



Rector

29 May 2024

Education shall be aimed at preparing personal development needs of a person.

Principles

- ## What is a principle?

A principle is a belief, theory or rule that guides our actions. Quality improvement rests on the principles of quality management. (ISO 9001)

¹ This Concept is based on the RA Law on Education, the standards and guidelines for quality assurance of professional education in the Republic of Armenia and in the European Higher Education Area, and the ISO 9001 quality management principles.

² National Centre for Professional Education Quality Assurance, "Manual for Conducting the Expert Review of Professional Education in the RA" (2015) <http://www.angqa.am/hy/հղապարհակումներ/?Publications=2015>

³ *ibid.*

⁴ See Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), <https://www.enga.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area>

vital in designing admission, assessment and graduation procedures, and in ensuring student mobility both within YHU and between YHU and other HEIs.

Standards and Criteria

- 8 The quality assurance standards (criteria) applied at YHU have been defined and agreed upon as accepted practice for higher education quality assurance in the EHEA and therefore “should be taken into account and maintained by stakeholders in all higher education institutions.”⁵

1. Quality assurance policy
2. Development and approval of academic programmes
3. Student-centred learning and assessment
4. Student admission, professional development, assessment and qualification
5. Teaching staff
6. Learning resources and student support
7. Information management
8. Public information
9. Monitoring and periodic review of academic programmes
10. External quality assurance.

- 9 The authors of the European standards and guidelines also note that the standards should be considered in a broader context that includes qualifications frameworks and the conditions which foster transparency and mutual trust in higher education within the EHEA.

- 10 Taking that guidance and YHU’s institutional accreditation experience into account, these 10 standards were consolidated in 2023–24. In the University’s internal quality assurance process, standards 7 and 8 have been merged and are applied as “Internal and external communication”; standard 9 has been merged into standard 2; and in place of standard 10, YHU applies “Research, development and other creative activity (RDC)” and “Service to society”. In 2024, items 3 and 4 were merged.

- 11 The University’s eight internal quality assurance standards are therefore:

1. **Quality culture**
2. **Development, approval, monitoring and periodic review of study programmes**
3. **Student admission, student-centred learning, professional development, assessment and qualification**
4. **Teaching staff**
5. **Learning resources and student support**
6. **Internal and external communication**
7. **Research, development and other creative activity (RDC)**
8. **Service to society.**

- 12 **1. Quality culture** rests on the quality policy, which is developed, published, implemented, monitored, and periodically reviewed with stakeholders through relevant structures and processes, with the involvement of external stakeholders. The policy is available to the public as the pillar of the institutional quality control system. A developing quality culture creates a cycle of continuous improvement and contributes to the University’s accountability.

- 13 **2. Academic programmes** should be designed to meet YHU’s strategic goals and to include learning outcomes. The qualification obtained from a clearly stated and substantiated programme must correspond to the relevant level of the National Qualifications Framework for higher education and to

Accountability

Clarification of information flows and transparency of procedures are required in all areas and functions of a TLI’s activities. All relevant documents regulating the TLI’s mission and activities should be published and accessible to lecturers, students and all stakeholders.

(ANQA, 2015)

⁵ *ibid.* A summary list of the quality assurance standards is provided in the appendix.

the Qualifications Framework of EHEA. Academic programmes are the basis of the YHU's educational mission. By contributing to students' personal development, they provide both academic knowledge and transferable skills that can be applied in their future careers.

- 14 YHU carries out ongoing monitoring and periodic review of its programmes in order to secure the expected outcomes and to respond to the needs of students and of society. By engaging students and other stakeholders, regular monitoring of academic programmes creates an effective and supportive learning environment. Analysing programmes in the light of recent research ensures their relevance and clarifies the expectations, satisfaction and changing needs of students and society, student workload, progression and graduation outcomes, the effectiveness of assessment procedures, the learning environment and support services, and how well these fit the programmes. As a result of analysing the information collected, programmes are adapted and modernized, and the specifications of the revised programme are published.

- 15 **3. The published regulations on student admission, student-centred learning, professional development, assessment and qualification** cover all stages of the student "life cycle". Admission policies and processes are implemented consistently and transparently. A student-centred approach requires careful attention to the design of academic programmes, their delivery, the assessment of outcomes, and student engagement practices, since these conditions and support mechanisms secure students' academic and professional progress. YHU creates conditions to support students' academic progress and, in particular, their mobility. On completion, students receive documents explaining the qualification acquired, the learning outcomes and the context, level, content and status of the studies undertaken. To this end, the University applies procedures and tools for collecting and monitoring information on student admission and progression.

- 16 **4. YHU guarantees the competence of its teaching staff** by applying fair and transparent processes for staff recruitment and development. Teachers play an essential role in high-quality, student-centred learning and in developing students' knowledge and skills. To support continuous improvement in teaching quality, the University designs and implements fair and transparent staff recruitment processes, monitors working conditions, and creates opportunities for professional development. YHU supports the research activities of teaching staff and students to strengthen the link between education and science, and encourages the use of innovative teaching methods and new technologies.

- 17 **5. The University has appropriate and accessible learning resources and student support mechanisms.** The library, laboratories, IT, and other infrastructure, as well as the ways teaching staff provide support, take account of students' needs, particularly those of part-time, international, and disabled students. The student-centred concept of quality assurance ensures resources are available and used purposefully, and that students know what

Quality assurance policy

A quality policy is effective when internal stakeholders take responsibility for quality assurance and when the national context, the institution's own characteristics and its strategic approach are considered. Such a policy contributes to:

- + the creation of a quality assurance system
- + the performance of quality assurance duties by subdivisions, management, teaching staff and students
- + academic integrity, academic freedom and the exclusion of academic fraud
- + the protection of students and staff from intolerance and any form of discrimination
- + the involvement of external stakeholders in quality assurance. (ESG, 2015)

Student-centred approach

The student-centred approach to learning is particularly important for increasing students' motivation and for their active involvement in the educational process. (ANQA, 2015)

Sustained success is achieved when an organization attracts and retains the confidence of customers and other stakeholders, which is supported by an awareness of their present and future needs. Every aspect of interaction offers an opportunity to create more value for them. (ISO 9001)

services are available to them. Support and administrative staff are qualified and have the opportunity to develop their competencies.

- 18 **6. Internal and external communication:** Relevant information about programmes and other activities is key to effective management. Reliable data are essential for informed decision-making, and the University therefore involves students and staff in collecting and analysing information and in planning further action by a variety of methods. Of particular interest in this respect are:
- key performance indicators
 - the student profile
 - student progression and drop-out trends
 - student satisfaction
 - learning resources and student support
 - the professional career paths of graduates.
- 19 YHU's public information about its activities is clear, accurate, objective, up to date and easily accessible. Because it is useful to prospective and current students, graduates, other stakeholders, and the public, YHU informs them about learning opportunities, its programmes, learning outcomes, the teaching and assessment procedures applied, the qualifications awarded, and graduates' employment.
- 20 **7. Research, development and other creative activity (RDC):** YHU defines the goals and priorities of its RDC based on its mission, society's expectations, and future needs, and evaluates their implementation and the social impact of its RDC activity. RDC supports learning and teaching at the University. RDC support services are purposeful and contribute to achieving the goals of the educational process.
- 21 **8. Service to society:** YHU initiates and carries out development activities that improve the community and disseminate up-to-date knowledge and approaches in the University's fields of competence. To support the continuous development of learning, the University provides ongoing staff training and lifelong learning programmes for internal and external beneficiaries.

Appendix A. The YHU Quality Assurance Policy is available on the YHU website.

Appendix B. The YHU Quality Assurance Toolkit comprises the Policy, this Concept and the quality enhancement instrument in MS Excel format.

Original	P11-YHU_QA_concept-EN.pdf
Adopted	24 December 2021
This version	R31_YHU-QA_Concept-EN.pdf (v3.0)
Adopted	29 May 2024
URL	http://www.haybusak.am/dx/r/R31_YHU-QA_Concept-EN.pdf
Next planned revision	May 2027