



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Armenia

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Armenia

Name(s) of the responsible BFUG member(s)

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Contributors to the report

Government representatives = Working Group was established in order to fill the questionnaire. The WG was headed by the Minister and included six representatives of the Ministry.

Contributors to the report

Employer representatives =

Contributors to the report

Student representatives = A student representative was member of the WG.

Contributors to the report

Academic and other staff representatives = The WG included two representatives from the universities.

Contributors to the report

Other (please specify) = There were also representatives from the National quality assurance agency and the National Institute for Education.

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

State Education Development program for 2011-2015, Annual State Budget and MTEF(Mid-tem Expenditure Framework) are prepared taking into account on demographic projections.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

There are different types of HEIs in Armenia.

4. What is the number of institutions in the categories identified?

25 public and 40 private higher education institutions(universities, academy, conservatory).

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 0.2

240 ECTS = 99

Other number of ECTS = 0.8

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 0.1

240 ECTS = 90

Other number of ECTS = 9.9

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Medical, military.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

The length of medical studies is either five(300 ECTS) or six(360 ECTS) years depending on specialization and five years for military education.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

80

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 2

90 ECTS = 0

120 ECTS = 98

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 3

90 ECTS = 0

120 ECTS = 97

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

The data collection for Higher education is carried by the Ministry of Education and Science(MoES) and National Statistical Service (NSC).

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

6.1.1. Please provide a source for this information.

MoES and NSC.

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>10-25%

6.2.1. Please provide the source for this information.

MoES and NSC.

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

MoES and NSC.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

15%

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

There are no exceptions envisaged in the Law on Education and the Law on Higher and Post-Graduate. Education of Armenia.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Progression from 1st to 2nd cycle is based on academic standing, while progression from 2nd to 3rd cycle is based on results of entrance exams.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

Yes

7.2.1. Please specify how it is regulated.

Access to the second cycle programs is merit based.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for all graduates of these programmes

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Traditional supervision- based doctoral education, structural doctoral programs.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3 years for full-time students and 4 years for part-time students.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

NQF is adopted by the Government Decision in April of 2011.

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

In 2010 there was a Ministerial Decree introducing ECTS for Doctoral programs. Total required credits are 180.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

Presently Doctoral programmes are in process of reforming: introduction of the educational part, elimination of the qualifying exams.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

International, bilateral and multilateral agreements.

10.2. Does higher education legislation allow:

- Establishing joint programmes
- Yes
 - No
 - Legislation not clear
 - Legislation doesn't mention joint degrees
 - No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

Informatics, Law, International Relations, Economics, Russian Language and Literature.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Armenian Enic is planning a carry a study of legal issues, obstacles related to joint degrees. The MoES is no preparing ammendment to the Law encouriging joint- programme.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

SCL is defined as an approach in education with the focus on students needs rather than on instructors. Presently, students have broader participation and act as counterparts in the process of teaching and learning thus are developing an increased sense of autonomy and responsibility on the part of the student.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

Distance learning, e-learning, LLL.

2. Please provide a reference for your steering documents covering student-centred learning.

State Programme for Education Development 2011-2015, Government Decision on NQF, 2007 Decrees on Diploma Supplement and ECTS, in Standards and procedures for quality assurance.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

The SCL concept is gaining more and more importance though as any change process it has problems in defining the role of different identifying actors, implementation barriers, etc.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Yes, learning outcomes are defined in the NQF approved by the Government. Learning outcomes are defined as general measurable results of learning process that allow HEIs to assess whether students have developed the required competences.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?
(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

State educational standards are described with learning outcomes linked to ECTS.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

With the affiliation of the Ministry were developed methodological guides formulating degree programs with competences and learning outcomes.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

The use of learning outcomes is monitored by feedback mechanisms addressed to the various stakeholders. Guidelines, criteria and standards for EQA.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

The mindset transformation is rather slow.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

The methodology of student workload definition need to be developed further. The existing system is lacking the mechanism of transfer.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|------------------------------------|--------------------------------------|--------------------------------------|--|-------------------------------------|---------------------------------|
| All students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

To the students that living to other countries for employment of continuation of their studies.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

Not yet monitored.

6.4. In what language(s) is the Diploma Supplement issued?

Bilingual: Armenian and English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Each university issues its own DS.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

6. The NQF has been adopted in legislation or in other high level policy fora

The Government has endorsed NQF.

7.2.1 Please provide the date when the step was completed.

31.03.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

The decision to start developing national qualification framework was taken in 2007 by the Minister.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

It was agreed that the nQF will be based on EQF LLL 8 levels.

7.2.7. Which stakeholders have been consulted and how were they consulted?

Universities, employers, students and ministries.

7.2.8. Please provide a reference document for the adoption of the NQF.

Decree of the Government of the Republic of Armenia.

7.2.9. Are ECTS included in the NQF?

Yes

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

www.edu.am (only in Armenian)

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

ArmENIC has prepared a proposal for legal amendments.

8.2.1. Please provide a reference to the relevant legislation.

Law on Higher and Post-Graduate Education

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Regular meetings and trainings with HEI and Ministerial staff.

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Monitoring of the recognition procedures used by the higher education institutions, trainings.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Recognition of regulated professions is done by individual employers. Professional bodies responsible for recognition are not identified.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

In 2008 by the Decision of the Governemnt has been established National Center For Professional Education Quality Assurance(ANQA).

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

Only accredited academic programs are eligible for state funding.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Officially, through making the final external review reports publicly available via ANQA website and institutional websites. However, considering ANQA activities have been in the piloting phase for the last two years no reports have been produced and published yet.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Officially, through making the final external review reports publicly available via ANQA website and institutional websites. However, considering ANQA activities have been in the piloting phase for the last two years no reports have been produced and published yet.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Teaching | to promote teaching(behavioral) transformations |
| <input checked="" type="checkbox"/> Student support services | to promote student-centered approach |
| <input type="checkbox"/> Lifelong Learning provision | |
| <input checked="" type="checkbox"/> Research | promote internationalization and innovation |
| <input checked="" type="checkbox"/> Employability | promote relevance of HE |
| <input checked="" type="checkbox"/> Internal Quality Assurance/Management system | ensure that universities have QA mechanisms in place that provide basis for quality culture establishment and enhancement |
| <input type="checkbox"/> Other (please specify) | |

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

To promote behavioral changes at management and teaching and learning levels, ANQA, taking the ESGs as a starting point, endeavored conveying the elements promoting real changes through integration of the latter into the refined guidelines, criteria and standards as well as the guides for the HEIs. ANQA tries to mainstream quality assurance approaches towards system transformation through re-culturing. With regards to the TQM approach, (plan-do-check-act cycle), it is used as an analytical tool that helps to unveil the gaps and obstacles hindering effective functioning of an institution. ANQA Guidelines, Criteria and Standards are targeted at input-process-output approach. With regards to the quality assurance procedures it evolves around the following three phases: (1) self-assessment conducted by the universities; (2) site-visits by peer-reviewers organized by ANQA; (3) report production, decision making and report publication.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

The main strategy pursued by ANQA is to achieve system transformation through its quality assurance processes. Considering the relatively young age of the agency, and striving to establish a system that is legitimate and applicable locally and, at the same time, recognized internationally, ANQA, has been piloting its developments so far. The actual process is to commence starting 2012.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, all institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Quality Assurance Register (EQAR)

ANQA Governing body decides on the eligibility for a foreign agency to conduct evaluations of higher education.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

An institution applying to a foreign agency should have a prior agreement with ANQA and the ANQA's Board endorses it.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

not applicable

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies It is stipulated by the Charter of the ANQA.

- As full members in external review teams
 - As observers in external review teams
 - In the preparation of self evaluation reports
 - In the decision making process for external reviews
 - In follow-up procedures
 - Other, please specify
- It is outlined in the ANQA Guidelines, Criteria and Standards for tertiary Education QA
- ANQA encourages universities to involve students in the self-evaluation of the institutions and programmes through its consultation.

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

????

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Law on Higher and Post-graduate Professional education, ANQA Criteria, standards and guidelines for Tertiary Education QA.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

0-<25%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

0-<25%

5.5.1. Please describe what kind of arrangements are in place.

HEIs have established QA units with relevant staffing, developed internal QA policy, strategy procedures and relevant feedback mechanisms

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

25-<50%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

NA.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Considering the novice of the internal quality assurance practices at Armenian higher education institutions, the process of its establishment is still in its inception phase and the years of 2010-2015 have been announced as a transition period for establishing a legitimate quality assurance system leading to formation of a quality culture.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes

2. How do your steering documents define lifelong learning?

. Elements of Life-long concept are defined by the Law on “Higher and Postgraduate Professional Education” of Armenia as supplementary postgraduate programs based on earned professional education and not leading to a qualification.

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Higher education institutions provide the following forms for lifelong learning: staff professional development, possibility to retraining and complimentary and extension programs.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

The mission of higher education institutions are described in the charter of each institution. There are some minor differences which are specific for the appropriate educational field.

6. For which institutions is lifelong learning a recognised mission?

Basically those are State HEIs: Armenian State Pedagogical University named after Kh. Abovyan Yerevan State Linguistic University after V. Brusov Armenian State University of Economics Armenian State Agrarian University State Engineering University of Armenia Yerevan State University Gavar State University Yerevan State Medical University of M. Heratsi Gyumri State Pedagogical Institute named after M. Nalbandyan Armenian State Institute of Physical Culture Yerevan State Academy of Fine Arts Yerevan Komitas State Conservatory

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Law on higher and Post-graduate Education, Charters of HEIs.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

Adults in employment to improve competences

- Unemployed adults to meet job requirements
- Retired citizens
- Part-time students to improve competences
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning usually universities have a special budget which has also contributions from various organisations that need training of their employees
- private contributions from students fee paid for the trainings
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Only through public organizations that have special training needs.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

The steering documents define the underrepresented groups socio-economic status, ethnicity, geography, disability.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Government of Armenia is partially covering tuition fees, paying lodging for the students coming from rural regions, healthcare, organizing leisure, providing counseling and information.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Individuals submit a self-declaration.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

The state budget has special funding allocated for the under-represented groups.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

According to the State Education programme 2011-2015 is planned to increase participation of those groups up to 10%. The groups identified as under-represented are: parentless children, individuals with disabilities, children of killed or deceased military servants, rural population from high mountainous regions, ethnic minorities.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

The existing variations are in terms of entrance to HE(without entrance exams), scholarships, fees.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

On national level it is performed by the MoES and National Statistical Service and on the HEI level through the Student Councils or special.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

Through data collection on the national level, on the institutional level there are committees that each semester review academic standing, and graduation of the students defined as under-represented.

4.8.1. What data is collected?

Number of students for each identified groups, the amount of funding allocated, drop-out rates, achievement rates.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

HEIs carry out the monitoring at the beginning of each academic year after the entrance examination are completed. Also there are regular monitorings at the end of each semester.

4.10. When are data generally collected?

At entry into higher education

4.10.1. Where an approach different from the general approach is used for any group, please specify.

No.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Statistical publications and reports of the MoES, annual reports of HEIs.

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

State Education Development Programme for 2011-2015 . The policy is based on identification of the under-represented groups and allocation of state scholarships and fees to those groups.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Through data collection , surveys and studies carried by the Ministries and with the financing international organizations.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Enrollment and drop-out rates, academic progression rates , graduation rates, employment rate.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

National Statistical Service on the data provided by the HEIs. The data is monitors on several criterias: gender, geography, field of studies, etc.

5.5. How is this data used in higher education policy?

The data is used for strategic planning which includes financial and academic planning.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

There are flexible measures forming the the general policy: students are allowed to change anytime their field of study or instiuton, in case of failure they granted more chances to continue education, are able to repeat the course, etc.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

The data is used to plan admission rates to the next level of education, for internal quality assurance, budgeting, etc.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Recognition of university and its education programmes, improvement of internal QA, increase of its attractiveness.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

No other incentives.

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

medical, leisure, lodging.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

University budget.

8.4. What are the main tasks of the services?

To help students with the career opportunities, orientation, organization of job fairs, organization of training courses in preparing resume writing, interviewing, student placements.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

Presently, the funding system is under the revision in order to make it more flexible and more targeted to the under-represented groups.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

The Law on Education and Law on Higher and Post-graduate education defines the possibility of flexible provision of HE: part-time, distance. During the recent years gradually HEI are trying to change the intensity of study programmes, but it is not a general practice.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

Flexible provision of HE does not differentiate the targets and is general for all student body including the under-represented groups.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

The Government of Armenia in 2009 has approved the Strategy for social partnership which fosters cooperation of HE and labour market. There is cooperation of higher education and research to integrate and systemically consider the comprehensive dimension of the human capital and as such MoES is encouraging flexibility of HE.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = entry school leaving certificate -76%

Route 2: = entry with vocational certificate-23.8%

Route 3: = entry with IB diplomas-0.2%

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

The laws as well as newly adopted NQF define and promote alternative access to HE: with school leaving (full) certificate, VET qualification, international qualifications that are recognised equal to those armenian qualifications that provide access to HE.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part -time

16.1.2. How do you define it?

Part-time students are those individuals who are working and are does not possibility to study full-time.

16.1.3. What are the reasons for offering a different student status?

Employment, personal circumstances, under-represented groups.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Yes, there are differences in fees which are lower than for full-time students, offered student support.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

The fees are lower than for full-time studies, for targeted admission with the condition to back to the workplace. MoES

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

Yes

17.1.3. How do your steering documents in higher education define prior learning?

As complimentary courses, training courses, non-degree courses.

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: for part-time student work experience is taken into account

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)
- Other: for part-time student work experience is taken into account

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Higher education institutions are prohibited by legislation from implementing procedures to validate non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

There is a big segment of non-formal and informal learning in Armenia but the recognition issues are not yet tackled.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

National currency-Armenian drams(AMD)

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

Specific groups- parentless children, individuals with disabilities, children of killed or deceased military servants.

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle?

Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 160 000 AMD

Maximum amount = 880 000 AMD

Most common amount = 350 000 AMD

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The amount of fee depends on the field of studies: for examples the highest fees are paid by medical, law students, the lowest fees are fixed for some pedagogical specializations, humanities, etc. and the engineering and natural sciences are in between. There are discounts for certain groups of students in need.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Number of students paying maximum fees is in average 6%-7% and minimum- 30%-35%.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 200000 AMD

Maximum amount = 1 000 000 AMD

Most common amount = 350 000 AMD

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Fees depend on certain fields of studies as well as there are discounts for the for underrepresented groups.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The students of certain specialities.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Maximum fees are paid by 5%-6% and minimum - 25%-30%.

8. Concerning fees, are international students treated differently in your country from home students?

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 650 000 AMD

Maximum amount = 1,200000AMD

Most common amount = 700000AMD

8.2. According to your country's steering documents, students from which countries are considered international students?

Citizens of foreign countries without prior armenian qualifications.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

Presently, there are only commercial loans provided by some banks.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The Ministry of Education and Science is presently developing student loan scheme which will provide loans with low interest rates.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

energy including atomic energy, ICT, agriculture.

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

25

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = 220 000 AMD

Maximum = 700000AMD

Most common = 250000AMD

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

All students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning

- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

15

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

the most common 360 000 AMD

13.5. What percentage of all students receives a grant and/or scholarship?

15

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria

- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

Student loan scheme is in process of development and will be piloted in 2011-2012 academic year

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

Please choose..

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student The Doctoral programme consists of the educational and research part.
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

not applicable

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

The students from the subject areas (ICT, energy, etc.) that are considered as priority.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

State budget.

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Fees vary according to the priority fields.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Those type of students have to pay in average the amount of 250000 AMD. There is no any support provided.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Ministry of Education and Science established a WG consisting of its staff responsible for Higher education, strategic planning, life-long learning and was headed by the Minister. The WG also includes other stakeholders.

B.1.b Stakeholder representatives

Universities,

Students,

Quality assurance,

Enic-Naric.

B.1.c Other contributors

National Institute of Education, Center for Education Projects.

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

MoES has developed a draft action plan which is under discussion.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: not yet adopted

Most recent revision: 2011

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

| | All forms of mobility | Credit mobility ¹ | Degree mobility ² |
|-----------|-----------------------|------------------------------|------------------------------|
| Inbound | - | - | - |
| Outbound | - | - | - |
| No target | - | - | - |

C.2.a Please provide a reference for the target.

Target set up by the Bologna Ministers

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

The only target in the document is one that what earmarked by the Bologna.

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

| Priority Region | Incoming students | Outgoing students | Incoming staff | Outgoing staff |
|------------------------|-------------------|-------------------|----------------|----------------|
| EHEA | 1 | 1 | 1 | 1 |
| USA/Canada | 1 | 1 | 1 | 1 |
| Latin America | 0 | 0 | 0 | 0 |
| Australia, New Zealand | 0 | 0 | 0 | 0 |
| Middle East | 1 | 1 | 0 | 1 |
| Africa | 0 | 0 | 0 | 0 |
| Asia | 1 | 1 | 0 | 0 |
| Other (please specify) | 0 | 0 | 0 | 0 |

C.4.b If you have regional priorities, please give reasons.

Priorities are based on traditions, economic integration, on neighboring and provided funding.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Monitoring is usually carried on the programme base for example the MoES is monitoring the mobility that is funded by itself.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Some HEIs are involved in the european consortiums that promote student and staff mobility(Erasmus-Mundus, Tempus, etc.) as well as they have bilateral agreements on exchange of student and staff.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

| | Degree mobility | Credit mobility |
|--|------------------------|------------------------|
| Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions) | | |
| Grants/scholarships are restricted to specific programmes (if so, please specify) | | |
| Other restrictions apply (please specify) | | |
| No restrictions apply | Yes | Yes |

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

| Measure | Credit mobility | Degree mobility |
|---|------------------------|------------------------|
| loans for incoming students | | |
| grants/scholarships for incoming students | | |
| Loans for outgoing students | | |
| Grants/scholarships for outgoing students | | |
| Other: (please specify) | | |

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

Measures include provision exchange programmes, language courses, accommodation, and improvement of recognition practice.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

In 2011 the MoES funded two surveys on the implementation of the Bologna action lines including mobility and ECTS.

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

| Obstacles to student mobility | Incoming mobility | Outgoing mobility |
|-----------------------------------|-------------------|-------------------|
| Funding | | 1 |
| Recognition | 2 | 2 |
| Language | | |
| Curriculum/Study organisation | 3 | |
| Legal issues | | 3 |
| Motivating and informing students | 1 | |
| Other, please specify: | | |

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

The mentioned obstacles are general for all study cycles.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Language, curriculum.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Specially recognition of study periods/credits and curriculum.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Recognition, funding, language are the most relevant obstacles.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

MoES has been revising all existing recognition procedures of qualifications obtained within framework of bilateral agreements, the legal framework has been in process of adjustment to LRC. Ministry is also funding organization of foreign language courses. Some universities are working on their curriculum in order to have more flexibility in the process of organization of education process.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Through the surveys mentioned above.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

The findings of the above mentioned survey will be published soon.

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

| Obstacles to staff mobility | Incoming mobility | Outgoing mobility |
|---|-------------------|-------------------|
| Immigration restrictions | | 2 |
| Recognition issues | 3 | 3 |
| Language issues | 1 | 1 |
| Incompatibility of pension and/or social security systems | 2 | |
| Legal issues | | |
| Other, please specify: | | |

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Training on recognition procedures, organisation of language training programmes, providing grants for staff mobility, bilateral exchange agreements.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The findings of the above mentioned survey will be published soon.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

| | Total mobility | Credit mobility | Degree mobility |
|---|----------------|-----------------|-----------------|
| more incoming than outgoing students | | | |
| more outgoing than incoming students | x | | x |
| approximately the same number of incoming and outgoing students | | x | |
| No information available | | | |

E.1.a What is the statistical source for this information? Please supply statistical data.

The main source is the Ministry of Science and Education and National Statistical Service.

Incoming: in average 3000/yearly.

Outgoing: around 4000/yearly.

The figures cover all types of mobility.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Incoming mobility numbers are equal to outgoing ones.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Incoming mobility; Middle East countries, India.

Outgoing; EHEA countries, Russia, USA.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

no comment

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

Armenia remains attractive specially for Middle East(Egypt, Syria, Lebanon, Iran) and some Asian countries (India).

Due to the Diaspora living all over the world Armenia attracts individuals with Armenian origin. Due to the Bologna Process there is increasing mobility. US State Department Exchange Programms are the traditionally promotes the biggest mobility numbers,