objectives are reflected in the Charter and long-term development plan. Though the main goals and objectives are derived from RA AF development plans, [REDACTED]

During the meetings with the expert panel it became obvious that MU internal and external stakeholders have nearly the same perception of MU role and mission. The only difference about the perception of stakeholders is the role of MU in research sphere. The importance of this role was mentioned only by the internal stakeholders during the site-visit.

Different formulations of MU mission and the perceptions of the stakeholders are not in contrast to NQF logic.

1.2. The mission statement reflects the needs of the internal and external stakeholders.

MU goals and objectives are formulated in line with goals and objectives of RA AF and RA MoD and are approved by RA MoD.

There are different mechanisms of revealing needs of internal stakeholders at MU but they are not directly linked to strategic goals and they are mainly reflected in the operational level. E.g. as the needs of cadets get their solutions on the spot, they do not become a strategic goal. Nevertheless training activities for the teaching staff are envisaged in the long-term development plan of MU as well as expansion of participation of cadets in RA students' life and different activities.

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

Deadlines are mentioned for the activities envisaged in the long-term development plan however there are no indicators evaluating the results of the implementation of goals. The main mechanism for the evaluation and improvement of the results of activities is the reporting system existing at MU (annual, mid-term, monthly). The latter however do not target the long-term development plan: reports are not formed according to the activities envisaged in the long-term development plan. There are no clear schedules and procedures for the revision of MU mission and goals. MU QA concept and policy are stipulated in the QA manual. They contain grounds for the evaluation of activity results and improvement however they are mainly on the level of principles and do not envisage clear mechanisms for the revision of goals.

JUDGEMENTS.

The expert panel positively assesses the fact that stakeholders have nearly the same perception of MU mission. It allows concluding that the role of MU is clearly formulated among its stakeholders however the mission of MU does not yet get its final formulation. However the absence of unified formulation of the mission statement creates the danger of having different perception about MU, e.g. the role of MU in research sphere.

The absence of clear vision and the goals derived from that can cause failure in strategic management and danger of non-sufficient usage of resources. Different formulation of the mission statement in different documents is the evidence that MU strives to improve it which is a positive point according to the expert panel. However the improvement of formulation is not accompanied with the enhancement of the involvement of stakeholders. As a result MU can have clearly formulated mission which would not be shared by the stakeholders.

Interconnection of MU goals and objectives with RA AF and MoD goals and objectives guarantees the reflection of the needs of external stakeholders in MU activities directly (RA AF –as an employer, MoD as a founder) and indirectly (MoD- as a state body presenting public needs).

The Expert panel finds its positive, that current needs of internal stakeholders are somehow reflected in MU goals and objectives however there are no mechanisms at MU ensuring it as a result of which the needs of internal stakeholders can be omitted from MU strategic management processes. Some part of activities envisaged by the MU long-term development plan do not imply indicators: they are activities which are either implemented or not. But the absence of the indicators for main part of strategic provisions makes the clear depiction of results and the evaluation of the effectiveness of implemented activities impossible. Continuous improvement for more effective approaches also becomes impossible. As a result proper selection of the military directions for development as well as the effectiveness of activities towards the implementation of those directions is not guaranteed. At the same time the mechanism of reporting allows to regularly implement improvements in lower levels though in some cases there is a break from strategic level.

Conclusion: Taking into account the unified perceptions of different stakeholders about the public role of MU, the ambition of MU to improve the formulation of its mission statement, the reflection of the needs of internal and external stakeholders in MU goals, the fact that MU activities and the formulated mission are in line with RA NQF the Expert panel concludes that MU meets the requirements of criterion 1.

The compliance of the institution's institutional capacities with the requirements of criterion 1 is satisfactory.

II. GOVERNANCE AND ADMINISTRATION

CRITERION: The institution'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.

FACTS

2.1 The Institution'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.

Being also a military unit, MU management organizational structure involves also details of university structure like Scientific Council, Methodical Council, faculties and Faculty Councils, chairs. As a basis for the activities of management bodies there are respective regulations. The relationships of management units are also regulated according to RA AF regulations, orders of officials and other legislative acts.

There are no analyses on the current human resources for the implementation of University goals. All the staff members involved in management system are ensured with their working rooms, furniture and technical means. Financial resources are provided by RA MoD. The internal stakeholders involved in management system did not express any complaints about the provision of resources.

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

The participation of teaching staff and cadets in the decision making procedures is limited conditioned by vertical system of management. From the teaching staff mainly the ones who have higher positions are involved in MU Scientific Council. The involvement of cadets in collegial bodies is limited to the passive participation of the President of Sergeant Council in the sessions of Scientific Council. In the newly developed Scientific Council the cadet representatives are not involved.

Decisions of management bodies and the orders of the heads are always sent to faculties and chairs. The ones to whom the decisions concern usually approve being aware of the decision by signing it. Upon necessity meetings are organized with cadets (besides there is an opportunity to inform cadets about the decisions during the morning gatherings).

2.3 The institution 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.

As a long-term planning MU develops 5 year long-term development plan which is approved by RA MoD. Short-term planning is implemented through the plan of main activities of preparedness and education process for each academic year. The latter is divided into mid-term, quarterly and monthly plans with respective reports which are formed by each structural unit. There is a strict control over the implementation of the plans at MU which is typical to a military environment. In the plans of each level responsible people and deadlines are defined.

In spite of the existence of plans with different dates they do not form continuity, particularly there is a disruption between 5year and annual plans. However this can be conditioned by the fact that annual plans are more related to RA AF goals.

2.4 The institution conducts the study of factors influencing its activities and draws on reliable findings during the decision-making process.

The main source of information for decision making is RA AF and MoD. MU tries to take into account the dynamic changes of the sphere by having close connection with AF.

Surveys among cadets, listeners and alumni are regularly conducted. Information about the alumni are provided by RA AF. The information got is taken into consideration for the improvement of the academic programs. The dynamics of admission exams is also taken into account by MU however there is no analysis about the factors regulating that dynamics.

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

There are regulations nearly for all processes at MU and their administration is carried out most operatively based on results and reports for each cycle: the action is planned, implemented, the report is developed and the next cycle is planned taking into account the results of the report.

There is a lack of formulated policy in MU: mostly the traditional approach is dominating.

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

Tools for gathering information about the effectiveness of different processes are envisaged in the QA manual. Surveys are conducted at Mu, reports are developed, class observations are conducted which are base for the implementation of academic programs and evaluation of the effectiveness of other processes.

There are mechanisms envisaged for the evaluation of accuracy and reliability of gathered information but they are not applied.

Mechanisms for the evaluation of information got from external environment (firstly RA AF and MoD) are not envisaged because of objective reasons. The information gathered in summarized but is not analyzed.

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

There is a clear differentiation of confidential and non confidential paperwork at MU. Information about MU academic programs, qualifications awarded and other activities is regularly published through mass media: TV, "Cadet" magazine, "Armenian Soldier" weekly newspaper of RA MoD and MU web-page (as a part of RA MoD web-site), however these publications do not directly relate to the quality of academic programs and awarded qualifications. The decisions for the publication of information are mainly made by RA MoD. The results of the publication of information are not evaluated by MU.

JUDGEMENTS

The decision making procedure at MU management system is strictly regulated. In spite of the existance of collegial bodies the military environment can lead to one-man decision by managers with higher military ranks. I. e. the danger of the decisions being collegial is not on the regulatory rather on the environmental level.

The Expert panel assesses positively that the management system is ensured with resources to the extant those resources are provided by RA state budget from MoD.

Though teaching and cadet staffs are fully being informed about the decisions concerning them, their participation in the decision making is formal: cadet representatives do not raise any issues during the Scientific Council sessions and do not have any influence on the decision making. Such situation is typical of vertical management system however there is a danger of disruption between decisions made and the real needs.

The Expert panel positively assesses the existence of different levels of planning and reporting. The latter allows concluding that MU gives importance to planning and following the plans which ensures full opportunity of control over MU whole activities by the management system. But the

disruption between long-term and short-term plans can lead to a situation when the activities of separate structural units of MU are not interlinked to MU long-term development plan. An important factor ensuring the implementation of plans at MU is the clarification of responsible people and deadlines for the plans of all levels which also makes the application of accountability mechanism easier. Close links among RA AF, MoD and MU allow concluding that MU is ensured with all the necessary information relating to the academic programs. MU tries to get information about other processes through surveys and other tools and MU takes this information into account while decision making. However there is a lack of analysis based on the information got. As a result MU feedback on the gathered information can be ineffective.

The lack of formulated policy does not give an opportunity to implement their administration through the principle of quality management. Moreover, policies based on traditional grounds are not subject for review. This is a result of the combination of military and university approaches. The clear administration of procedures for each cycle is also a result of this combination, which allows to continuously improve the effectiveness of procedures.

Though the information got from RA AF and MoD do not cause any doubt, there is a need to evaluate the reliability of information and data got from internal sources (surveys and other methods).

The danger especially comes from the MU status as a military unit, in this case the participants of surveys or discussions can be constrained. Lack of information processing (especially qualitative analysis) is noticed at MU. In fact the absence of evaluation of the effectiveness of inflow of information about the procedures can lead to the decrease of the quality of decisions.

The objective limitations in terms of publication of information as well as the absence of MU's own information platform put at a risk the effective communication between MU and the public. The latter could be favorable for MU management system both as an adequate feedback source to MU activities and as a more effective base for the formulation of external environment.

CONCLUSION: Taking into account the clear regulation of decision making procedures at MU, assurance with resources for the management system, the importance of development of plans and control over them, the clear definition of responsible people and deadlines for the activities, assurance with information got from RA AF and MoD the Expert panel concludes that MU meets the requirements of criterion 2.

The compliance of the institution's institutional capacities with the requirements of criterion 2 is satisfactory.

III. ACADEMIC PROGRAMS

CRITERION: The academic programs are in concord with the Institution's mission, form part of institutional planning and promote mobility and internationalization.

FACTS

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

In three faculties of MU military specialists are prepared with 8 professions. The three academic programs examined by the Expert panel: BA in "Management of Artillery Subdivisions" (Artillery Faculty), BA in "Management of Motor-rifle Subdivisions" (All arms faculty), MA in

“Management of Military Units and Detachments” (Command and Staff Faculty).are in line with current State Educational Standards approved in 2012.

Each academic program involves MU mission and respective part referring to the compliance with the long-term development plan. Though the justifications presented in those parts are not comprehensive, it can be stated that the goals of academic programs are in line with MU mission. Competences and learning outcomes (LOs) are presented in the academic programs. The latter are in line with NQF level descriptors. Learning outcomes are also defined for each course. There are maps of compliance of the LOs of academic program and courses though these maps are not involved in the academic programs. There are no repetitions of content in the observed BA and MA programs and the logical coherence of the courses is preserved.

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

Teaching and learning methods are enumerated in the academic programs. Though there is no unified format for the course descriptions, there are requirements for course and module descriptors in QA manual. In the thematic plans of some courses and/or in the methodical manuals the topic of each lesson, teaching methods, necessary resources, literature as well as the outcomes of the particular lesson are mentioned. Subject-methodical Committees operate at chairs and their activities are aimed at the improvement of teaching. Nevertheless there is no policy on the selection of teaching and learning methods according to LOs.

The student-centered approach is limited because of the peculiarities of the sphere and one of these limitations is the absence of the choice of selective courses. The teaching staff follows the progress of cadets, the teaching staff is always available for them and conducts additional lessons for those cadets who need it. The internal stakeholders mention that the environment of a military unit is in favour of a cadet, as it is to the best similar to the environment of their further military service.

During the class-observations by the Expert panel it turned out that cadets get feedback and support from the lecturer immediately during the performance of tasks.

3.3 The Institution has policy on students' assessment according to the learning outcomes and promotes academic honesty.

In 2016 the Regulation on the organization of education process and assessment of learners through credit system was developed and approved at MU. According to the regulation multicomponent assessment system operates at MU. Methodology of the assessment of learners is also defined in the regulation.

Assessment normative/quantitatively tangible indicators are defined for each practical course. For more theoretical courses there are assessment methodical guides. There are assessment procedures and criteria for both bachelor and master final exams (including assessment of these papers).

To ensure academic honesty all the examinations and checkings of cadets and listeners are conducted by the Committees. The tasks given during the exams are individual. The Committees of final attestation involve representatives from RA MoD and AF but the Committees for MA thesis paper defence do not involve external members. There is a regulation on the appeal based on the regulations of RA AF however there were no cases of appeal and the reasons for that have not yet been analyzed by MU.

MU has not conducted evaluation of the effectiveness of the current mechanisms of ensuring academic honesty.

3.4 The academic programs of the Institution are contextually coherent with other relevant programs and promote mobility of students and staff as well as internationalization.

There are no mechanisms at MU ensuring the content-wise compliance of MU academic programs with other leading programs (e.g. procedure for the conduction for benchmarking). Some observations with foreign academic programs were carried out for each academic program however this process was not coordinated.

One of the factors fostering mobility of cadets is the existence of a regulation on the organization of education process and assessment of learners through credit system, which also assumes transfer of credits. Allocation of credits is also carried out according to the factors mentioned in the regulation (priority of the subject, workload required from cadet) however in some cases the compliance of the factual allocation of credits with the requirements of the regulation is not justified.

There are no exchange programs for cadets and teaching staff. Additional courses of foreign language are organized however they are mainly for the ones who apply for PhD studies and not directed to mobility.

3.5 The Institution has policies in place ensuring academic program monitoring, evaluation of effectiveness and improvement.

Methodical guidelines for the development of academic programs, regulation on the approval of academic programs, procedure of current monitoring and review were developed at MU which are involved in QA manual.

As a tool for the monitoring and evaluation of academic programs surveys among the cadets and listeners, feedback from AF about the alumni and the opinions of the Committee of final examinations are used. Dynamic changes of the sphere about which the information is got from RA AF and MoD serve as basis for the revision of academic programs. The academic programs were reviewed in 2004, 2009, 2014, 2016 by respective chairs with the support from Educational-methodical department.

JUDGMENTS

The analysis of the important parts in the academic programs like the compliance with mission and strategic plan, competences, LOs and others give ground for the Expert panel to conclude that the academic programs are in line with State Educational Standards and NQF at the same time forming an indispensable part of MU activities. The existence of LOs on academic program and course levels allows forming a clear picture about the expected characteristics of an alumni. Due to the mapping of LOs of academic programs and courses MU can avoid extra courses and reveal the need for new courses.

There is no unified policy on the selection of teaching and learning methods at MU. The effectiveness of each method selected for the particular course is checked through different mechanisms (class observations, feedback from cadets and alumni, discussion in the subject-methodical committees) however the existence of a unified policy would give an opportunity to apply more relevant methods for obtaining LOs. Nevertheless the Expert panel evaluates positively the definition of LOs and methods for each course and topic and it can be concluded that within the academic programs observed the selection of methods is factually carried out according to LOs and the results of class observations (the lecturer clearly knows the expected outcomes of the particular lesson and during the implementation of tasks gives feedback aimed at the progress of a cadet) speak for that.

The expert panel thinks that it would be positive also if teaching and learning methods within each course had more research direction which would develop critical thinking among the learners.

Student centered learning is somehow sacrificed at MU in favor of the adaptation to professional environment. However the Expert panel finds positive the importance of formation of necessary professional knowledge and skills among the cadets, the opportunities for additional courses and the availability of the teaching staff which fill above mentioned gap.

The existence of standards for the assessment of learners conditioned by the ambition to ensure the equivalence of marks allows concluding that there is a policy and procedures on the selection of assessment methods and the selection of the methods is conditioned by the respective LOs. The selection of such approaches to assessment fosters objectiveness of assessment system.

The mechanism of appeal is still problematic in MU: the appeal can be viewed as disagreement with the decision of an officer having higher military rank which is not accepted in military units thus appeals are restricted in environment.

The fact that MU does not have procedures for the academic program benchmarking puts the modernity and progressiveness of academic programs and the investment of leading practice in danger.

The absence of elements promoting mobility hinders the opportunities of cadets and teaching staff to obtain practice in other military education institutions. MU regularly follows the factors causing necessary changes in academic programs through the application of different mechanisms which allows concluding that MU has ambition and policy of continuous improvement of academic programs.

CONCLUSION. Taking into account the compliance of MU academic programs with State Educational Standards, NQF and MU activities, the existence of LOs on program and course levels, the clarity of teaching and learning methods and their link to the LOs stipulated in methodical guidelines, the existence of mechanisms for monitoring and improvement of academic programs, the Expert panel comes to a conclusion that MU meets the requirements of criterion 3.

The compliance of the institution's institutional capacities with the requirements of criterion 3 is satisfactory.

IV. STUDENTS

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

FACTS

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

There is a clear procedure of selection and admission of cadets at MU which is stipulated in the section of "Basis of selection and admission of BA applicants a MU" in the "Regulation on the organization of educational process at RA MoD Military University after V. Sargsyan". According to it formulation of an Admission Committee is envisaged, procedure for admission and the list of necessary documents required from applicants is defined, and derived from the peculiarities of MU the procedure of additional examination of applicants is developed as well as the regulation on the organization of exams and appeal of exam results.

According to the Charter of pre-recruitment preparedness of students studying in main, high, secondary schools, colleges, vocational educational institutions the involvement of applicants at MU is carried out by the establishment of special groups for campaigns that visit different education institutions attached to RA MoD military units and carry out explanatory activities, meet with schoolchildren. Booklets and advertising posters are prepared for that. Within the framework of different events (e.g. olympiad of military preparation, open days, etc.) excursions for schoolchildren are organized within the territory of MU during which schoolchildren become familiar to military service, military equipment and armament. MU also participates in education expos. The opportunities provided by TV, radio and internet are also used, admission procedure is available in the web-site of MoD in the respective part about MU.

[REDACTED]

Besides BA programs MU also implements preparatory courses for RA university alumni with a 1-year duration and an additional course for RA students of other universities with the duration of 2.5 years.

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

Survey conducted among the cadets and the analysis of results is a regularly carried out activity for the educational needs assessment of cadets. The frequency of conduction of surveys, the regulation of application of their results and the samples of questionnaires are defined in MU QA manual.

Currently operating Sergeant and Cadet Councils are involved in the needs assessment of cadets. However the minutes of Sergeant Council sessions showed that mainly organizational and disciplinary issued are discussed in those sessions.

Each cadet is given a consultant through whom educational needs of cadets are also revealed. Cadets also raise the issued related to them through the Commanders of platoons. In general there are mechanisms assessing students' educational needs at MU however the University hasn't yet carried out study of the effectiveness of those mechanisms.

4.3 The Institution provides opportunities for extra-curricular activities and advising services aimed at supporting students' effective learning.

According to the Regulation on the organization of education process at MU there are self-preparation hours for cadets during which they do their tasks. Self-preparation hours are accompanied by the lecturer which gives an opportunity to the cadet to additionally consult with the lecturer. Self-preparation hours are involved in the daily routine of a cadet. During the self-preparation hours facultative lessons of a foreign language are also organized. The mentioned process is regulated at MU through the principle of accountability. Nevertheless during the site-visit it became obvious that self-preparation hours, according to cadets, not always foster effective learning.

Additional work by the chairs is carried out with the cadets having lower academic progress. Visits to TUMO Innovative Technological Centre are involved in the time-schedule of 3rd and 4th year BA cadets where they develop additional competences.

A lecturer/course leader is attached to each educational group of cadets for consultancy. Responsibilities of a lecturer/course leader involve assurance of the effectiveness of education process of cadets as well as sound interpersonal relations. There is also a psychologist at MU.

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

There is a regulation for cadets of applying to administrative staff at MU: it is based on the principle of military hierarchy, i.e. first of all, the cadet should apply to the Commander of a platoon with a written request, and the latter turns to higher officers according to supervision. There is also a time-schedule at MU according to which cadets can immediately turn to the Head of MU and the Deputy Heads however during the site-visit it turned out that cadets avoid using this opportunity considering this as bypassing their immediate supervisor.

4.5 The Institution has student career support services.

Cadet's career support service as such does not exist at MU. Due to its peculiarities MU does not have a problem concerning employability of cadets, after successful graduation they all start serving in RA AF.

A number of mechanisms foster cadets' career development at MU: cadets have military internship, during which in the military units they perform the functions which later on should have during the service. During the internship of the cadets MU gathers information about their performance in order to later on eliminate shortcomings present at cadets. The ones who graduate MU with diploma of honor are given the opportunity of choosing the military unit they want to serve in. Later on for getting higher positions cadets come back to MU for training courses which also can be considered as an indirect mechanism of career development.

4.6 The Institution promotes student involvement in its research activities.

Cadets studying with BA program are involved in scientific-research activities of MU through papers, course papers and presentation of papers during scientific conferences for cadets and teaching staff. During the site-visit it turned out that cadets get sufficient support during the implementation of their scientific works. Different conferences are organized at MU and the cadets have the opportunity to participate. Another way of carrying out scientific-research activity is the existence of Inventive-innovative Committees. Nevertheless the initiative of students to participate in scientific-research activities is low.

Topics of theses papers of listeners are suggested by MoD or with the own initiative of an attendee/listener. MU and MoD resources are available for listeners while carrying out their research within the framework of a thesis paper. Innovations made by cadets and listeners are applied in RA AF.

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

Cadets have the opportunity to report about the violation of their rights according to supervision: Commanders of platoons and troops ad officio deal with revealing problems. Sergeant Council gives an opportunity to cadets to immediately raise the problems. However the Sergeant Council had a problem of autonomy at MU: it is not a fully self-regulated body. The composition of Sergeant Council is selected by the general council of sergeants and is approved by the Head of MU.

From the observed minutes it became clear that during the election of the current Head of Sergeant Council only the Head of the Department of Works Conducted with Staff who takes part in the general sessions of sergeants.

President of the Sergeant Council is a member of Scientific Council but his participation in the sessions is passive. IN the new composition of the Scientific Council members of Sergeant Council are not involved. Female cadets are not involved in Sergeant Council.

There is a Quick feedback box and MoD box at MU due to which the cadets can send letters immediately to MoD. There is also an officer-lawyer at MU who also deals with the protection of cadets' rights.

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

Each service provided to cadet is documented in MU. S&EQA department carried out weekly, monthly and yearly summarization, initiates meetings with cadets as a result of which great number of information is gathered about the services provided to cadets. However evaluation and analysis of the quality of provided consultancy and other services is not carried out.

JUDGMENT

There are clear mechanisms of student recruitment and selection at MU. [REDACTED]

[REDACTED] MU also conducts 1 year and 2.5 year academic programs [REDACTED]

[REDACTED] The number of listeners having other professional background can lead to a critical number of listeners which will result in the formation of interdisciplinary environment.

The Expert panel finds it positive that regular studies of the needs of cadets is carried out at MU: surveys, mechanisms for providing additional educational consultancy, regulation of turning to administrative staff is clear. All these speaks about the ambition of MU to take into consideration cadets' opinions and needs thus being open and available to cadets. The main target of career of cadets is their service in RA AF immediately after graduation from MU which is guaranteed. However this approach to career of cadets is not universal because opportunities of career development are limited.

It is praiseworthy that the cadets who have motivation for research activities get sufficient support and respective conditions are created. Nevertheless there is a lack of motivation of dealing with research activities and the activities towards establishment of scientific-research atmosphere for cadets is no targeted. Based on all these the Expert panel concludes that in spite of willingness to satisfy research interests of cadets MU does not have a policy promoting those interests. The Expert panel appreciates the role of Sergeant Council in the needs assessment and protection of the rights of cadets however currently there is a lack of autonomy of Sergeant Council and their involvement in MU management bodies. As a result needs assessment and protection of the rights of cadets through Sergeant Council is not guaranteed. It should also be mentioned that lack of female cadets in the Sergeant Council does not foster their needs assessment.

It is praiseworthy that MU strives to ensure effective learning environment for cadets trying to apply mechanisms for the evaluation of the quality of provided services. However the absence of coordinated analysis hinders full disclosure of current problems concerning learning environment and services provided.

CONCLUSION: Taking into account that there is a clear procedure for the selection and recruitment of students, there are mechanisms for needs assessment of students, their support, consultancy promoting their educational and professional progress the Expert panel concludes that MU meets the requirements of criterion 4.

The compliance of the institution's institutional capacities with the requirements of criterion 4 is satisfactory.

V. TEACHING AND SUPPORT STAFFS

CRITERION: The Institution provides a highly qualified teaching and supporting staff to achieve the set goals of the academic programs and institution's mission.

FACTS

5.1 The Institution has policies and procedures promoting recruitment of a highly qualified teaching and supporting staff capable of ensuring program provision.

For the effective implementation of the academic programs MU strives to recruit high quality teaching staff. Procedures of the selection of teaching staff at MU are based on RA MoD order N164 as of 14.02.2013 and the order presented in the appendix of the mentioned order. Taking into account the peculiarities of the University the teaching staff is recruited from officer specialists having long-term experience of serving in RA AF as well as retired officers with long-term service.

In order to provide MA programs leading specialists of other universities are also invited as double-jobbers or on an hourly-paid basis also higher officials from RA MoD and AF are invited on a free of charge basis. For the registration of invites specialists charters applied in RA MoD and AF are used in case of military servants and in case of civilian teachers RA Labor Code is applied.

MU is also a military unit which implements its activities according to the strict requirements and regulations of RA AF. Thus selection and recruitment of teaching and support staffs are carried out derived from the peculiarities of military service in line with the requirements of job descriptions and based on the results of competitions announced by MoD.

MU policy on the selection of teaching and support staffs being defined by RA MoD and derived from the peculiarities typical to a military unit is in line with the requirements of academic program implementation so in this respect the applied procedures are regulated with respective documentation. Procedures for the evaluation of the effectiveness of the selection of teaching staff are not yet applied at MU. In this respect during the site-visit it became clear that there are vacancies of teaching staff at MU for nearly a year. Thus MU has applied to MoD with a suggestion to simplify the requirements for those vacancies.

5.2 The requirement for the qualifications of the teaching staff for each program are comprehensively stated.

The requirements set for professional qualifications of the teaching staff of the academic programs observed by the Expert panel are generally formulated. In the academic programs it is mentioned that not less than 50% should have scientific degree or title and/or long military service work experience.

However there are clearly defined requirements for all the positions which are reflected in job descriptions and in the announcement of competitions for the recruitment of teaching staff. Heads of

chairs or staff members from respective structural units of MU also take part in the last phase of competition by MoD. This can also be considered as a mechanism checking the professional quality of teaching staff.

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

There are procedures of regular assessment of the teaching staff at MU which assume anonymous evaluation of teaching staff by cadets and listeners, class observations by heads of chairs and Educational-methodical Center. Evaluation of the teaching staff is carried out by the heads of chairs through the control over the annual individual plans. During the site-visit it became clear that in case of failing to perform the activities envisaged by the plans they are transferred to the next year according to respective procedure and the events which lose their modernity upon the permission of the Head of MU are not implemented.

As an external component of policy for the evaluation of the activities of the teaching staff can be viewed the involvement of representatives of MoD respective departments in final examination committees as well as feedback got from military units where the cadets carry out their military internship and about the alumni of MU who serve in AF. These feedback is connected with the outcomes of the activities of the teaching staff.

Questionnaires for the evaluation of teaching quality and effectiveness at MU are directed towards the assessment teacher's methodical and professional qualities by cadets and listeners as well as the assessment of the effectiveness of the organization of a teaching process. During the site-visit it became clear that the solution to the problem revealed due to the analysis of survey conducted among the MA listeners brought to the enhancement of the effectiveness of teaching process.

Class observations by heads of chairs and Educational-methodical Department are organized according to the beforehand planned schedule. There are criteria of evaluation during the class observation. Class observations are carried out by Heads of chairs and Educational-methodical Department, the practice of peer-review is not applied at MU. Respective minutes on the results of class observations are formed and the results are discussed with the teacher. Meetings with the teaching staff confirmed that this process non formally fosters teaching staff to realize their own shortcomings. According to the evaluation of the showed results best lecturers are rewarded at MU, there are also prizes for the best chair and faculty. Mid-term and annual summerizations, educational-methodical meetings are also organized in MU where the problems revealed in education process are discussed and activities are taken towards the enhancement of methodical qualities of the teaching staff.

Derived from the peculiarities of MU the activities of officer-lecturers are considered as military service and the education process-as a part of it. In this respect lecturers who are also officers are rewarded or punished according to RA AF disciplinary regulation (RA law approved on 21.03.2012).

5.4 The Institution promotes professional development of the teaching staff in accordance with the needs outlined during regular evaluations (both internal and external).

There are activities at MU towards the enhancement of the teaching staff, such as consultancy given as a result of class observations, support to the beginner teachers, visit to the open lessons of leading teachers, activities for self-development envisaged in individual plans of teachers, as well as activities carried out with the teaching staff during educational-methodical meetings. Participation in

conferences and exchange of experience with other chairs can also be considered as activities towards improvement of the teaching staff which are regularly implemented.

Participation of the teaching staff in the trainings depends on the places allocated by MoD which are limited and do not directly reflect needs revealed during the internal and external evaluation. In this respect it should be noted that mechanisms towards the improvement of professional qualities of the teaching staff according to the professional needs of the teachers is missing. Activities towards the enhancement of foreign language proficiency among the teaching staff are also implemented. Involvement of the teaching staff in training courses of foreign languages are justified with their ambition to continue education in PhD (aspirantura). During the site-visit however the need for teaching in a foreign language was mentioned by the University staff in order to ensure inflow of students from abroad later on. The ones who teach foreign languages also undergo trainings in order to enhance their professional qualities.

There is a tendency in the military university to enhance the number of teachers with scientific degree or title however clear policy is not developed.

5.5 The Institution ensures that there is a permanent staff to provide the coverage of qualifications adequately.

Recruitment of officer-specialists with long-term military service experience in RA AF fosters the development of practical skills and competences among the cadets. However there are no analysis on the stability of assurance with teaching staff per academic programs at MU.

During the meetings of site-visits a number of facts were mentioned which concerned the attractiveness of military service as a lecturer at MU. Among those factors of attractiveness are the peculiarities of military service at MU, convenient conditions for military service, as well as higher military ranks envisaged for the teaching staff. However from the list of participants of the previous competitions it became obvious that there are some vacancies and no applications were presented for those vacancies. Those vacancies are not occupied because of the absence of applicants or because of not meeting the necessary requirements. Taking the mentioned facts into account the requirements of competition for the current vacancies were reviewed by MU and steps were taken toward making changes in job descriptions as well. Nevertheless it should be mentioned that the existence of vacancies do not hinder common processes at MU.

The average age of the teaching staff is high, which is mainly conditioned by the requirement of long-term military service at RA AF. Having elements of attractiveness in terms of recruiting teaching staff, MU does not have direct participation in solving the problems of flow of the University and is dependent on MoD in this respect for the announcement of competitions for vacancies. However analysis of flow data showed that the flow is mainly positive (there is more inflow than outflow). The University has also a reserve of staff. The opportunity that MU alumni can return to MU after having their military service in RA AF can be considered as preparation of specialists by MU also for itself.

There are procedures for providing support to young teachers.

There is no analysis about the workload of the teaching staff at MU according to teaching, research and administrative works. The combination of teaching more than one subject or performing other functions by some representatives of teaching and support staffs speaks for that. During the site-visit it turned out that there are teachers who simultaneously teach more than one subject and there are courses where there are no other teachers to replace.

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

As a way of promoting effectiveness of teaching staff's everyday activities at MU the promotion mechanisms mentioned in RA AF Disciplinary Regulation are applied as well as competitions are organized in order to reward the best teachers.

The rotation of the teaching staff is limited at MU which is conditioned by the occupation of a position by officials before retiring from military service. Promotion in positions is carried out not just based on the showed results but according to the regulations of competition set by RA MoD order N164 as of 14.02.2013. The showed results can be taken into account and have indirect influence on the competition results however there are no clear policy and procedures in this respect because the final decision is made by MoD.

Mechanisms for the support of beginner teachers are applied at MU which are stipulated in their plans. Mechanisms promoting mobility of teaching staff are missing. Nevertheless there are conditions for the teaching staff to be able to be PhD students at other universities without leaving their job. [REDACTED]

According to the regulation on the formation of MU teaching staff there are different categories of teaching staff (professor, associate professor, assistant, senior lecturer, lecturer) but their salaries are not differentiated and additional payments for scientific degree are not envisaged.

5.7 There is necessary technical and administrative staff to achieve the strategic goals.

The functions of administrative and support staffs are stipulated in RA MoD orders about practical functions.

Within the framework of the feedback got during the site-visit the chairs and faculties mentioned about their satisfaction with staff and their qualities. As an element for the evaluation of the activities of administrative and support staffs can be mentioned mid-term and annual summerizations of University activities conditioned by the requirements of military service. However analysis on the effectiveness of administrative and support staffs is not carried out.

JUDGMENTS

In order to implement its activities MU applies strict regulatory procedures of MoD for the recruitment of teaching staff which fosters involvement of high quality teaching staff in education process. The fact that from the general requirements for the recruitment of teaching staff even the compliance of one requirement (scientific degree or long-term military service) is considered enough can later on result in the policy of complying only to one requirement. In this respect the experience of a long-term military service as a requirement for the teaching staff is ensured by RA AF and this can be a risk for other presented requirements like scientific degree and title of the teaching staff in a case when there are no systematic procedures promoting scientific-research activities of the teaching staff. Description of positions at MU give the opportunity to define clear requirements during the selection of the teaching staff however the vacancy of some positions, absence of respective candidates and the suggestion of MU to revise the job descriptions stand for the need of regular analysis of the requirements mentioned in job descriptions in terms of their being up to date.

It is positive that the University has defined mechanisms for the regular evaluation of the teaching staff however the lack of analysis of the invested mechanisms does not allow speaking about their effectiveness. Activities towards the professional development of the teaching staff mainly are not linked to the needs revealed during the evaluation of the teaching staff rather they are planned by

MoD as a result of which the revealed problems get situational solutions. Activities towards improvement which are not linked with clear cause and effect chain cannot bring to systematic development and progress of MU. As the main necessity for the improvement of foreign languages of the teaching staff the example of PhD studies is mentioned which is mostly a situational solution and is not directed to systematic development of the teaching staff. Non purposefulness of those processes hinders continuous development of the teaching staff, internationalization of academic programs and mobility.

The stability of the teaching staff is conditioned by the existence of officer-specialists meeting the requirements of lecturers for RA AF, i.e. MU has indirect participation in the preparation of specialists for itself thus having the opportunity of recruiting its alumni who have long-term military service experience. This fact can have a positive effect on having teaching staff who got their practical work experience having their background at MU. However assurance with the teaching staff having scientific degree from RA AF is a rare case thus MU realizes the importance of investing postgraduate education which is envisaged in MU long-term development plan. Taking into account the workload of the main teaching staff and the lack of time for research it is positive that University also involves double-jobbers in the education process as they bring new potential for research.

The non-directed impact of the results of the activities of teaching staff in further career promotion can lead to the decrease of motivation and hinder further development. Situational mechanisms promoting scientific activities cannot replace systematic approach and dealing with scientific activities can be viewed by the teaching staff as additional workload and can bring on the decrease of their interest. For the improvement of beginner lecturers there are clear procedures at MU which fosters their quick and effective involvement in education environment. It is also a positive fact that MU helps its lecturers to become PhD students at other universities without leaving their job thus fostering improvement of professional qualities of the teaching staff and formation of motivation. However the number of lecturers with scientific degree is limited at MU which is a shortcoming of MU's policy of human resource management.

The absence of analysis on the workload of the teaching staff can hinder effective organization of education process (6 day- a week format for military teaching staff also taking into account their duties as military servants can create non-sufficient conditions for them).

The Expert panel finds current assurance of MU with administrative and support staffs positive and there are clear responsibilities for all the positions. However the absence of the evaluation of the activities of administrative and support staffs cannot guarantee optimality of those functions.

CONCLUSION. Taking into account that there are procedures for the selection and evaluation of the teaching staff, there are teaching and support staffs with sufficient professional qualities for the implementation of the academic programs, steps are taken towards enhancement of qualifications of the teaching staff the Expert panel comes to a conclusion that MU meets the requirements of Criterion 5.

The compliance of the institution's institutional capacities with the requirements of criterion 5 is satisfactory.

VI. RESEARCH AND DEVELOPMENT

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

FACTS

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

The University does not have a separate strategy expressing its ambitions in research sphere. However MU's perceptions on the expansion and development of its research sphere are involved in MU long-term development plan.

Being a more applied education institution MU didn't have great ambitions in research sphere previously. Only recently when it became a university it started to give importance to research.

Provisions about the research activity in the current mission statement of the University are missing. But during the site-visit the Expert panel was introduced to the newly developed mission of MU where research was involved. At the same time during the site-visit it turned out that the new mission is not shared with all the stakeholders of MU.

It can be stated that MU is starting to develop the research component. And one of the praiseworthy steps towards this process is the establishment of the new Staff and Command Faculty for the implementation of MA programs as well as existence of the plans for establishing Specialized Council in 2015-2020 long-term development plan of MU. For the approval of the topics of research activities at MU RA AF activity plans, priorities and development strategies are taken as a basis.

The document "Vision of the Development of Military Science" developed by MoD defines priority directions of research within the framework of which Master thesis papers are developed by MU and are presented to MoD for approval. However in the Committees for the defence of these papers RA AF or MoD representatives are not involved.

Though research priorities are mainly defined by MoD, the University can also present suggestions and come up with its initiatives. Nevertheless in the process of developing the document expressing its ambitions in research sphere MU is more a participant than an initiator. At the same time there is no analysis on the quality, effectiveness and allocation of resources for research activities at MU.

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

Research activities are new processes at MU and long-term and mid-term plans for the implementation of research activities are reflected in MU development plan with the ambitions of transferring to a three-level education and establishing Specialized Council.

At the same time during the site-visit it turned out that MU is not always able to be consistent to its long-term strategy and mid-term plans because MU is closely linked to MoD and the University adapts the scope of its research with MoD and the rapidly changing projects and requirements of AF. Particularly, research priorities of MU are defined by MoD in line with MoD strategy, selected policy and new challenges of AF for the state. Mid-term plans and procedures for the implementation of research activities are clearly developed and are reflected in annual plans of chairs and individual plans of the teaching staff. However the reports on the results of scientific-research activities carried out by

each chair of MU are more statistic: the results are not analyzed in terms of their effectiveness and impact, monitoring about the process and the results have not been carried out.

As it is mentioned in the self-evaluation report Mu does not have financial freedom and necessary research laboratories, funding for research is allocated by MoD. During the site-visit it became clear that upon necessity MU provides both internal and external resources (laboratories, military units, etc.) for the research activities of the teaching staff. Competitions of research activities among the students (“Innovative and Experimental Works”) and the teaching staff (“Study and Exchange of RA AF experience”) are organized at MU. Both students and lecturers are rewarded by MoD for the best works.

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

In general there are no documented clear policy and procedures for the implementation and development of research. Procedures for the implementation of research are developed only on Master level at the Faculty of Staff and Command.

Coordination of research activities at MU is carried out by S&EQA Department. In the QA Concept developed in 2014 it is mentioned “Processes, mechanisms, standards and procedures involved in MU QA system should give an opportunity to evaluate the quality of scientific-research activities” however MU has not conducted evaluation of the quality of research and hasn’t made any analysis in this respect. It should also be mentioned that activities towards guaranteeing academic honesty and preventing plagiarism in research activities are not carried out at MU either. In general MU does not apply policy towards the promotion of taking up research: additional salaries are not defined for scientific degree and titles, the main motivation for teaching staff to take up research is the opportunity for career progress.

Each year MU organizes scientific conferences for teaching staff and cadets where participants from other institutions also present research works. The abstracts of conference reports are published. Besides, MU cadets and teaching staff also participate in conferences organized at other universities. However research works presented do not always coincide with criteria for research defined by MU. Particularly, the analysis of competition of innovation and invention conducted among the learners showed that along with serious research there are also ones who lack in content which cannot be considered as “innovation” or “invention”.

Only some small part of the teaching staff is actively involved in research processes, moreover research carried out by the teachers are mainly individual initiatives. Though each year MoD allocates some places and funding for studying PhD the number of teaching staff with scientific degree at Mu is limited and lecturer with BA qualification also teach at MU.

Results of research carried out at MU are not commercialized.

6.4 The Institution emphasizes internationalization of its research.

Lecturers off MU have very limited number of publications in foreign professional journals, mainly in CIS county journals but the published research works are mainly initiated by the teacher himself. Participation in international conferences is also rare. It is also conditioned by not sufficient level of proficiency of a foreign language especially English among the teaching staff. Some joint projects are

organized with NATO and CSTO country specialists. [REDACTED]

Derived from the narrow professions of MU and limited number of publications of MU research results in international research journals an objective obstacle for the internationalization of research is created. However, mechanisms towards internationalization of research which is not limited in confidential mode are not applied by MU either.

6.5 The Institution has well established mechanisms for linking research with educational process.

Though there are no clearly defined and stable mechanisms interconnecting research outcomes and education process, there are some components. The best research works implemented at MU are presented to MoD respective department and getting the approval they are elaborated and practically applied at RA AF departments or at MU as a methodical tool for teaching. Evaluation of the effectiveness research activities in terms of its impact on education process is not carried out at MU.

At the same time it should be noticed that as a result of research activities carried out by chairs according to respective professions mainly military and methodical literature, methodical manuals are developed and published.

In general the above mentioned processes for interconnecting research with education process cannot be viewed as stable mechanisms.

JUDGMENTS

The University does not have a separate strategy expressing its ambitions in research sphere which is explained by the fact that research direction is comparatively new for the University. The expert panel finds it positive that the new mission statement developed by MU highlights also provisions about research which later on can bring to the development of research sphere.

At the same time on the one hand the fact that MoD defines research priorities for MU in line with RA AF challenges which ensure the modernity of topics can be positively evaluated, on the other hand it somehow limits MU's initiatives and progress in the development of research sphere.

Though each year competitions of innovative and inventive works are organized among the students the involvement of weak and non-research works assumes that MU gives importance to quantity rather than to quality and the acceptance of such works with the Committees can devalue the high quality research works also presented for competition.

As for the research conducted by the teaching staff they are implemented mainly due to the individual initiatives of the teaching staff within the framework of their own interests. This is a result of shortcoming of the development and investment of motivation mechanisms for research sphere at MU: as a result the number of teaching staff with scientific degree and titles is small which eventually has its negative effect on the quality of education process.

Though there is a Department at MU coordinating research procedures, the Expert panel is of the opinion that the staff of this department is overloaded and the business simultaneously with two main directions can result in the decrease of effectiveness of the activities carried out in both education quality and research spheres.

Absence of clear policy on the development of scientific research as well as lack of analysis on the effectiveness and impact of research results can hinder further development of research activities and implementation of the processes for continuous improvement.

MU does not prioritize internationalization of research. One of the reasons is objective conditioned by the limitations in publishing the research outcomes in international journals. However the Expert panel thinks that many research works are subject to be published internationally, e.g. within the framework of NATO or CSTO which will foster enhancement of MU recognition and international rank.

MU does not have a policy promoting the involvement of learners and teaching staff in research initiatives and this decreases the motivation of teaching staff and learners to deal with research thus putting at a risk the formation of research and analytical skills among the learners.

Though in the self-evaluation it is mentioned that as a military education institution MU gives importance to interconnection of research activities with education processes, only some components of research results are involved in education process. This cases are situational and are not carried out based on clearly defined mechanisms. The above mentioned does not foster regular updating and upgrading the courses through the investment of scientific and research results in education process.

Research activities carried out at MU are mainly limited in the development of a new course about the newly introduced armament at RA AF and its application whereas it is necessary to ensure the protection of a country based on the application of the newest technologies and information systems, i.e. to defined higher threshold of research ambitions and ensure progress of scientific-research activities.

CONCLUSION. Taking into account that MU does not yet have separate strategy expressing its interests and ambitions in research sphere, it does not yet prioritize internationalization of research, MU does not apply motivation mechanisms for the development of research works, scientific research is mainly carried out based on individual initiatives, the number of publications in impact factor journals is limited as well as the link between education and research processes is weak the Expert panel concludes that Mu does not meet the requirements of Criterion 6.

The compliance of the institution's institutional capacities with the requirements of criterion 6 is unsatisfactory.

CRITERION VII. 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.

FACTS

7.1. The Institution has an appropriate learning environment for the implementation of academic programs offered.

One of the goals of MU is preparation of officer-specialists and commanders fro RA AF. In this respect the main infrastructure and resources for military education exist within the premises of the University. Besides the upgrading of educational-material and technical base and infrastructure is the main direction of 2015-2020 long-term development plan of MU.

MU monitors the existence of necessary resources and infrastructure at MU for the implementation of academic programs. During the site-visit it became clear that derived from the needs of implementation of academic programs MU presents applications to MoD to enhance the

equipment with technical means as well as to upgrade them and those applications are mainly approved by MoD.

The University also uses technical and field means of RA AF units during outgoing lessons, practical lessons and military internship. MA listeners have the opportunity to participate in military exercises implemented at RA AF and make analysis about the process and results of those exercises.

Staff and Command Faculty where MA programs are implemented is mostly equipped with technical means meeting the modern requirements. Technical means are used for the different courses involved in MA academic program as well as for staff and command exercises and modeling of combat situations. The listeners of the faculty are provided with computers of individual use during their course of study.

There are training equipment and educational shooting grounds for the cadets of BA academic programs and for listeners. An important component for the educational environment of MU is also military service combined with education and the conditions typical to a military unit which during the meetings were qualified by the cadets, teaching staff and representatives of RA AF and MoD as mechanisms fostering preparation of future officer-specialists. In this respect MU is equipped also with infrastructure and resources typical to a military unit, e.g. canteen, military barracks, where there are attached classrooms, sports equipment and other means to ensure educational-combat preparedness of the cadets. There is also a medical unit equipped with necessary medical equipment and medicine; there is a training ground, armament and military techniques, special combat outfit, means of signals, autodrome. Cadets are also given tablet-computers with electronic literature related to their profession however the usage of Internet within the premises of MU is forbidden which is justified by the possible outflow of information and risks of violating the confidential regime.

MU has also a conference halls envisaged for meetings and discussions, conferences and seminars.

As a component for the formation of necessary education environment can be considered the fact that during the examination period the learners are free from being on duty and in terms of motivation the best cadets are given nominal scholarships.

However during the site-visit it became clear that there is still need for the improvement of learning environment in terms of replenishment of material-technical base. In this respect MU envisaged to implement reconstruction.

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

MU does not have autonomy in management of financial resources and those functions are implemented by RA MoD. However MU carries out initial planning of its expenses in the format of mid-term and annual budget estimates. MU presents respective applications to MoD which are mainly approved.

During the site-visit it became clear that MU is stably ensured with financial, technical and other resources for educational-combat preparedness as well as by means for improvement of its infrastructure by RA MoD.

In case of the necessity of additional resources there is a practice of turning to some NGOs and Funds which have already implemented activities towards the development of MU.

7.3 The Institution has sound policy on the allocation of financial resources and capacity to sustain and ensure the integrity and continuity of the programs offered at the institution.

Policy on allocation of financial resources is not developed at MU. Allocation is carried out by MoD by providing necessary technical, property, food, financial and other means with the defined regulation. Estimates formed based on the needs presented by structural units are presented to MoD. Estimates are updated based on the previous implemented ones. Expenses of academic programs at MU are financed by state budget. Thus there is no necessity for the activities towards ensuring the stable continuity of the academic programs in terms of financial management: the continuity is ensured because resources are provided by MoD taking into account the stable need for the preparation of commander staff for RA AF.

7.4 The Institution's resource base supports the implementation of institution's academic programs and its strategic plans, which promotes sustainability and continuous quality enhancement.

Mainly there are necessary resources for the implementation of academic programs: didactic materials, training equipment, classrooms and classroom furniture, including laboratories, halls for meetings and discussions, training ground, armament and military technique, educational fields for combat readiness and other special means due to which learning environment for the preparation of officer-specialists is formed. There are more than 40000 item books in the library out of which 15000 is educational-professional literature. Besides the books there are also more than 30000 maps. One of the sources of the replenishment of library fund is donation. MU library is not a member of any scientific journal or magazine and the replenishment is mainly carried out through internal relations at MoD. MU library is not registered also to international or Armenian scientific-research networks. The availability of internet resources at MU is limited conditioned by the security of data.

Resource base used in education process involves not only MU but also resources of MoD other units. Evaluation of MU resource base and its compliance with the Los of academic programs is carried out during the summerization of mid-term and annual results.

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

Information and documentation management at MU are carried out according to RA MoD order on the approval of RA MoD regulation on administration and according to RA MoD order on assurance of secrecy regime of RA AF.

Conditioned by the peculiarities of the sphere there is an ambition of documentation of all the processes at MU. According to the long-term development plan electronic system of internal documentation is envisaged to create at MU, the works towards it are in process.

7.6 The Institution creates safe and secure environment through health and safety mechanisms that also consider special needs of students.

There is a medical unit at MU which services all day long also on non working days and holidays. MU endures with medical rooms, stomatology, etc. Cadets are regularly passing medical examination. MU is also equipped with special cars which can take the cadets to military hospitals upon necessity for further treatment and immediate medical treatment. There is also a psychologist working at MU.

Security at MU is carried out according to the RA AF regulations and legal bases for ensuring the security of military service.

As students with special needs at MU are considered the ones who don't have parents, who have family, social or other problems and special attention is paid to them by MU management,

immediate supervisors and consultant-officers. Cadets with physical problems cannot be admitted to MU conditioned by the special requirements of military service and peculiarities of admission. Special conditions for cadets with physical needs are not available at MU.

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.

Mechanisms for the evaluation of usefulness, availability and effectiveness of resources provided to MU internal stakeholders are surveys conducted among the alumni, teaching staff, cadets and listeners.

The results of surveys show that satisfaction with building, library and other conditions is in the mid level. However the reasons were not analyzed. Cadets and alumni mentioned that the current conditions are better than they were previously, in particular technical means were improved.

Evaluation of the depreciation of resources is carried out by MU.

JUDGMENTS

The Expert panel finds it positive that MU gives importance to the replenishment of educational-material and technical base and infrastructure as one of the main direction of MU long-term development plan. The similarity of education environment to military service environment can really have positive influence on the effectiveness of education.

Dependence on MoD in terms of financial issues limits autonomy in decision making about the allocation of credits. This can lead to allocation of resources not upon the needs and priorities of MU but upon the priorities of MoD. At the same time in spite of the absence of financial autonomy MU currently doesn't have danger of being deprived from funding or appear financial crisis. The estimates of MU are mainly approved by MoD.

The current resource base is rich and diverse which is conditioned by the approach of ensuring necessary resources for each course. Taking also into consideration the availability of RA AF resources it can be concluded that the equipment with resources necessary for the implementation of academic programs is stable.

The absence of membership in scientific-research networks and the limitations in the availability of Internet limits the usage of modern technologies by cadets and listeners in educational and scientific-research activities, the availability of information, diversity, application of new teaching methods thus hindering the development of skills of working individually with ICT. The risks of outflow of information through Internet availability or membership in scientific-research networks can be eliminated due to the modern technologies and their investment in educational and research processes will foster application of modern teaching methods and technologies, free of charge availability of scientific articles, enhancement of the number of MU's own electronic resources, creation of opportunities for distance learning.

It is praiseworthy that approaches to documentation management are precise at MU and the information is constant. However the ambition to document every process brings to the existence of great number of documents which puts at a risk the coordination and availability of information.

The existence of medical services and importance of security are evaluated by the Expert panel as a positive factor at MU. However the absence of conditions for people with special needs makes the

full activities of respective teaching, administrative or support staffs impossible whereas the risks of having people with special needs at military sphere is high.

The Expert panel highlights the importance of surveys conducted for the evaluation of the effectiveness of resources however the absence of analysis of reasons of non- complete satisfaction puts the more purposeful improvement of resource base at a risk.

The current material-technical base of MU may be not sufficient for further development of MU which will make the management of possible changes difficult.

CONCLUSION. Taking into consideration MU's ambition to replenish educational-material and technical base and infrastructure, MU's financial state, importance of studies about the satisfaction with resources the Expert panel concludes that MU meets the requirements of Criterion 7.

The compliance of the institution's institutional capacities with the requirements of criterion 7 is satisfactory.

VIII. 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.

FACTS

8.1 The Institution has a clear policy on institutional accountability

Derived from its peculiarities MU has its internal accountability system with strictly defined procedures and deadlines. The accountability is regulated by the order of the Head of MU as of 12.10.2017 "Coordination of frequency of reporting system on the summarization of results of MU structural units' activities". Besides, each year the Head of MU presents a report about the activities of MU to the Minister of Defence who is the President of MU Council.

It can be noted that the existing accountability system is strictly hierarchic and mostly vertical. Relations with reports are mainly regulated by MoD. At the same time there are no regulated mechanisms for the reports presented to the public. As examples of reports presented to public can be viewed different conferences, meetings with parents, "Zinuj" RA MoD TV program, "Hay Zinvor/Armenian Soldier" RA MoD weekly newspaper, "Cadet" quarterly published MU magazine thorough which the activities of MU are illustrated.

It should be noted that in some cases the reports presented to public by MU are objectively limited conditioned by the secrecy of information and peculiarities of MU.

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

Information about MU activities, news and announcements become available to the public mainly through the department of information and PR.

Publication of materials about MU is carried out through "Zinuj" RA MoD TV program, "Hay Zinvor/Armenian Soldier" RA MoD weekly newspaper, "Cadet" quarterly published MU magazine, booklets and meetings and lessons organized in different education institutions/schools. PR through internet is ensured by the use of RA MoD official web-site.

After the examination of the web-site of MoD by the Expert panel it was found out that there is a separate web-page about the University where information about MU structure, faculties and professions is mentioned in a general way. At the same time the presented information is not comprehensive news about the activities of the University are presented through general news.

Any financial document is not published by MU as well as reports about the education process are not available to public by MU. In general only MU admission procedure can be considered fully transparent for public.

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

Surely there are some mechanisms promoting public relations at MU and they are operating. Such as open days at the Head of MU and Deputy Heads (during the meeting with the Head of MU it became clear that citizens can be admitted at Rector's office any time), information got during the meetings with parents, presentation of suggestions to MoD based on the issues raised by the public during the visits to schools, hotline of RA MoD. At the same time there are clear and stable feedback mechanisms with labor market (RA AF). MU alumni are 100% ensured with workplaces and most of them keep in close touch with MU while their military service as they regularly have trainings here. Besides, information got from MU alumni from military units is also a feedback mechanism.

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

As it is mentioned in the self-evaluation report MU strives to ensure development of PR and its involvement in the projects for military-patriotic education as much as possible. In this respect some activities are organized: military-patriotic Olympiads and games, the teaching staff has introductory lessons in different secondary schools and higher education institutions. MU is attached to 32 schools from different regions, where lessons of courage are organized and in 80 education institutions it organizes different meetings and military-scientific events.

MU prepares platoon commanders for RA AF and implements training courses for the students of other universities through additional academic program with the duration of 2.5 year (lessons on Saturdays), for the alumni- 1-year duration courses and for the senior and junior officers of RA AF having higher professional civic education the duration of courses is 5 months.

During the site-visit it became clear that MU alumni transfer their knowledge got at MU at their military units. MU also supports NGOs dealing with the issues of military-patriotic education by organizing some military courses for the stakeholders of those organizations. MU also implements training courses for military journalists organized by MoD.

JUDGEMENT

The Expert panel positively evaluated the fact that MU has clear mechanisms and procedures for accountability inside the University and to MoD. At the same time the public seems to be left behind the boundaries of the University and there is an impression that Mu does not have the goal of being accountable to public. Limitations in the availability and transparency of procedures and processes sometimes are objectively conditioned by the confidentiality of information. However the processes and procedures which do not involve military secrets or provisions putting at a risk the security of the country and can be published are not transparent either.

The above mentioned hinders expansion of information provided to public about the educational services of MU which can later on result in the decrease of interest of a wider layer of public about the University.

As funding of MU and assurance with resources is carried out by MoD all the financial reports are presented only to the state omitting the public. The Expert panel thinks that it would be preferable to present such kind of reports to the public as well with general provisions and not violating the requirements of the secrecy regime which will foster improvement of transparency of accountability and will reinforce the link of MU with the public.

Accountability of MU to public is mainly carried out through MU. Presentation of information about MU in MoD web-site through general news can hinder coordination of information and its availability to public.

It should be noted that the main target of transferring knowledge and values to public are schoolchildren and there is an impression that the main goal of the implemented activities is gathering cadets. Nevertheless during the last years stable decrease in the number of applicants was registered and in this context it can be conditioned not only by the demographic changes in the country or the danger of the profession but also weak procedures for ensuring the link of the University with public. The Expert panel is of the opinion that not sufficient efforts of the University towards the application of diverse and effective tools for PR can hinder formation of full, comprehensive and positive image of the University among the public.

It is positive that MU has stable feedback mechanisms in relations with MoD, RA AF departments as well as its alumni creating objective prospects for the improvement of MU activities. At the same time it should be mentioned that feedback mechanisms with the public are not stable which can result in the isolation of MU's activities from public developments.

The creation of a web-site by MU can be an effective solution for the assurance of mechanisms for feedback and transfer of information to public by creating higher rank of MU and leading to the increase in the number of applicants.

CONCLUSION. Taking into account the fact that there are mechanisms and procedures of accountability of MU to the state, i.e. to MoD, there are mechanisms for transferring knowledge and patriotic values to target groups of the public, some tools for the PR are applied, the Expert panel concludes that MU meets the requirements of Criterion 8.

The compliance of the institution's institutional capacities with the requirements of criterion 8 is satisfactory.

IX. EXTERNAL RELATIONS AND INTERNATIONALIZATION

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

FACTS

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.

The following activities are mentioned in the long-term development plan of the Military Institute after V. Sargsyan for 2015-2020: (1) integration to the international and RA education systems (research on the experience of the foreign countries' military universities, including member countries of CSTO); (2) creating opportunities for the other countries officers' to learn in RA Military universities; and (3) trainings for the academic staff in the corresponding institutions of the RA and other countries. During the site-visit it became clear that practically these activities have not been carried out mostly.

International academic exchange programmes to ensure the incoming and outgoing mobility of both teachers and students as well as the ones of enhancing opportunities for the other countries officers' to study in the Military University after V. Sargsyan and training the academic staff in the corresponding universities of other states, are missing. In general the University does not have a clearly defined policy and procedures which will regulate the promotion of activities towards internationalization like mobility of staff and students, recognition of achievements of learners, etc.

Activities towards the establishment of external relations are regulated by MoD. Though the mechanisms are out of the University it still should be noted that in the current sphere/sector the University does not provide initiative to MoD. The expert panel concludes that the MU lacks systematic approach and policy aimed at creating fertile environment of experience exchange, development and internationalization. The latter is strongly limited by management of international cooperation solely at the relevant department of the Ministry of Defence, with limited delegation of rights to organize such activities by the MU itself.

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

The Military University does not have a separate infrastructure for external relations and internationalization. This function is carried out by the relevant department of RA MoD. At the University level this function is coordinated by the Science and Education Quality Assurance Department (S&EQAD) and the Department of Work with the Personnel. The latter however are overloaded with their main tasks. The activities of the Department are summarised through reports. Analyses on the effectiveness of implemented international cooperation are not made at MU.

9.3 The Institution effectively collaborates with local and international counterparts.

The University collaborates with local organizations (mainly state organizations, the closest links are with MoD, one NGO). There is some collaboration with foreign Embassies in RA.

Process of intra-state cooperation is highly regulated by "The cooperation plan between the Military University after Vazgen Sargsyan of RA Ministry of Defence and RA HEIs, as well as with the Military University after A. Khamperyants". The agreed areas of cooperation with 13 RA HEIs encompass improvement of the quality of its academic programs, staff training, experience exchange, socio-cultural and inter-student relationships. Although not all the activities envisaged by the above mentioned plan are implemented.

Contrary to national cooperation, promotion of MU relations external to RA is not yet implemented from the perspective of exchange of students and scientific-pedagogical staff, thus, regulated international mobility is missing. The general picture is not much affected by positive examples of few cases of cadets, whose high academic performance gave them opportunity to study in foreign countries (e.g. Germany or Great Britain), as these cases prove seizing the opportunities, rather than planning any regulated process.

Despite of strategic goal of creating opportunities for the other countries officers' to learn in the MU, the MU does not have foreign students. The Military University does not also have any joint research projects and participation of students in research activities implemented by international institutions.

It should be noted that Canadian military experts supported MU in establishing MA education and development of "Management of Military Units and Detachments" MA academic program.

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

Notwithstanding the fact that there are language courses (e.g. Russian, English, German, French, Persian) aimed at improving the level of foreign language knowledge of internal stakeholders (students, teachers), it was impossible to assess the effectiveness of language courses, since throughout the site-visit it was apparent that the level of foreign language acquisition was quite low, which was witnessed by students and alumni. It must be admitted, however, that the knowledge of the Russian language among teachers was at high level. The main direction of the University is towards CIS countries and communication with Russian language is quite common among the teaching staff (conditioned also by the fact that education in the military university was once organized in Russian). Nevertheless, the level of English knowledge in the MU can neither ensure nor promote international mobility, the implementation of academic and scientific-research international programmes, publications in foreign journals. Courses of languages are usually organized for the teaching staff when they are going to apply for PhD and it should be mentioned that these activities do not directly foster effectiveness of internationalization of MU.

JUDGEMENT

It is worth mentioning that the MU has determined strategic aim of establishing environment conducive to internationalization. For the realization of the said aim the Science and Education Quality Assurance Department has been tasked with implementation of internationalization policy. However, it became apparent that the wide area of its responsibilities only partially reflects the implementation of the aim of internationalization. As a result proper analysis of the effectiveness of internationalization processes is not carried out and the operation of the current approach (MoD with decisive role) is not evaluated.

The Expert panel thinks that existence of only the relevant department does not guarantee effective and coordinated internationalization process because there are no educational and research programs directed towards assurance of the mobility of teaching staff and students, there is no inflow of foreign students and it is not clear to what extent the University promotes the implementation of goals directed to internationalization. Lack of autonomy and dependence on RA MoD respective departments does not ensure regulated process of internationalization.

The expert panel finds that the current definitions in MU long-term development plan do not determine the scope and "ambition level" of internationalisation, i.e. whether the University strives for international coverage, or, as stated in its mission, is inclined to become an institution having regional importance and role.

Small number and not planned cases of mobility of cadets gives a point to conclude that it is still early to speak about effective cooperation between MU and international organizations and institutions.

Taking into account that MU cooperates with limited scope of local and international organizations and that not always are the planned activities within the framework of cooperation implemented the Expert panel considers that the university does not fully use its national and international relations in order to improve its academic programs and to enhance the effectiveness of education process.

Positive factor is the fact that students and teachers are taking part in scientific and educational events abroad, after which they present their experiences and skills through reports, but being dependent on external governance does not create a solid framework for such activity. However the Expert panel thinks that serious obstacle for the internationalization of the University is the fact that MU does not ensure sufficient level of foreign language proficiency among its internal stakeholders.

MU does not have access to the database of international journals: for the teaching staff literature concerning the sphere of their research is limited and for cadets the availability of modern depository with foreign languages is limited and this puts the modernity of implemented research and applied education materials at a risk.

CONCLUSION. Taking into account that MU does not yet implement coordinated processes promoting the establishment of external relations, it does not have exchange and international research projects, the goals for internationalization mentioned in the long-term development plan are not implemented in an independent and coordinated way, knowledge of English language is still a serious problems from the perspective of mobility, the Expert panel concludes that the University does not meet the requirements for Criterion 9.

The compliance of the institution's institutional capacities with the requirements of criterion 9 is unsatisfactory.

X. INTERNAL QUALITY 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.

FACTS

10.1 The Institution has quality assurance policies and procedures.

Internal Quality Assurance System was introduced in 2014, within the framework of the World Bank Grant Program. The Quality Assurance Strategy of the Military University is defined in the University's Charter and "Internal quality assurance system of the "Military University after Vazgen Sargsyan" of RA Ministry of Defence" manual. It was approved and put into action by the University Scientific Council. The manual clearly defines the framework of quality assurance, general requirements and principles.

The manual defines number of procedures, among which one may list procedure of conducting surveys among the cadets, procedure for reviewing cadets' appeals, procedure of current monitoring and regular review of academic programs, and others. Unfortunately, all these procedures are located at bottom management levels, missing the support of quality assurance at top (strategic) management one.

During the site-visit it became clear that internal stakeholders are mainly aware of the provisions of QA manual except the cadets.

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

Science and Education Quality Assurance Department of the University was established on October 2013 for the implementation of QA objectives. The Department has 7 positions, 3 of which are civil servants, and their rights and responsibilities are defined by the regulations of the department (i.e. Regulation of the Science and Education Quality Assurance Department of “Military University after Vazgen Sargsyan” of RA Ministry of Defence) and individual job descriptions. Nominations to particular positions in S&EQAD are conducted upon competition procedure, that takes requirements of job description into account. Evaluation of the performance and needs assessment of the staff of QA department is not carried out thus activities towards the improvement derived from the mentioned processes are not implemented.

The department has a separate office, furnished and equipped with the support of the World Bank program “Quality and Relevance of Education”. The office, however, is small compared to the needs of work ergonomics of office workers. But the staff members are very pleased with those conditions as they can together discuss the current issues, and they consider it effective. Head of the Department has a separate room.

Except for its core functions, aimed at quality assurance, the S&EQA Department undertakes other operations, beyond the scope of its primary functions (e.g. coordination of international relations, conduct of didactic activities as teachers).

The expert panel is of the opinion that personnel of S&EQA Department is overloaded by combination of its scientific, didactic and quality assurance obligations. This is additionally reinforced by the staff vacancy. The department is given importance to by MU. The department is given all the necessary information from all the structural units and management of MU.

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

QA activities are mainly carried out by S&EQA Department, with the existence of QA Committees of Faculties and Scientific Council QA Committee that make the QA system quite decentralized. Internal stakeholders, starting from the Head of the MU till the cadets and the administrative staff, are aware and are involved in QA activities mainly through the multi-layer system of accountability. The results of the reports however are not always analyzed and lead to the improvement of MU activities.

Internal stakeholders are involved in QA processes through their participation in surveys aimed at assessing courses and satisfaction level with the academic environment. External stakeholders involved in QA processes are the MoD, the alumni of the MU, the Armed Forces and parents of cadets.

Not all the stakeholders are involved in all the QA processes, however each one participates in the QA processes of their scope of activities, e.g. at the level of academic programs, based on the feedback given by the Armed Forces, changes are made in the academic programs of the MU.

10.4 The internal quality assurance system is periodically reviewed.

The goals and objectives of the S&EQA Department were reviewed by the MU (the regulation of the Education Quality Assurance and postgraduate Education was approved in 2014 and revised in 2016 in the context of reorganization of the University and formation of S&EQA Department). The QA processes taking place in the RA Armed Forces and the European Higher Education Area were taken into consideration during the elaboration of the quality improvement measures. During the introduction of QA processes, the Military University cooperated with other HEIs of RA, and ANQA.

Separate procedure for the review of internal QA system of MU is not defined yet. Though the formation of internal QA system at MU started in 2013 and the QA manual was developed in 2014 the phase for the revision of internal QA system at MU has not yet matured.

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

Through its self-assessment report the MU did its best, trying to ensure sufficient grounds for the external review of its operations. However, the expert panel states that the self-evaluation report was of informational, rather than of analytical character.

However, sufficient grounds and explanations were presented to the expert panel by the MU during the site-visit. All the documents subject to review were perfectly catalogued, described and prepared for evaluation.

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.

The MU presents number of reports within the QA framework to the MoD however these reports are more descriptive rather than analytical. Besides the reports are addressed only to MoD and they do not serve as a source of information for other stakeholders. Limited publications about MU activities are not related to the quality of processes. Initiative for the dissemination of information about the quality of processes by MU is low.

Concerning internal stakeholders, transparency is not fully achieved as cadets are not aware of analysis conducted on the strategic level, they are only aware of the ones concerning their narrow, educational sector.

JUDGMENT

The Expert panel positively evaluated that MU has a clear policy and procedures in QA sphere which are stipulated in a sound documentation base, particularly the QA Manual, for the development of which MU staff has worked for 2 years. It is also positive that all the staff members of MU, except the cadets, are aware of the provisions mentioned in the QA Manual and all the internal stakeholders of the MU understand the values of the University and importance of QA activities.

It can be stated that for the management of internal QA activities MU allocates sufficient human resources, however the whole staff of the S&EQA Department carries out, in parallel, also other responsibilities, e.g. lecturing, which adds value to their QA performance as the staff of the Department can become aware of the problems present in the MU on the spot. At the same time this practice is risky, leading to general work overload of the Department staff. In terms of human resources, the MU does not guarantee, that in case the current staff leaves, it can be easily replaced with the new one.

The Expert panel is positive about the fact that cadets and short-term students as internal stakeholders are involved in quality evaluation processes by participating in student surveys and graduate satisfaction surveys, as well as being involved in different committees (e.g. Cadets' Council, Sergeants' Council). However involvement of internal stakeholder in QA processes only for the

questions related to them hinders participation of internal stakeholders in QA activities on strategic level.

The reliability and effectiveness of QA system is at a risk because coordinated process for the evaluation and improvement of QA system is not carried out and is not even envisaged. The absence of analysis on the effectiveness of QA toolkit does not give an opportunity to objectively evaluate the impact of QA processes on the improvement of academic programs and University activities.

In general, internal quality assurance system provides solid background for the external evaluation of quality taking into account not only the self-evaluation but also package of non-confidential documents.

The Expert panel thinks that information about the quality of QA activities will not be given importance to as long as they are not directed or even available to internal and external stakeholders.

CONCLUSION. Taking into account the existence of documents describing the policy and procedures of quality assurance, of a number of mechanisms of QA system which are elaborated and implemented, the results of operations carried out with different regularity and the procedures of reviewing the system, the steps of the University aimed at ensuring the accountability, the Expert panel concludes that MU meets the requirements of the criterion 10.

The compliance of the institution's institutional capacities with the requirements of criterion 10 is satisfactory.

EVALUATION ACCORDING TO ACCREDITATION CRITERIA

CRITERION	ԵԶՐԱԿԱՅՈՒԹՅՈՒՆ
I. Mission and Goals	Satisfactory
II. Management and Administration	Satisfactory
III. Academic Programs	Satisfactory
IV. Students	Satisfactory
V. Teaching and Support Staffs	Satisfactory
VI. Research and Development	Unsatisfactory
VII. Infrastructure and Resources	Satisfactory
VIII. Societal Responsibility	Satisfactory
IX. External Relations and Internationalization	Unsatisfactory
X. Internal Quality Assurance System	Satisfactory

Tigran Mnatsakanyan
Head of the Expert Panel

31.08.2018

APPENDICES

APPENDIX 1. CVs OF EXPERT PANEL MEMBERS

Tigran Mnatsakanyan- Graduated from Armenian State University of Economics (ASUE) in 2008 with the profession of Management. In 2011 he became a Candidate of Economical Sciences and the topic was “Directions of Enhancement of the Effectiveness of Public Policy (RA case)”. Since 20011 he is an assistant at the Chair of Management at ASUE. In 2008-2011 he was the President of the Council of Student Scientific Union. He has published a number of scientific articles on theory of management, history of public policy, modern issues of public management and enhancement of effectiveness of the methodology of evaluation as well as on the issues of local self-governance. He has participated in international conferences about the issues education quality assurance.

Bartłomiej Paćzek - has been serving in Polish Navy since 1994. In 1999 graduated from the Polish Naval Academy. In 2006 graduated a post-graduate studies with the profession of “Commander of Naval Troops” and has taken up management positions. Since 2007 has been working in Polish Naval Academy as a lecturer and later as a professor. Since 2011 he has been Doctor of Security Sciences. In 2016 he was elected as Vice-Dean of the Faculty of Command and Maritime Operations in Polish Naval Academy. In the same year he was appointed as expert of Polish National Quality Assurance Committee. He is the author of more than 20 scientific articles and 30 monographs. He has managed 24 scientific-research projects, has organized 17 national and international conferences. He successfully co-supervised PhD theses. In 2012-2017 the Student Scientific Union of Naval Security supervised by him has won the prize of the best Scientific Union for 3 times. He has been awarded with a number of rewards, including ones from the President of Poland, Minister of Defence, Minister of Infrastructure and Minister of Nature Protection.

Aram Baghiyan- in 2008 graduated from RF MoD Engineering Academy of Air Force after professor N.E. Zhukovskiy with gold medal the profession of “Robot-technical Systems of Aviation Armament” with the qualification of an engineer. In 2014 he became Candidate of Technical Sciences defending PhD thesis on the topic of “Development of Robust System for Following Ground Objects from Flying Devices”. In 2012-2017 he was senior lecturer at RA MoD Military Aviation Institute (University) after Marshal A. Khanperiyants. Since 2017 has been working as Scientific Consultant at “Improvise” LLC. Since 2016 has been a member of Specialized Council of “Management and Automation” 032 at Supreme Certifying Commission. He is the author of more than 40 scientific and scientific-technical works, 2 educational and 2 methodical manuals. He has participated in a number of trainings organized for the lecturers of military sphere by Consortium of Cooperation for Peace and South-Atlantic Union, Armenian State Pedagogical University as well as by ANQA.

Margarita Poghosyan- in 1995 graduated from Yerevan Institute of National Economy the faculty of Informatics getting the qualification of engineer-economist. In 2008 she became a PhD applicant at Yerevan State University the faculty of “Economics and Management” Chair of Theory of Economics. In 2015 she defended PhD thesis with the topic “Social-economic Issues of Physical Training and Sport within the Context of Theory of Human Capital”. She is a candidate of Economical Sciences. In 2015-2016 she studied at Yerevan School of Political Courses of EU. In 2004-2015 she worked at Armenian

State Institute of Physical Training in the Chair of Social Sciences up to 2008 as a lecturer and then as a senior lecturer. Since 2006 to now is simultaneously teaching at Yerevan State Northern University where in 2013-2014 she was the Head of the Chair on Economics and Management. Since 2015 till now she has been working in the RA Ministry of Sport and Youth Affairs. She has participated in a number of national and international seminars, has made speeches in a number of conferences, she was a member of some grant projects, is the author of 17 scientific articles.

Mikayel Khachatryan - 3rd year bachelor student of Applied Mathematics and Informatics at the Institute of Mathematics and Higher Technologies of Russian-Armenian University, RA. Since 2017 is a member of Scientific Council of the same university. In October, 2017 he was awarded with a prize by RA President as Best BA Student in IT sphere. He has participated in training for student experts organized by ANQA within the framework of “Student Voice” project.

APPENDIX 2. TIME-SCHEDULE OF THE SITE-VISIT

11.06.2018.-14.06.2018

	11.06.2018	Launch	End	Duration
1.	Meeting with the Head of the Military University (MU)	09:30	10:20	50 minutes
2.	Meeting with the first Deputy Head of MU, Head of Command Staff Faculty and Deputy Head of MU, MU Deputy Head of Material–technical Assurance	10:30	11:30	60 minutes
3.	Meeting with the self-evaluation working group representatives (8-12)	11:40	12:20	40 minutes
4.	Break, discussions of the expert panel	12:30	13:30	60 minutes
5.	Meeting with RA MoD departments coordinating the activities of the University	13:40	14:40	60 minutes
6.	Meeting with the Heads of Faculties	14:50	15:40	50 minutes
7.	Meeting with alumni (8-12 representatives)	15:50	16:30	40 minutes
8.	Observation of documents and close meeting of the expert panel	16:40	18:00	80 minutes

	12.06.2018	Launch	End	Duration
1.	Meeting with the heads of chairs	09:30	10:30	60 minutes
2.	Meeting with the representatives of teaching staff (including 3 academic programs involved in the self-evaluation report) /8-10 teaching staff members/	10:40	11:40	60 minutes
3.	Visit to faculties and observation of documents	11:50	12:50	60 minutes
4.	Break, discussions of the expert panel	13:00	14:00	60 minutes
5.	Visit to the chairs, observation of documents	14:10	15:10	60 minutes
6.	Meeting with the Department of Science and Education Quality Assurance	15:20	16:20	60 minutes
7.	Observation of documents and close meeting of the expert panel	16:30	18:00	90 minutes

	13.06.2018	Launch	End	Duration
1.	Meeting with the Sergeant Council and Cadet Council (8-12 representatives)	09:30	10:30	60 minutes
2.	Meeting with the military students /cadets/ (8-12 representatives)	10:40	11:40	60 minutes
3.	Meeting with the listeners (8-12 representatives)	11:50	12:50	60 minutes

4.	Break, discussions of the expert panel	13:00	14:00	60 minutes
5.	Meetings in the structural units of the university	14:10	16:10	120 minutes
6.	Observation of documents and close meeting of the expert panel	16:20	18:00	100 minutes

	14.06.2018	Launch	End	Duration
1.	Meeting with the staff selected by the panel	09:30	10:30	60 minutes
2.	Observation of resources	10:40	12:10	90 minutes
3.	Open meeting with the expert panel	12:20	12:50	30 minutes
4.	Break, discussions of the expert panel	13:00	14:00	60 minutes
5.	Observation of documents and close meeting of the expert panel	14:10	16:50	160 minutes
6.	Final meeting with the Head of MU	17:00	17:30	30 minutes

APPENDIX 3. LIST OF OBSERVED DOCUMENTS

N	NAME OF THE DOCUMENT	CRITERION/STANDARD
1.	Minutes of meetings for the elaboration of 2015-2020 long-term development plan	1.2
2.	Indicator for progress evaluation of 2015-2020 long-term development plan	1.3
3.	Order █████ of the RA Minister of Defence as of █████ on “Approval of the regulation of summarizing the results in the RA Ministry of Defence system and revocation of the order █████ of RA Minister of Defence as of █████”	1.3
4.	Previous long-term plan of development	1.3
5.	MU staff list	2.1
6.	Sample of work plan (time-schedule) of MU structural unit	2.1
7.	Order █████ of the Head of MU as of █████ on “Direct subordination of the structural units of RA MoD MU”	2.1
8.	Order █████ of the Head of MU as of █████ on “Approval of the composition of RA MoD MU Scientific Council”	2.2
9.	Reports of Methodical Council	2.2
10.	Order █████ of the Head of MU as of █████ on “Formation of methodical and faculty councils at RA MoD MU”	2.2
11.	Order █████ of the Head of MU as of █████ on “Approval of the regulation of the periodicity of summarizing the results and the order of presenting reports”	2.3
12.	Order of Head of MU about the summarization of results	2.3
13.	Results of monitoring of long-term development plan, improvement plans and grounds	2.3
14.	Mapping/matrix certifying the alignment of academic program and course learning outcomes	3.1
15.	Sample of diploma supplement	3.1
16.	Order █████ of the Head of MU as of █████ on “Formation of subject-methodical committees at the chairs of RA MoD MU”	3.2
17.	Individual works of cadets: course papers, papers (from each profession 2 works marked as excellent, 2-satisfactory and 2-unsatisfactory)	3.3
18.	Final works of students: theses (from each profession 2 works marked as excellent, 2-satisfactory and 2-unsatisfactory)	3.3
19.	Packages of previous academic programs	3.5
20.	Order N1004 of the RA Minister of Defence as of █████ on “Putting into action the directive on the admission to RA MoD and foreign military education institutions and the admission procedure”	4.1
21.	Grounds on the needs assessment of learners and the solutions given to the problems for the last 3 years	4.2
22.	Order █████ of the Head of MU as of █████ on “Approval of composition of Sergeant Council and “Sergeant sub-council” of cadet battalions of the Military University after Vazgen Sargsyan of RA Ministry of Defence”	4.7
23.	Minutes of sessions of Sergeant Council and Cadet Council as well as decrees based on them	4.7
24.	█████ of the RA Minister of Defence as of █████ on “Determining teaching staff’s categories, their recruitment and appointment on a competitive basis in the Military Education Institutions of RA Ministry of Defence”	5.1
25.	█████ of the RA Minister of Defence as of █████ on “Approval of the regulation on provision and maximum amount of lump-sum money or expensive gifts	5.3

	given to the military servants as a promotion as well as revocation of the order [REDACTED] f [REDACTED]	
26.	Samples of individual plans of the teaching staff	5.3
27.	Samples of filled in surveys on the evaluation of the teaching staff, analysis of surveys	5.3
28.	Samples of conclusions of class observations	5.3
29.	Annual and 5-year plans of the training of teaching staff implemented at the chairs and faculties	5.4
30.	List of conference programs carried out at MU and the list of participants	5.4
31.	Data of teaching staff outflows	5.5
32.	Results of scientific research activities for 2014-2017	6.3
33.	Topics of up-to-date PhD papers sent to RA MoD MU for RA Armed Forces	6.5
34.	Estimate of budget presented to RA MoD (2017-2018)	7.2
35.	[REDACTED] of the RA Minister of Defence as of [REDACTED] on "Putting into action the Regulation on "Financial Economy of RA MoD Military Units""	7.2
36.	[REDACTED] of RA MoD Head of MU as of [REDACTED] on "The organization of the activities relating combat readiness, academic, educational and methodical processes, troop service, staff registration in Educational-Methodical Department of MU, faculties, chairs, battalions of cadet and assurance of educational process, companies, artillery units and platoons, approval of the list of registration documents as well as revocation of order [REDACTED]"	7.5
37.	[REDACTED] of the RA Minister of Defence as of [REDACTED] on "Approval of the regulation of administration of RA MoD"	7.5
38.	[REDACTED] of the Head of MU as of [REDACTED] on "The organization of educational process for the academic year 2017-2018, internal and security services"	7.6
39.	Manual of "Organization and security of military service at RA Armed Forces" approved in [REDACTED] by the order [REDACTED] of RA MoD	7.6
40.	[REDACTED] of the Head of MU as of [REDACTED] on "The formation of Committee for the Security of the Military Service"	7.6
41.	[REDACTED] of the Head of MU as of [REDACTED] on "The organization of the Security of the Military Service"	7.6
42.	[REDACTED] of the Head of MU as of [REDACTED] on "The results of the works carried out in the first quarter of 2017 by the Security of the Military Service Committee"	7.6
43.	Statistics of cases of security violation	7.6
44.	Analysis of resource assurance and grounds of the activities directed towards the improvement of resources	7.7

APPENDIX 4. OBSERVED RESOURCES

1. Classrooms
2. Faculties
3. Chairs
4. Structural units
5. Sport centers
6. Laboratories
7. Արհեստագործարան
8. Medical centre
9. Library, stack, reading hall
10. Canteens and buffet
11. Barracks
12. Educational fields for combat readiness
13. Sports ground
14. Training equipment for military techniques
15. Educational shooting ground
16. Conference hall



APPENDIX 6. LIST OF ABBREVIATIONS

1. CIS- Commonwealth of Independent States
2. S&EQA- Science and Education Quality Assurance Department
3. EHEA- European Higher Education Area
4. RA AF- Armed Forces of the Republic of Armenia
5. CSTO- Collective Security Treaty Organization
6. RA -Republic of Armenia
7. NATO- North Atlantic Treaty Organization
8. QA- quality assurance
9. ANQA- National Center For Professional Education Quality Assurance Foundation
10. NQF- National Qualifications Framework
11. PDCA- plan -do -check -act
12. MoD – Ministry of Defence
13. MU – RA MoD Military University after V. Sargsyan